

Student Fee Review Board Funding Application for Fiscal Year 2021-2022

UNM Community Engagement Center
Name of Unit

Kiran Katira Operations Director
Dean/Director Title

400 Cornell Drive, MSC06 3715, SSC Suite 255E 1 University of New Mexico, NM 87131
Campus Address

505-400-6828 kkatira@unm.edu
Campus Phone E-mail Address

Total Amount Requested: \$104,742

Alternate Email Address: kiru2u@yahoo.com

One-Time Funding ☐ Recurring ☒ Requesting Increase

CERTIFICATION

I certify that the statements herein are true and complete to the best of my knowledge and accept the obligation to comply with the terms and conditions of the Student Fee Review Board. I understand that the SFRB is a **recommendation** body and that its funding allocations are subject to revision by the Budget Leadership Team before final approval.

Kiran Katira
Submitted By (Print Name)

Department Head Signature

Tim E. Gutierrez

Date

9/10/2020

Please submit an electronic version of this application via email to SFRB@unm.edu

DEADLINE September 11, 2020, 5:00 PM.

***Late applications will not be accepted**

SFRB 2021-2022: UNM Community Engagement Center (CEC)

1. Describe the history and mission of your unit, and how its services support the mission of the University. Please address each of the following bullet points in your answer.

The UNM COMMUNITY ENGAGEMENT CENTER (CEC) was formed in 1997 by faculty, staff, students, and community members to utilize UNM and community assets to address community identified needs and increase civic engagement. CEC's mission is, "Anti-racist leadership for community capacity building." We nurture the leadership of the UNM Service Corps: the next generation of civically minded youth at UNM and CNM who are from local neighborhoods. In addition, we provide leadership development and a paid internship for recent graduates through Public Allies and FoodCorps. Moreover, we help UNM meet its research, teaching and community service mission by integrating the three utilizing "high impact activities."

a. What services does your unit specialize in that are not offered in a similar form elsewhere within the University?

UNM CEC programs intentionally recruit a cross-racial collective of 70 Corps members who apprentice for at least one year with strong community leaders in over 30 community-based organizations. We are interdisciplinary, developing long-term relationships addressing community capacity needs with some of the strongest non-profits and community based organizations working on education, economic, immigration, health equity, and sustainability.

In addition to UNMSC, we have two other programs which are paid internship opportunities for students who are about to graduate or are new graduates. Public Allies (publicallies.org) and FoodCorps (foodcorps.org) offer apprenticeships with non-profits working for social justice and equity where Corps members serve for ten months and receive a monthly stipend and an AmeriCorps education award at the end of their term of service.

We specialize in offering an experience that is an intersection of professional development, community engagement and leadership development. Undergraduates and graduates receive ongoing professional development through an antiracism lens to help them understand the root causes of challenges they see in their community sites. This antiracism curriculum is nationally recognized and is offered by CEC to our partners on and off campus. The experience provides: a sense of belonging on UNM campus and in community; increased graduation and retention rates; a way to connect academic experiences and career aspirations to community engagement; critical thinking skills that strengthen the purpose for higher education; educational awards; and the opportunity to be student ambassadors for UNM.

In addition, UNMSC also has opportunities to connect with national resources/network like United We Dream, the largest immigrant youth led network; FoodCorps Inc. a national AmeriCorps based program that connects kids to healthy food in school, so they can reach their full potential; and Public Allies a National AmeriCorps based movement to create a just and equitable society and the diverse leadership to sustain it.

We are trans-disciplinary, housed both on the north campus and the main campus. Our programs provide funding for higher education through AmeriCorps Scholarships, career exploration, networking opportunities, increased graduation and retention rates, and also opportunities for students to be wonderful ambassadors of UNM in the community.

Our staff and students were also an integral part of the UNM Complete Count Committee to ensure everyone in New Mexico gets counted for the Census.

CEC is a part of NACA Inspired Schools Network and is in the process of developing a new charter school in the International District, where UNM Service Corps play a pivotal role in helping shape the various components of the charter application process.

UNMSC, FoodCorps and Public Allies build capacity in the following areas:

1) Educational Justice

Community schools projects with adults and children in charter schools (South Valley Academy, NACA, and Dorn Charter) as well as APS schools. In addition, financial literacy workshops and curriculum provided to children and families.

2) Tribal and Immigration Justice

Native American students at the Native American Community Academy, the Indigenous Rights Center, the NM Dream Team/United We Dream, NM Asian Family Center and Encuentro Immigrant center.

3) Youth and Family Development

Four civic engagement projects for adults and teens such as Strong Families NM, SWOP, and Families United for Education

4) Community Health

Statewide FoodCorps; an affordable health care clinic in the South Valley and North Valley; the ACA team, and a behavioral healthcare clinic, Bernalillo County Community Health Council; NM Health Careers Opportunity Program (HCOP)

5) Racial Equity in the Legal and Justice Systems

Reducing Racial and Ethnic Disparities in the justice system committee (RRED) which is a part of JDAI (Bernalillo County alternatives to detention), the NM Immigrant Law Center

6) Environmental and Community Sustainability

Environmental justice and traditional farming practices in spaces such as La Plazita Institute and Los Jardines and CESSOS

b. How does your unit serve the University's commitment to diversity?

Our organization has a social justice and antiracism mission. Our leadership development, education, programming, hiring, and practices reflect this priority in these ways:

- Over 40 antiracism workshops for UNM/CNM students, staff, faculty and community organizations.
- All our partner organizations have a mission of serving diverse under represented communities
- 76% of our students are low socioeconomic students
- 88% are students of color from New Mexico
- Staff includes four full time staff, two part-time staff, one graduate student and two work

study interns. All are people of color and a majority are women.

- UNMSC have a higher retention and graduation rate than similar students on campus
- Professional development training has a social justice focus, which helps students of color affirm their cultural norms, develop a positive racial identity, and understand the root causes of inequities in society, all of which has shown to improve academic achievement
- We are members of the NM Governor's Racial Equity Committee for Education, UNM Provost's Diversity Council and the Institute for the Study of Race and Social Justice
- Students of color have the opportunity to apprentice with strong community leaders working on issues of equity.
- Multiracial coalition building mission, work with all ethnic centers and services
- Retreats, conferences, and symposia have an intentional focus on equity and inclusion.
- We are designing an ethnic studies charter school for the most diverse neighborhood in NM, the International District.

2. Briefly describe each program/project in your unit that is funded specifically by student fees.

--25 of our university age students (UNM Service Corps members) who serve in our 30 community based projects or are undergraduate Community Capacity Builders

--12,000 hours of community service

--1 graduate Community Capacity Builder (CCB) who is the CEC student leader

--Monthly workshops led by CCB

--40 anti- racism workshops for 200 UNM students, staff, faculty as well as community partners

--Leadership development for UNMSC and CCBs

What are the outcomes, so far, of each program/project?

CEC has recruited and placed over 40 UNM Service Corps, 10 FoodCorps, 20 Public Allies, and 2 Community Capacity Builders. We have provided over 12,000 hours of community service to 30 nonprofits serving the most marginalized in Albuquerque.

Major outcomes are related to the impact on our UNM students. Research findings revealed that being a Corps member had these impacts on them:

- Students have a sense of belonging
- They find purpose in their education and life
- Explore careers
- More networking opportunities
- Continue to be civically engaged
- Have a stronger network on and off campus
- Re-engage with their community and culture
- Reflect on their identity and the relationship with others in cross-racial teams
- Develop a greater understanding of the root causes of inequities and become politicized

- Funds helped them afford school and thus graduate. We have provided over \$1.8 Million in educational awards for NM students, an average of \$113,000 per year.
- Graduation rates for students are higher than like-peers
- Impact on careers after college: all students have a more robust resume that includes real world experience and membership in AmeriCorps, a nationally recognized network.

We also learned that our return on investment is at a ratio of 1:3, for every dollar invested in our Corps members there is a 3-dollar return.

What, if any, changes do you plan to make to these programs/projects?

CEC is continuing its work to help start a charter school in the International District of Albuquerque. Our UNMSC will play a keen role in helping us plan and develop the curriculum with community input, and also help us facilitate workshops with the community leaders and educators.

We will build off of our previous years work of aligning our national networks and strategically plan to fundraise and collaborate to offer more community engagement experiences for students that aim to address the social determinants of health inequity through creating access to health insurance and food for low income families.

3. Does your unit have an SFRB balance forward? If so, please justify this balance forward and describe how you will utilize it.

No balance forward.

4. Describe any increase in SFRB funding you are requesting, and provide justification detailing how raising student fees will improve your unit's impact on the student population. If requesting increases for multiple programs/projects, which program/project is your top priority? If requesting an increase, please state any reserves in your unit's budget and provide justification for not using said reserves for the requested increase.

CEC is not requesting an increase in funding, we are actually decreasing from our original ask of \$125,000 to \$104,742

5. What are your unit's current non-SFRB sources of funding (e.g. Instructional & General, state or federal grants, self-generated revenue), and if applicable, what additional funding sources are you seeking this fiscal year?

Instructional & General --\$0

Private Foundation -- \$188,941

Potential funding, proposals will be submitted -- \$30,000

Sub-contract -- \$61,282

Banks, UNM Foundation -- \$10,000

a. What increases or decreases from non-SFRB funding sources do you anticipate compared to your budget last year?

We anticipate a decrease in our private foundation funding, due to COVID-19 many foundations are redirecting funds to meet the urgent needs of communities in survival mode. Additionally, we know the sub-contract funds will be marginally reduced due to the charter school opening in Fall, 2022.

b. Please complete Budget Form C for non-SFRB income.

Please see attached

6. Describe student participation in your unit, and any plans to improve it, addressing each of the following bullet points.

a. How are students involved in the governance/decision-making of your unit?

CEC is dedicated to leadership development of undergraduates and graduates:

- Undergraduate and graduate students fully participate at our decision-making tables.
- All Capacity Builders/GAs are at our strategic planning retreats
Undergraduate students help create flyers for our programs, do outreach and participate in recruitment process including interviews of potential members
- The CEC Interns design and implement monthly UNMSC workshops and retreats.
- The Graduate Assistant help design, implement and evaluate workshops
- The Graduate student help maintain/improve our website
Undergraduate and Graduate students update social media pages periodically
- UNMSC at the sites plan and implement the curriculum with resources and guidance.
- CEC Graduate Assistants assist in designing, implementing, research
- All participate and represent CEC at community/campus collaboration meetings
- Capacity Builders and GA represent CEC and UNM at local or national conferences

b. How many students do you employ (including graduate assistants, interns, etc.)?

The UNM Service Corps consists of about 45 university students who are either work study, supported by foundation awards, and community partner contributions. We also have a few Public Allies who are still at UNM. In addition to current students, we also offer paid internships for new graduates.

25 UNMSC Apprenticeships with community-based organizations to address capacity gaps:

- 1) Educational and Economic Justice
- 2) Tribal and Immigration Justice
- 3) Youth and Family Development
- 4) Community Health
- 5) Racial Equity in the Legal and Justice Systems

6) Environmental and Community Sustainability

2 Community Capacity Builders placed with CEC as interns will:

- Co-construct professional development workshops with community partners for the UNM Service Corps
- Develop a social media presence for CEC, which includes education and outreach
- Weekly CEC staff meetings for decision-making alongside full time staff
- Collaborate on assigned program areas including: research, UNMSC program development, professional development, recruitment and placement, curriculum development and site support for community organizing
- Attend at least two CEC staff strategic planning retreats share lessons learned in formal and informal presentations

1 Graduate Assistants and 20 Public Allies will:

- Coach UNMSC students to connect career and life aspirations with community engagement, so that foundational knowledge will inform their careers after college
- Collaborate with Indigenous community organizations and leaders to further develop the Tribal Service Corps.
- Design and implement community learning professional development
- Work with staff to implement the mission and goals of the Leadership for Equity Institute.
- Community based participatory research that further supports community sustainability and design strong evaluation for CEC
- Assist in strategic planning and initiate new programs to enhance the work of CEC
- Represent CEC in formal partnership meetings with campus and community partners

7. Describe specific improvements your unit has made in the last fiscal year to the visibility/accessibility of its services, and any plans to further improve visibility/accessibility.

- COVID related plans for improvements that are designed to engage students on a personal and professional level include
 - regular phone calls, video conferencing and other forms of communication that will meet the social/emotional gap being made by social distancing mandates.
 - scheduled office hours that accommodate students who are completing on campus courses
 - CDC compliant safety measures for student community engagement experiences that ensure students are protected while serving with the community.
- Strategically strengthening our relationship with ASUNM and GPSA, building off of our collaboration during the UNM Census 2020 committee activities on campus
- Create opportunities to engage students in institutional change efforts on and off campus through coaching and anti-racism workshops
- Strengthen UNMSC program model utilizing feedback from exit interviews
- Develop a strong alumni network

- Initiate a Social Network tool evaluation
- Engage our Corps members in a strategic initiative to develop a charter school in the international district
- Dedicated staff and student time to creating and using social media tools that increase awareness of our program and it's values
- Furthering our collaboration with Student Health and Counseling to promote health insurance enrollment for students who experience low-income
- Our continued presence on campus wide committees will increase visibility
- Highlight our efforts on the Governor's Racial Equity Committee as a promising practice

8. How does your unit collaborate with other campus units and/or off-campus entities?

- Co-developing a charter school in the International District along with NM Dream Team through the NACA Inspired Schools Network
- Governor's Racial Equity Committee for Education
- CEDC (Community Engagement and Dissemination Core team members for the TREE Center (Trans-disciplinary Equity and Engagement Center for Behavioral Health)
- HIVE (Health, Inclusion, Vibrancy, Equity Center), interdisciplinary network to address social determinants of health
- Advisory board of the Institute for the Study of Race and Social Justice
- Co-chairing UNM's Diversity Council Curriculum Committee
- Undoing Racism workshops with the Anti-racism Training Institute of the Southwest
- Families United for Education; a coalition of 43 community organizations and 400 family members who advocate for equity and justice in educational
- Affordable Care Act team that works with SHAC, Health Sciences and APS.
- Collaborative for Hispanic/Latino Health Equity (CHiLHE). On-going collaboration with UNM north campus
- Public Allies placed at UNM Health Sciences Center Office for Diversity, Equity & Inclusion, serving in Santa Fe and Farmington area high schools and community
- Project for New Mexico Graduates of Color
- Strong Families network for civic engagement
- Immigration reform network through Dream Team/UWD
- Host FoodCorps NM, a statewide network of nonprofits
- Hosting Public Allies NM, networks us with partner sites across the nation
- Long-term partnership with over 40 community based organizations

9. What methods have been used in evaluating your unit's impact on the student population

(e.g. surveys, focus groups, interviews), and how effective have those methods been?

Please provide any data collected if it pertains to the application.

The methods used for assessing the impact of our projects includes:

- 1) Formal qualitative research project on the impact of our program on our students, using focus groups and interviews of alumni, which involved 19 interviews and 6 focus groups of alumni and current students. The research was to assess the impact of the program on UNM Service Corps career aspirations, success in college, continued civic engagement, and shifts in thinking about addressing societies biggest challenges.
- 2) Institute for the Study of Race and Social Justice to understand larger picture within UNM and the state
- 3) Return on Investment, Social Networks evaluation and community impact assessment.
- 4) We have collected institutional data on student demographics and graduation through AmeriCorps records, research office at UNM, Public Allies data and FoodCorps data.
- 5) End of year assessment of our Public allies programs from members and community partners to help us understand our strengths and the areas of growth
- 6) Ongoing Monthly Service reflections from Public allies on our trainings and programs
- 7) We have conducted on-going workshop evaluations
- 8) Community impact assessment tool for Public Allies and FoodCorps community sites.

10. If your unit received specific recommendations from last year's SFRB, what are your unit's current plans to address these recommendations?

N/A

11. Provide any other information or a narrative that will assist the SFRB in making its decision to fund your unit.

Our programs impact UNM students, the community and UNM as a whole in these ways:

UNM Students:

- Students have a sense of belonging
- They find purpose in their education and life
- Explore careers
- More networking opportunities
- Continue to be civically engaged
- Have a stronger network on and off campus
- Re-engage with their community and culture
- Reflect on their identity and the relationship with others in cross-racial teams
- Develop a greater understanding of the root causes of inequities and become politicized
- Funds helped them afford school and thus graduate. We have provided over \$1.8 Million in educational awards for NM students, an average of \$113,000 per year.
- Graduation rates for students are higher than like-peers
- Impact on careers after college: all students have a more robust resume that includes real world experience and membership in AmeriCorps, a nationally recognized network.

New Mexico Communities:

- 12,000 hrs of service a year by our students in community
- 40 non-profits have increased capacity due to our programming
- The International District of Albuquerque will have a school designed by community members and non-profit leaders, lead by our office
- There are over 1000 local young leaders who have been through our leadership program and are now in powerful positions of transformation in NM and beyond
- Our anti racism workshops have supported community leaders and non-profits across the state in strengthening their ability to transform NM to become more just
- Our young local youth are more grounded in NM and have a greater appreciation for their culture, identity and ability to be agents for change for a just society.
- Three of the four co-chairs of the UNM Census 2020 Complete Count Committee were from our office, helping make sure our students, staff and faculty are counted

UNM:

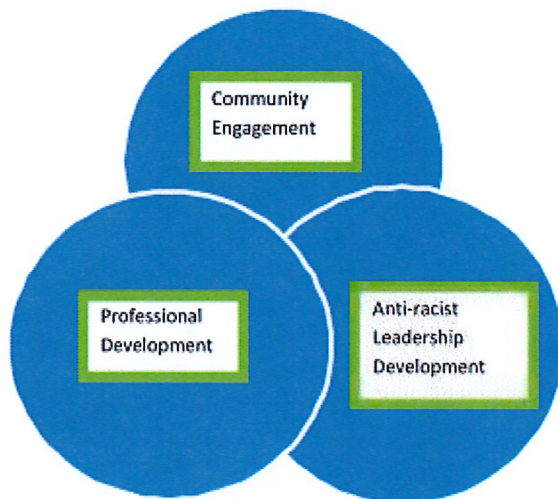
- UNM's reputation in the community is greatly enhanced due to the strong student leaders who are our ambassadors out there
- UNM is represented in the Governor's office due to decades of antiracism work and our office's reputation in our state
- UNM benefits from our programs financially, there is a 3:1 ratio of return on investment. We are able to leverage the funds provided to us to help secure additional funds.
- UNM does not provide us any I&G funding, yet we are serving UNM students
- We have a statewide presence through our programming, which helps UNM be seen across the state as serving the state
- We are on at least four UNM campus wide committees which help UNM systems improve
- Our Census 2020 work also extended to statewide networks through CCP, to help make sure New Mexicans are counted in the Census
- Our ACA student team helps make sure UNM students have access to affordable health care by enrolling those eligible into Medicaid.

SFRB 2021-2022: UNM Community Engagement Center (CEC)

Executive Summary

The UNM COMMUNITY ENGAGEMENT CENTER (CEC) Nurtures Antiracist Leadership so that Community Can Build Capacity for a Just World.” The UNM Service Corps are the next generation of civically minded youth from local neighborhoods. We also provide leadership opportunities for recent graduates who need a paid internship/apprenticeship. Moreover, we benefit UNM in its goal to serve NM as a Public University and meet its research, teaching and community service mission by integrating the three utilizing “high impact activities.”

UNM Service Corps/Public Allies are a uniquely cross-racial collective of 70 Corps members who apprentice with strong community leaders in over 40 community-based organizations. Some of our Corps members receive AmeriCorps scholarships. They all develop long-term relationships with some of the strongest non-profits and community based organizations working on education, economic, immigration and health equity



The intersection of Professional Development, Community Engagement and Leadership Development they experience provides the students with:

- Career Exploration
- Sense of Belonging
- Purpose for Education
- Critical Thinking Skills (anti racism)
- Scholarships (100,000/year)
- Graduation at UNM (52.2%)
- Careers after College (hired by CBOs)
- Student Ambassadors for UNM
- Cost Benefit Ratio of 3:1, \$3 return for every \$1 spent on CEC
- Leadership Opportunities

It makes perfect sense for SFRB to fund CEC: students funding a student leadership program, where 87% of the funds go directly to students. SFRB funds are for 25 UNM Service Corps, one Graduate Assistant, and two Capacity Builders. These students provide 12,000 hrs of service a year. We are seeking \$104,782 in funds, which is less than what we sought last year. On average, we have 67% Hispanic/Latinx, 9 % American Indian, 12% Black, 2% Asian, 1% Native Hawaii, and 9% White. We have calculated the Benefit-Cost ratio of 1:3 for CEC every \$1 spent on CEC there is a \$3 return. Positive testimony from 900 students and 40 community partners affirms the need for programs such as ours. We are stronger than ever. We are trans-disciplinary from an antiracism lens. We are housed both on the north campus and main campus.

Form A

SFRB Funding Request Form

STUDENT FEE REVIEW BOARD
FISCAL YEAR 2021-2022

DEPARTMENT Community Engagement Center
VICE PRESIDENT Tim Gutierrez

INDEX # 439000

		A	B	C	D	E	F
DESCRIPTION		ORGANIZATION OPERATING BUDGET 2019 -2020	TOTAL BUDGET 2020 - 2021 (not including SFRB)	SFRB BUDGET 2020 - 2021	TOTAL BUDGET 2021 - 2022 (not including SFRB)	SFRB BUDGET REQUESTED 2021- 2022	SFRB FUNDING INCREASE/DECREASE REQUEST 2021 - 2022
1	Faculty salaries						-
2	Staff salaries	154,198.18	187,995		187,995		
3	SUBTOTAL NON-STUDENT SALARIES (Line 1+2)	\$ 154,198.18	\$ 187,995.00	\$ -	\$ 187,995.00	\$ -	\$ -
4	Student (student employment & workstudy)	20,001	7,266	20,001	10,000	30,000	
5	GA, TA, RA - Pay and Benefits	30,610		7,350		20,610	
6	Fringe Benefits on Staff & Faculty salary	46,006	62,228	600	62,228		
7	TOTAL COMPENSATION (Lines 3 - 6)	\$ 250,815.18	\$ 257,489.00	\$ 27,951.00	\$ 260,223.00	\$ 50,610.00	\$ 22,659.00
GENERAL EXPENSES							-
8	Workshop Office Supplies	845		845		845	
9	Business Food	2,500		2,500		2,500	
10	Student Travel	1,500		1,500		1,500	
11	Telecom	1,200		1,200		1,200	
12	Long Distance	240		240		240	
13	Voice Mail	120		120		120	
14	Copying	758		758		758	
15	Printing Supplies	61.00		61.00		61.00	
16	Printing Copying Binding	212		212		212	
17	Other Supplies cost	10		10		10	
18	Promotional Exp	78		78		78	
19	Honoraria	1,250		1,250		1,250	
20	Instate Travel	1,000					
21	Banner Taxes	50		50		50	
22	Foundation Charge	480		480		480	

Form A

SFRB Funding Request Form

23	Postage	200	200	200	
24	Student Awards	34,202	34,202	34,202	
25	Graphic Design	185	185	185	
26	Loss on Sponsored Project General	200	241	241	
27	Other Professional Services	20,000			
28	Consultant Fees Gen				
29	Travel Out of State				
30					
32	TOTAL GENERAL EXPENSES (Line 8 - 30)	\$ 65,091.00	\$ -	\$ 44,132.00	\$ 54,132.00
34	GRAND TOTAL EXPENSES (Line 7+32)	\$ 315,906.18	\$ 257,489.00	\$ 72,083.00	\$ 104,742.00
					\$ 32,659.00

Form C

External Funding Sources

This form is used ONLY if you have **EXTERNAL FUNDING SOURCES**

DEPARTMENT Community Engagement Center

VICE PRESIDENT Tim Gutierrez

INDEX(es) # 439000

STUDENT FEE REVIEW BOARD

FISCAL YEAR 2021-2022

	FUNDING SOURCE	2020-2021 BUDGET	2021-2022 FORECASTED BUDGET	Funding Increase Request for 2021-2022
1	Student Fee Review Board (SFRB)	72,083	104,742	32,659
2	UNM Instruction & General			-
3	Private Donations			-
4	Fundraising/Foundation/Development	7,266	10,000	2,734
5	State Funding			-
6	Federal Funding			-
7	Grants (including federal and private)	188,941	188,941	-
8	Self-Generated Revenue			
9				-
10	If Other(s), please list below:			-
	Agency Sub-Contract	61,282	61,282	-
12				-
13				-
14				-
15				-
16				-
17				-
18				-
19				-
20				
21				
22				
23				
24				
25				-
26				-
27				-
28				
29				-
30				-
	TOTAL OPERATING INCOME/REVENUE	\$ 329,572.00	\$ 364,965.00	\$ 35,393.00

*The narrative response to question #5 must reflect this information