

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

El Centro de la Raza
Name of Unit

Rosa Isela Cervantes Director
Dean/Director Title

MSC06 3830, 1 University of New Mexico, Albuquerque, NM 87131
Campus Address

7-5020 isela@unm.edu
Campus Phone E-mail Address


\$ 209,369 nogutier@unm.edu
Total Amount Requested Alternate Email Address

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.

Rosa Isela Cervantes
Submitted By (Print Name)


Department Head Signature

09/11/2020
Date

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

El Centro de la Raza Executive Summary

El Centro was established in 1969, created for students by students, due to a strong value and need for a sense of belonging during their studies at the University of New Mexico (UNM). Today, this need is still highly relevant, according to Hurtado & Sinha (2016) "Such values have to be undergirded by special programs and by proactive institutions of higher education to help them overcome structural barriers such as poverty and geographic isolation" (p. 111). El Centro is committed to enhancing the cultural, social, and academic experience of Raza students. Furthermore, Hurtado and Sinha also state that, "Understanding Latino and Latina academic achievement requires an analysis that takes into account culture, language, structural opportunities, and family socialization to provide a more complete picture of what makes Latino and Latina students succeed even when all odds are against them." El Centro is a unique space that offers various intentional scholarships, programs and opportunities available to all UNM students. This is critical at UNM since, according to the fall 2020 Enrollment Data, 44.70% (9,944) of students identified as Hispanic. Overall, UNM continues to be successful in enrolling large numbers of Hispanic students, however, there is still a high need to provide intentional support to retain, graduate, and transition students.

All SFRB funds directly support students, with 90% of the funding being allocated via scholarships, student salaries, and through activities that promote academic enrichment and student success. Additionally, El Centro is supported by I&G and RPSP funding. Funding from each of these entities is what allows us to provide the extensive scope of services for students. El Centro has received funding from SFRB since 1995 and has maintained a strong student-centered approach. El Centro is home to the High School Equivalency Program (HEP) and the College Assistance Migrant Program (CAMP). These federal grants are restricted funds and may only be used to support eligible HEP/CAMP participants as per federal guidelines. This addition of HEP and CAMP enhance the structure of El Centro, however, it does not change the budget necessary to continue to provide support for the largest and most diverse student population at UNM.

Despite decreasing funding and increasing student participation at El Centro, one of our cornerstones continues to be the collaboration with other UNM departments and various community organizations. We highly value these partnerships and understand how critical they are in order to expand student success and respect student's intersectionality.

In FY19 SFRB requested that El Centro incorporate CAMP's Rural Student Project (RSP) which had typically requested funding independently since its inception. We were able to successfully do that and continue this practice for this application. This year, we continue seeking to restore funding to FY 17 levels since funding has decreased by \$69,867 in the last 5 cycles. While we recognize the continued challenges with the current budget climate, it is also important to note that El Centro continues to improve its services and has increased its students served every year. This year due to budget cuts we had to make painful decisions and eliminated several programs, reduced cohort and scholarship slots including most of the student staff. Without funding relief in all funding streams, El Centro will be forced to reduce activities even further in FY22 and are facing full-time staff layoffs. These cuts are detrimental to students in need and their overall success at UNM.

El Centro de la Raza Application Questions

- 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.**

History

El Centro was created by students for students under the umbrella of Chicano Studies in 1969. El Centro has evolved into an independent student services department under the Division of Student Affairs to support Hispanic students, however, all students at UNM are welcome and encouraged to take advantage of all the services it provides. Under New Mexico State Statute, El Centro is charged with serving the largest and fastest growing ethnic population at UNM. El Centro provides special programming, scholarships, academic guidance and advocacy services to over 15,000 Hispanic students and families every year.

Mission & Objectives

El Centro de la Raza's vision is cultivating positive change through education and culture. Our mission is to positively impact the transition, retention, and graduation of students through an engaging environment built on academic, cultural, personal and professional activities. El Centro commits to cultivate a supportive community that helps students develop skills to fulfill their lifelong goals and expectations.

The three objectives are to:

- Positively impact retention and graduation of undergraduate and graduate/professional students through academic, cultural/personal and professional activities designed to build a sense of community and a supportive environment.
- Recruit Latino students and provide information to Latino students and their families about UNM and El Centro programs/activities.
- Use program evaluation and assessment data for continuous improvement and to ensure its relevance in academic, cultural and professional aspirations of Hispanic/Latino students.

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

El Centro is unique in many aspects. The first is that our staff is both bilingual and culturally competent to the needs of the diverse Latino/Hispanic student populations and their families. In addition, they are knowledgeable and experienced with many of the challenges that traditionally underserved and marginalized populations face educationally, economically and socially. The Latino/Hispanic population at UNM and the United States is deeply diverse within. For example, not all Latinos/Hispanics speak Spanish and not all are from Mexico. This is one of the complexities our staff is able to understand and work through. Thus, we refer to our student population as "Raza" (people) to be inclusive of whatever a student may consider themselves (i.e. Chicano/a, Latinx, Mexican, Colombian, Hispanic etc.).

Additionally, we look at every program, event or activity from a cultural lens, because, in spite of the fact that our society is more open and that many of the practices of the past have changed, the notion that "many college and university campuses remain difficult places for Students of Color to negotiate [and navigate]" still exists (Patton, 2010). For many Students of Color,

especially those who come from immigrant families and/or who themselves are first generation college students navigating the university system(s) can be intimidating and difficult. Lozano (2010) states, "It is possible that because of historic, structural, and institutional racism, they [the students] may not feel a sense of belonging or integration in the life of the institution." Thus, one of the roles that El Centro plays is to serve as a broker between the institution and those students who regard institutions of higher education as closed systems, and/or as an extension of a system that is difficult to navigate and be a part of, especially if previous experience with higher education is very minimal or nonexistent.

In the case of Latino/Hispanic students who come from families that have recently migrated to the United States, "they are less likely to use conventional university services like academic advisors, counseling centers, or mainstream student organizations to deal with their feelings and concerns" (Patton, 2010) because the university as a system might lack the "cultural competence" to deal with students different from what is perceived to be the student norm.¹ El Centro provides meaningful and personalized services, which include **financial support, programmatic support, extracurricular activities, academic guidance and advocacy, professional development, networking and academic enrichment** in a way that welcomes and appreciates Latino students and their diverse cultural background(s). As the Latino/Hispanic college student population continues to grow,² the need to expand services such as those provided by El Centro will be instrumental to ensure that universities retain and graduate students who are predicted to play a key role "in shaping our country's future political, social, and economic landscape."³

Understanding the difficulties that Latino students experience navigating through the university system and the need to advocate, El Centro focuses its programmatic areas to meet needs of Latino/Hispanic students and families. Our staff are cross-trained in many areas regarding student's needs and concerns that might impede their success including academic advocacy and support, financial aid, programming, partnership and resource building and personal support. Throughout its 50+ years of existence, El Centro has served as a bridge and a support system so Raza students can "thrive in an environment in which social, cultural, and academic capital is held" (Lozano, 2010).

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

Our vision and mission drive our commitment to diversity and inclusion as a core value in all the programs and services we offer. Our programs connect academics to cultural diversity, equity and social justice. The goal is not just to support UNM creating future leaders and professionals, but rather to develop conscientious leaders and professionals who will embrace our ever-changing society. Because our society is not only diverse, but also globally and culturally diverse, El Centro bridges UNM students and colleges across Latin America. We also coordinate speaker series which brings scholars and community members from different fields, so our students are exposed to a variety of academic areas and International faculty who analyze views and paradigms different than our own. In addition, El Centro changed its strategic direction to be in total compliance and support with the NM Hispanic Education Act (HEA) of 2010 (HB150),

¹ The student norm is based on White students who, for the most part, have the social and cultural capital needed to navigate the system

² According to Excelencia in Education

³ According to UNIDOSUS (formerly the National Council of La Raza), the Latino population will double by the year 2050

which charges state institutions with “providing mechanisms for parents, community, and business organizations, public schools, schools districts, charter schools, public post-secondary educational institutions, the department and state and local policymakers to work together to improve educational opportunities for Hispanic students for the purpose of closing the achievement gap, increasing graduation rate and increasing post-secondary enrollment, retention, and completion.”⁴

2. Briefly describe each program/project in your unit that is funded specifically by student fees. What are the outcomes, so far, of each program/project? What, if any, changes do you plan to make to these programs/projects?

Following is a very brief description of some of the programs/projects funded specifically by student fees. Please note that due to space, outcomes will be presented at the time of the SFRB hearing.

El Puente Research Fellowship

El Puente’s vision is “empowering underrepresented students through research.” This competitive Research Fellowship has an undergraduate component focused on providing a space for minority, low income, and first-generation students to discover their academic identity, learn academic research, improve reading and writing skills as well as prepare for graduate or professional school. In addition, graduate students are offered the Graduate Research Fellows positions focused on growing future faculty and successfully mentoring underrepresented students. This is done through a culturally relevant and transformative learning curriculum.

Emergency & Professional Development Scholarship

These scholarships, both for undergraduate and graduate degree seeking students, are part of the suite of services El Centro offers to UNM students. These scholarships are provided to ease the need for financial relief during times of emergency for students during the academic year especially as the emergency may threaten a student's academic success. Professional development scholarships are usually needed for students to participate in opportunities to expand their knowledge outside the classroom. Due to funding cuts and COVID-19, only emergency scholarships will be offered. Due to the substantial budget cuts we have had to eliminate two months out of the scholarship cycle in the academic year. It is important to note that while every applicant receives an interview, not every student that applies receives a scholarship since we have more applicants than funding. However, through the interview all students receive information about resources on and off campus to best meet their needs and special circumstances.

Raza Graduation

A cultural/bilingual commencement ceremony that not only celebrates and recognizes the accomplishments of graduates, but also allows them to recognize their family, friends, and others who provided support and encouragement. This past year due to pandemic we held the event as a drive-by graduation at UNM Dreamstyle Arena “The Pit” with 201 graduates participating.

⁴ For more information on this act see: <http://1.usa.gov/17ngY1S>

Rural Student Project (RSP)

The Rural Student Project (RSP) was established to provide academic, cultural, and financial support to rural New Mexico students beyond their first year (please see # 10 for more details).

Student Leadership Academy (Work-Study Staff)

This program provides student employees intentional professional development opportunities to assist them in becoming professionals. The program helps student employees become more familiar within the following areas: writing skills, listening skills, interpersonal skills, time management, team building and customer service skills. This budget item has been drastically reduced due to the impacts of COVID-19 and budget cuts. Only one student employee was hired.

Summa Academia and APEX (funded via SFRB and partners)

These programs, which takes place over the course of an academic year, is a collaboration between El Centro and various partners. In these cohesive programs, three seasoned Latina/o faculty members with experience in varied fields share their expertise with graduate students on how to navigate the complex systems of graduate education and planning for academic careers. We have continued to innovate this program throughout the years in order to meet student needs.

Transformar and Transformar Summer Institute

The mission is to provide young social entrepreneurs with academic and professional skills to be creative, innovative and resourceful. Under this program social entrepreneurship is regarded as a form of “giving back” by channeling activities to support our local communities. The vision is to develop young professionals with skills to be creative, innovative and resourceful in the community, with their education and in their professional careers and grounded in their identity. While this program is continuing, it is doing so with major adjustments due to budget cuts. Additionally, the summer institute is not being funded and students signed up to the program recognizing there will also not be stipends available.

Several programs were cut and are not reflected here although they continue to be critical.

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

We did not have a balance forward from funds received from SFRB.

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.

In 2018, SFRB requested that we combine El Centro's funding application with the Rural Student Project, and we continue this practice this year. Additionally, we are requesting to be restored to FY17 funding levels (an increase of \$69,867) which would allow us to restore the

number of students served in El Puente, RSP, Summa Academia and Transformar and the Student Leadership Academy as well as be able to restore the amount of emergency and professional development scholarships awarded throughout the year.

SFRB Budget

Program	FY17	FY18	FY19	FY20	FY21	FY22 Request
El Centro	\$174,369	\$172,747	163,118	\$150,069	116,393	\$174,369
RSP	\$35,000	\$34,674	32,742	\$29,795	23,109	\$35,000
Total	\$209,369	\$207,421	\$195,860	\$179,864	139,502	\$209,369

(This does not include any one-time funding that may have been received, only recurring.)

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?

Funding Source	2019-20 Allocation	2020-21 Allocation
SFRB Funding	\$150,069	\$116,393
SFRB – Student Rural Project	\$29,795	\$23,109
UNM I&G	\$232,152	\$287,705
State funding (RPSP) (50k - one-time allocation)	\$199,900	\$141,200
Grants (including federal and private)**	\$900,000	\$705,500
Internal Departmental Support	\$5,000	\$16,235
Ida Romero Scholarship	\$1,200	\$1,200
Fundraising/Foundation (50 th Ann. Reserves)	-	\$7,177
Self-Generated Revenue (IDC funding)	-	\$15,500
Total	\$1,518,116	\$1,314,019

**Funding is restricted and is not part of the overall operating budget.

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

Overall, FY21 looks very bleak as we have received budget cuts all the way around in SFRB, I&G and RPSP. While it looks like we received a budget increase in I&G in reality, since we are now responsible for paying fringe directly, we are actually even more in a deficit as the allocated amount will not cover the typical fringe costs for the year. We estimate that we will need approximately \$20k – \$30k additionally in fringe alone to finish covering this year's salaries. Below is a snapshot of funding from I&G and RPSP over the course of several years:

Funding Source	FY17	FY18	FY19	FY20	FY21
UNM I&G	\$240,142	\$231,257	\$231,017	\$232,152	\$287,705
State funding (RPSP)	\$154,300	\$145,100	\$146,300	\$149,900	\$141,200
One-time RPSP	0	0	0	\$50,000	0
Overhead charge	0	(\$7,255)	(\$7,315)	(\$7,495)	(\$6,820)
Total	\$394,442	\$369,102	\$370,002	\$424,557	\$422,085

The High School Equivalency Program (HEP) and the College Assistance Migrant Program (CAMP) are federally funded grant programs (\$700,000 - 900,000 annually). These grants are restricted funds and may only be used to support eligible HEP/CAMP participants as per federal guidelines. We will be rewriting for the CAMP grant this fiscal year for another 5-year grant. While it may seem that El Centro's fiscal power has increased, only the fiscal responsibility has increased and not the flexibility of how funding is spent but it is well worth the effort to serve rural, migrant and farm working students.

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

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

We continue to see an increase in student traffic at El Centro and use several methods to assess the participation of students who utilize services and programs. The front desk kiosk documents students that use our services through Opinio. We also use surveys and sign in sheets to document student participation in events and activities. In FY20, 18,577 students and their families used our services. The engagement of students ranges from specific programs (El Puente, Transformar, etc.), using our facilities (break room, printing, computer lab, etc.), outreach programs and volunteer opportunities. Further, we are in the process of developing a databank of assessment questions that we hope to incorporate in every activity that we do so that we can begin to further measure the impact of programs. We continue to look for ways to increase our data collection and improve data driven decision making to ensure the best use of resources for maximum effect.

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

El Centro student leaders (student staff, fellows and student organization members) meet regularly to discuss upcoming events, deadlines, important issues, and concerns facing UNM students with respect to their academic and personal needs. We also solicit feedback from students about programs and services through Cafecitos con Rosa, which are open conversation groups that the Director has with students to learn about their needs and expectations. Additionally, students serve on selection committees both for staff hiring and cohort selection. Typically, our Student Success Leaders, Peer Leaders and Project Assistants are very involved with programming and making the decision on types of programs and activities we provide for the greater campus. This is still happening in HEP, CAMP and RSP however, on the first floor due to budget cuts, we were only able to hire one student for IT/Webpage support. Due to this as well as our need to maintain a lot of our programming virtual due COVID-19 precautions, we hosted a series of focus groups at the beginning of the academic year to hear from students about their needs and how El Centro can improve/continue to serve them. We also plan to meet monthly with student organization representatives to continue to understand how to better serve students and engage them in meaningful ways.

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

For FY21 approximately 64 students will be funded through work study or receive academic and professional funding (scholarships) for academic cohorts, undergraduate and graduate

mentorship, academic research and community involvement. In FY20 this number was at 161 and was greatly affected by budget cuts. The breakdown for FY21 is as follows:

- 1 Student Employment position (Student Success Leaders – IT/Webpage support)
- 1 Project Assistant (RSP student staff)
- 20 El Puente Research Fellows (18 Undergraduate and 2 Graduate)
- 16 Graduate Fellows (Summa Academia and APEX)
- 12 Undergraduate Emergency Scholarships
- 6 Graduate Emergency Scholarships
- 8 Rural Student Project Scholars (RSP)

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.

Every year we work diligently to meet the changing needs of students in multiple ways. Using student and other partners' feedback we have changed program names, increased or decreased the number of students per cohort, adjusted our scholarship process and provided specific programming such as Study Marathons. This year we are engaging with student organizations and meeting monthly to collaborate on programming and get feedback in a timely manner. We continue to work diligently on our website and plan to launch an entirely new website in October 2020 so that it is more user friendly and up to date. Another way that we improve our visibility is working with campus and community partners which we strive to improve every year. Additionally, we physically change our space to ensure the best service possible for students. For example, we quickly adjusted the study space and computer lab to reopen with COVID-19 safety guidelines in place. Finally, we continue to improve our visibility by remaining active on our various social media platforms.

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

We collaborate regularly with many UNM departments and community organizations to enhance support for UNM students. We share resources to capitalize on funding and bridge El Centro and our partners' expertise to maximize the benefits for students. Our cohort programs such as Summa Academia, El Puente and Transformar rely on the expertise and collaboration of faculty and various colleges/divisions across campus. For example a partnership that took place in spring 2020 that was brought about due to COVID-19 was with ASUNM, GPSA and the Department of Spanish and Portuguese who all reached out to El Centro to quickly provide a scholarship process whereby we awarded 41 Undergrad and 25 Graduate emergency scholarships in the amount of \$500 each. Note, we awarded over half of the 101 applications.

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.

El Centro continues to place a special emphasis on looking at the methods we use in evaluating and assessing the diversity of programming and support we provide. We are currently utilizing a specialized application to collect our data as students walk in the door. We have moved to electronic versions of signing in at events and follow up with evaluations of most

events/activities to get student input and understand the effectiveness of our services. We have been effective in capturing quantitative and qualitative data and continue to search ways to improve our services based on feedback from students, staff, faculty, and community members. CAMP request digital evaluations of all events, social, academic, group and others. This is done through Google forms and are tabulated. The feedback we received is mainly positive and CAMP scholars enjoy the program and see the benefits of its services. Traditionally at the end of the year, CAMP employs the Institute of Social Research to conduct focus groups but due to COVID-19 they were unable to complete evaluations this past spring. Despite that, CAMP did have an informal focus group facilitated by El Centro and HEP staff. It had a lower turnout than expected but once again the feedback collected was positive. Attached we have the synopsis of the student focus groups in Supplemental Information.

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

No formal recommendations were given for El Centro for FY20 however in FY19 it was requested that CAMP's request for the Rural Student Project (RSP) be submitted under the El Centro umbrella. Additionally, the board wanted to see an increased involvement required by RSP scholars who benefit from the scholarships offered.

After consulting with a previous SFRB chair it was determined that we would submit one application but include two worksheet A's so that we could be clear on the budgets (if possible, we would still like to maintain two indices for fiscal clarity). Per the recommendation to see an increased involvement required by participants, we have incorporated more skill development workshops and biweekly speakers that fellows were engaged in throughout the year. RSP has continued to increase its student engagement for the scholars with several opportunities. RSP participated in Recuerda Cesar Chavez Fiesta, Make a Difference Day, and attended workshops at Hubble House in the South Valley. Further, RSP scholars hosts Student Support Services, El Centro Staff, El Puente Scholars as well as Rio Grande High School students to learn about and engage with the garden.

In this section we are including more detail on CAMP's Rural Student Project:

Introduction

The Rural Student Project (RSP) was established to provide academic, cultural, and financial support to rural students all through their undergraduate career. Throughout its five years of existence, RSP has not only assisted scholars individually, but has also made a strong environmental impact on the health and vitality of the Sanchez Farm Garden (SFG) along with La Plazita Institute's Garden Wisdom Program. Currently, the 2015-2020 cohorts have completed a total of over 3,390 hours towards the development and cultivation of the Sanchez Farm Garden's 1-acre plot. What was once a rarely used plot of dirt has become an essential community garden, producing vegetables for scholars and community members alike. For example, zucchini harvested from the garden was used by Cien Aguas Charter School to make muffins for the students and their families. This year we will be donating the entire 2019- 2020 harvest to the UNM Lobo Food Pantry and local homeless shelter, Good Shepherd Center.

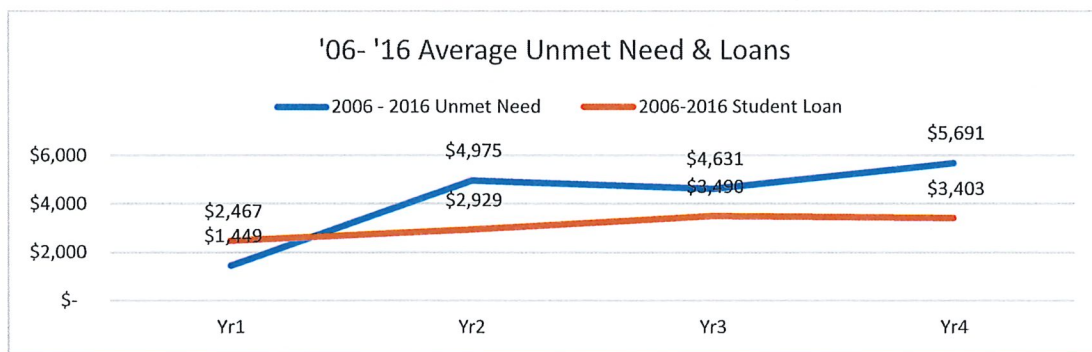
Within the program, RSP scholars have learned about composting, various cultivation and harvesting methods, and have completed complementary community projects such as building furniture with recycled pallets and painting murals on reclaimed wood. This season, our harvest largely consists of cantaloupes, watermelons, cherry tomatoes, and corn. One of our proudest accomplishments is our development of a very high germination and high yield corn subspecies. This corn, which was graciously given to RSP by the Hopi and Acoma Nations, was bred together to create a hardy species which has given us tremendous success and pride. These valuable seeds are shared throughout the community allowing RSP to gain a steady flow of exciting new garden varieties through trade, and invaluable networking opportunities throughout.

The goal of RSP is to create confidence and leadership that the scholars will take back to their community to promote new projects, programs, and skillsets that will elevate themselves and their peers.

Need

Holistically, rural high schools have had less to offer to their students compared to most urban high schools in Albuquerque, Santa Fe, and Las Cruces. Prior to 2015, CAMP (College Assistance Migrant Program) was the only program assisting the rural student population. CAMP is only available for first year students while RSP aids throughout the entire undergraduate career. The need to offer an all-inclusive support system which encompasses financial assistance to rural students is imperative. The benefits of this program include the accessibility of higher education for rural communities and makes college more affordable for those who are already UNM students.

The NM Legislative Lottery Scholarship only covers about 80% of tuition. Consequently, rural students are challenged to attend UNM as they must find ways to offset the costs of attendance, specifically housing expenses, all while establishing independence and adapting to the city and University culture. RSP assists its members financially as well as provides an outstanding foundation that helps build the success of students by giving them an excellent support system, network, career opportunities, and instills confidence with the results of their labor and hard work.



(Fig. 1) average unmet need of CAMP students from 2006 to 2016 and their student loan amount offered per year. Please note, this average is for residential and non-residential students combined.

Outcomes

Since 2015 RSP has helped the professional and personal development of 59 scholars with 26 of those having graduated with their bachelor's degree, and 28 students continuing to pursue higher

academic studies which reflects an 85% success rate. This year we are proud to welcome 8 additional scholars for the current academic year. Through our participation in the LPI Garden Wisdom Program, LPI can execute direct engagement with RSP scholars as they speak on the importance of civic engagement, community service, and environmental literacy. RSP has created invaluable community partnerships including but not limited to Los Jardines Institute, The Agricultura Network, Swan Kitchen, and Bernalillo County Open Space office (BCOS).

Specifically, the BCOS' Master Naturalists have participated by teaching the RSP scholars effective planting and maintenance strategies pertinent to our climate and plot. We are excited to report that the FoodCorps program (LPI division) has a new coordinator that afforded us a new partnership opportunity. This year, as with every year, we continue to explore new partnerships within the UNM community. One of the largest opportunities we have created is working with literacy professors in rhetoric, literature, communication, and journalism. Furthermore, we are working towards gaining traction and interest within the UNM Greek communities to explore volunteer opportunities in the garden and to help with various external projects that will support our mission.

During the 2019-2020 academic year RSP workshops encouraged students to reflect on how the tasks completed at the garden connected to their day-to-day lives. From this workshop we created an initiative that is focused on urban farming that inspires students to share the skills learned in the field and to grow their own food in their respective urban environments. RSP is more than recycling and planting crops, it is sowing the seeds of leadership in rural student populations that blossom into a more beautiful and more successful New Mexico.

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

El Centro continues to improve and expand its service to the UNM and New Mexico community and SFRB funding is a major part of why we can do so. In FY20 even with all the challenges of budget cuts as well as COVID-19 we maintained or increased our numbers. In Academic development and Advocacy sessions (one on one) we increased our numbers from 1,164 to 1,385 students. We increased the number of scholarships and sponsorships from 135 to 166 and maintained our office visits from 6,428 to 6,095 (it is important to note that while we went down in this number we also physically closed and went remote in mid-March). We recognize that we still do not report as accurately as we would like since many students still do not sign in and utilize the space because they feel comfortable. Finally, this year we also must consider COVID-19 and the huge adjustments made.

Ultimately, the goal of El Centro de la Raza is to cultivate scholars who have a bond across the state and a desire to improve New Mexico for future generations. Having a higher achievement rate for our students results in a more educated and empowered community; creating a stronger, smarter and healthier New Mexico.

SFRB Funding Request Form

STUDENT FEE REVIEW BOARD
FISCAL YEAR 2021-2022

DEPARTMENT El Centro de la Raza
VICE PRESIDENT Dr. Eliseo "Checo" Torres
INDEX/S # 942002, 942000, 942001

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 E REQUEST 2021 - 2022											
1	Faculty salaries												\$ -										
2	Staff salaries												\$ -										
3	SUBTOTAL NON-STUDENT SALARIES (Line 1+2)	\$ 313,083.00		\$ 312,599.00				\$ 9,000.00	\$ 315,715.00		\$ 9,000.00		\$ -										
4	Student (student employment & workstudy)	\$ 313,083.00		\$ 312,599.00				\$ 9,000.00	\$ 315,715.00		\$ 9,000.00		\$ -										
5	GA, TA, RA - Pay and Benefits	\$ 43,737.00						\$ 11,500.00	\$ -		\$ 40,000.00		\$ 28,500.00										
6	Fringe Benefits on Staff & Faculty salaries	\$ 36,491.00		\$ 125,978.00				\$ 115.00	\$ 126,436.00		\$ 400.00		\$ -										
7	TOTAL COMPENSATION (Lines 3 - 6)	\$ 393,311.00		\$ 438,577.00				\$ 20,615.00	\$ 442,151.00		\$ 49,400.00		\$ 28,785.00										
GENERAL EXPENSES																							
8	Supplies/Computer General	\$ 19,501.00						\$ 2,622.00	\$ -		\$ 2,622.00		\$ -										
9	Direct Student Costs/Scholarships	\$ 116,208.00						\$ 57,100.00	\$ -		\$ 88,000.00		\$ 30,900.00										
10	Programming costs/Non capital equipment	\$ 43,821.00						\$ 22,807.00	\$ -		\$ 22,894.00		\$ 87.00										
11	Utilities	\$ 7,985.00						\$ 10,453.00	\$ -		\$ 10,453.00		\$ -										
12	Banner Tax & Foundation charge	\$ 3,382.00		\$ 1,922.00				\$ 806.00	\$ 2,000.00		\$ 1,000.00		\$ 194.00										
13	Administrative Overhead	\$ 7,495.00		\$ 6,820.00				\$ -	\$ 6,820.00		\$ -		\$ -										
14	Accounting for (Carry Forward) & Deficit			\$ (2,021.00)				\$ 1,990.00															
15																							
16																							
17																							
18																							
19																							
20																							
21																							
22																							
23																							
24	TOTAL GENERAL EXPENSES (Line 8 - 30)	\$ 198,392.00		\$ 6,721.00				\$ 95,778.00	\$ 8,820.00		\$ 124,969.00		\$ 29,191.00										
25													\$ -										
26	GRAND TOTAL EXPENSES (Line 7+32)	\$ 591,703.00		\$ 445,298.00				\$ 116,393.00	\$ 450,971.00		\$ 174,369.00		\$ 57,976.00										

SFRB Funding Request Form

STUDENT FEE REVIEW BOARD
FISCAL YEAR 2021-2022

DEPARTMENT El Centro de la Raza
VICE PRESIDENT Dr. Eliseo "Cheo" Torres

INDEX # 429137

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 REQUESTED 2021 - 2022
1 Faculty salaries						\$ -
2 Staff salaries	\$ 151,351.00	\$ 151,351.00		\$ 151,351.00		
3 SUBTOTAL NON-STUDENT SALARIES (Line 1+2)	\$ 151,351.00	\$ 151,351.00	\$ -	\$ 151,351.00	\$ -	\$ -
4 Student (student employment & workstudy)	\$ 20,986.00	\$ 27,622.00	\$ 6,636.00	\$ 20,986.00	\$ 7,500.00	\$ 864.00
5 GA, TA, RA - Pay and Benefits						
6 Fringe Benefits on Staff & Faculty salaries	\$ 56,210.00	\$ 56,276.00	\$ 66.00	\$ 56,210.00	\$ 250.00	\$ 184.00
7 TOTAL COMPENSATION (Lines 3 - 6)	\$ 228,547.00	\$ 235,249.00	\$ 6,702.00	\$ 228,547.00	\$ 7,750.00	\$ 1,048.00
GENERAL EXPENSES						
8 Office Supplies (3100)	900.00	\$ 900.00		\$ 900.00	\$ 100.00	\$ 100.00
9 Computer Software (3140)		\$ -				\$ -
10 Computer Supplies (3150)		\$ -				\$ -
11 Dues Memberships Gen (31C0)	1,500.00	\$ 1,500.00		\$ 1,500.00		\$ -
12 Postage (31K0)	100.00	\$ 100.00		\$ 100.00		\$ -
13 Field Supplies Gen (31S2)		\$ 714.00	\$ 714.00		\$ 600.00	\$ (114.00)
14 Travel - In State (3800)	7,500.00	\$ 7,500.00		\$ 7,500.00		\$ -
15 Travel - Out of State (3820)	8,465.00	\$ 8,465.00		\$ 8,465.00		\$ -
16 Vehicle Fuel (38E0)	3,000.00	\$ 3,000.00		\$ 3,000.00		\$ -
17 Student Travel (4080)	2,400.00	\$ 2,400.00		\$ 2,400.00		\$ -
18 Stipends (40A0)	139,500.00	\$ 154,500.00	\$ 15,000.00	\$ 139,500.00	\$ 26,000.00	\$ 11,000.00
19 Food Services Gen (40C0)	2,310.00	\$ 2,310.00		\$ 2,310.00		\$ -
20 Other Student Costs (45Z0)	2,090.00	\$ 2,090.00		\$ 2,090.00		\$ -
21 Telephone (6000)	850.00	\$ 850.00		\$ 850.00		\$ -
22 Long distance (6020)	120.00	\$ 120.00		\$ 120.00		\$ -
23 Voicemail Box Gen (6060)	180.00	\$ 180.00		\$ 180.00		\$ -
24 Cellular Charges Gen (6080)	700.00	\$ 700.00		\$ 700.00		\$ -
25 Promotional Exp F & A Excludable Gen (6350)		\$ -			\$ 400.00	\$ 400.00
26 Printing/Copying/Binding Gen (6370)	-	\$ -				\$ -
27 Conference Fee (63A0)	2,690	\$ 2,690.00		\$ 2,690.00		\$ -
28 Copying (63C0)	500	\$ 500.00		\$ 500.00		\$ -
29 Typesetting Print Gen (63L0)		\$ -				\$ -
30 Misc Insurance (63R0)		\$ 10.00	\$ 10.00		\$ 150.00	\$ 140.00
Other Professional Service (69Z0)	2,500	\$ 2,500.00		\$ 2,500.00		\$ -
32 Foundation Surcharge (80K2)		\$ 145.00	\$ 145.00			\$ (145.00)
Accounting for Deficit			\$ 538.00			
Indirect Costs (89Z0)	\$ 21,148.00	\$ 21,148.00		\$ 21,148.00		\$ -
34 GRAND TOTAL EXPENSES (Line 7+32)	\$ 425,000.00	\$ 447,571.00	\$ 23,109.00	\$ 425,000.00	\$ 35,000.00	\$ 11,891.00

Form C

External Funding Sources

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

DEPARTMENT El Centro de la Raza

VICE PRESIDENT Dr. Eliseo "Cheo" Torres

INDEX(es) # 942000, 942001, 942002, 942010, 942014, 942015, 942018, 942020, 429137

STUDENT FEE REVIEW BOARD

FISCAL YEAR 2021-2022

FUNDING SOURCE	2020-2021	2021-2022	Funding Increase
	BUDGET	FORECASTED BUDGET	Request for 2021-2022
1 Student Fee Review Board (SFRB)	116,393	174,369	57,976
SFRB CAMP Rural Student Project	23,109	35,000	11,891
2 UNM Instruction & General	287,705	322,388	-
3 Private Donations	-	-	-
4 Fundraising/Foundation/Development (50th Anniversary Reserves)	7,177	-	-
5 State Funding (RPSP)	141,200	136,400	-
6 Federal Funding	-	-	-
7 Grants (including federal and private) (HEP & CAMP)*	705,500	900,000	-
8 Self-Generated Revenue (IDC funding)**	15,500	-	-
9			
10 If Other(s), please list below:			
Ida Romero Scholarship	1,200	1,200	-
12 Internal Support Reserves***	16,235	-	-
13 NOTES:		-	
14 *This is year 5/5 for the CAMP grant, therefore we will be competing for another 5 year cycle in FY21			-
15 **This funding was generated from the F&A of the HEP & CAMP grants.			-
16 ***These reserves have been accumulated over several years due to co-sponsorships/partnerships from UNM departments to support El Centro activities (less was spent than was originally anticipated).			-
17			-
18			-
19			-
TOTAL OPERATING INCOME/REVENUE	\$ 1,314,019.00	\$ 1,569,357.00	\$ 69,867.00

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

SUPPLEMENTAL INFORMATION

Focus Group Report

Background

El Centro was founded by students for students; thus, students are always at the forefront of the decisions we make, and El Centro always seeks opportunities to involve them in the decision-making process. With the onset of the COVID-19 pandemic, we knew we would have to adjust our services and programming to meet the needs of our students are currently facing. While we developed preliminary programming and adjusted our services to what the staff believed would accommodate students, we wanted direct feedback from students in an unfiltered medium, so we decided to host focus groups to gain direct input and feedback from our students.

Overview and Participants

The purpose of the focus groups was to collect information directly from our student population to inform our programming and services to help meet their needs during COVID-19. There were invitations to closed focus groups and focus groups open to any student which took place between August 17 and September 4, 2020. The groups were an hour long and had a maximum of 5 students per group.

Students were invited to participate based on affiliations with El Centro through a variety of channels. A total of 22 students participated, 15 were undergraduates spanning from incoming freshmen to seniors, 7 were students were graduate/professional students. Further, the participants had a gender balance, and included a range of documentation statuses. All participants identified as Raza/Hispanic/Latino, etc., and many were first-generation.

Key Findings

Common themes arose throughout the focus groups and across the 7 questions asked, some of the main themes were:

1. Students are very happy with the current services and activities/events that El Centro is offering. They expressed the need for other departments to adapt as El Centro has.
2. Students feel isolated and expressed a need for activities that reinforce or build community.
3. Being an online student is challenging and they want help to become successful and stay motivated while learning to maintain their mental health and combat Zoom fatigue.
4. Students expressed a need for continued advocacy from El Centro, specifically around challenges with professors and class workload, unclear and inconsistent communications from professors and university entities, and increased clarity around campus accessibility.

Challenges

While El Centro would like to tackle all the concerns and requests raised by students we must acknowledge our current and most pressing challenges as they relate to our findings:

1. A severe lack of funding has caused El Centro to scale back student employees to just one IT position, down from 11 student employees in FY19. This has been detrimental as they served as the face of El Centro and were the first point of contact and resource to visitors. Additionally, cohort programs which build community had to be cut or scaled back. Further, our budget for activities has been reduced to a minimum.
2. A lack of student employees has exacerbated the already taxed capacity of the 6 full-time staff members at El Centro, thus reducing their capacity to provide services and activities.

Focus Group Report

3. El Centro strives to maintain a “home away from home” and continues to host activities that build community while trying to ensure the safety of students and staff at the center.

Questions and Data Summary

The following seven questions were asked to all participants and the data from all participants was analyzed and condensed into main themes.

1. What are some of your biggest fears/challenges that you anticipate facing as you return to UNM during the Fall 2020? (Specifically, with UNM operations and classes)

- Issues with professors such as communication (lack of or too much), increased workload and not being able to adjust to online format
- Not getting the “full college experience” and lacking sense of community, especially among first generation and freshmen students
- Lack of access to critical resources such as technology and tutoring
- Students having issues staying motivated and organized and fear loss of productivity
- Anxiety around political climate

Note: First four bullets all revolve around having to do online/zoom learning. Also, professors stood out as a theme much more than any other answer in this question or any other question.

2. What can El Centro do to help you combat some of these fears/challenges?

- Fostering community and finding ways to do safe in-person activities
- Continuing to keep El Centro open physically
- Offer/post tips on staying motivated, productive and healthy
- Offer activities to help de-stress such as motivation
- Advocacy: professors and communication

Note: while many suggestions were offered, the underlying theme was that El Centro is already doing more than other departments and that we are doing a great job.

3. What events activities/events would you like to see from El Centro given our restrictions/safety measures?

- Find ways to have group/outdoor activities in person
- Fun/self-care activities that help students de-stress and remain motivated
- Tips/tutorials on being successful with zoom/online as a student
- Programming that helps maintain a sense of community
- Professional development and academic guidance type workshops

Note: While students still want to see academic/resource programming many of them prefer to have social/fun oriented activities this semester.

4. How often do you think we should be holding activities/events? When would you be most available to participate in these activities/events?

- Consensus that programming should be held no more than once per week, especially if it is academic/professional focused
- Academic professional stuff should be earlier in the week



Focus Group Report

- Fun/self-care can be any time of the week, including later in the week
- No programming in the mornings, other than that there was no real consensus on best days or times overall

5. How can we adjust our services to meet your needs?

- El Centro's services are great as they currently are
 - Happy that we have in-person services/hours
 - Social Media Posts
 - Events
- Maintain open space for study but ensure we are meeting cleaning/safety protocols
- El Centro should advocate for:
 - Other departments to adjust/adapt as El Centro
 - Clear communication from other departments
 - Maps/accessibility around campus

6. Are there any activities/events you'd like to host with us that we can support you with?

- Cross-department collaboration
 - Center for Financial Capability
 - Recuerda Cesar Chavez
 - Graduate Resource Center
- Community building
 - Cultural workshops
 - Danza
 - History
 - Cultural wealth
 - Food-centered events
 - Combating imposter syndrome

Note: There were not many pre-planned activities that students were seeking support with, rather they brainstormed possibilities.

7. What are you doing to take care of yourself during these difficult times (physically/emotionally, etc.)?

- Disconnecting from virtual platforms such as zoom or social media
- Picking up new hobbies or practicing existing hobbies
 - Focus on outdoor activities
- Trying to maintain familial and social networks
- Many students admitted they have not been taking care of themselves as they should
 - Lack of sleep
 - Unhealthy eating habits
 - Mental health issues