



**Funding Application for  
Fiscal Year 2022-2023**

Name of Unit: **UNM Community Engagement Center**

Dean/Director: **Kiran Katira** Title: **Director**

Campus Address: **400 Cornell Drive, MSC06 3715, SSC Suite 255E**

Campus Phone: **505-277-5158/505-400-6828**

E-mail Address: **kkatira@unm.edu**

Alternate Email Address: **kiru2u@yahoo.com**

**\$104,742**  
**Total Amount Requested**

**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, UNM Community Engagement Center, Director**

Submitted By (Print Name)

*Kiran Katira* 9/10/2021

Department Head Signature Date

Please submit an electronic version of this application via email to [SFRB@unm.edu](mailto:SFRB@unm.edu) **DUE**

**DATE: September 10, 2021, at 11:59 PM**

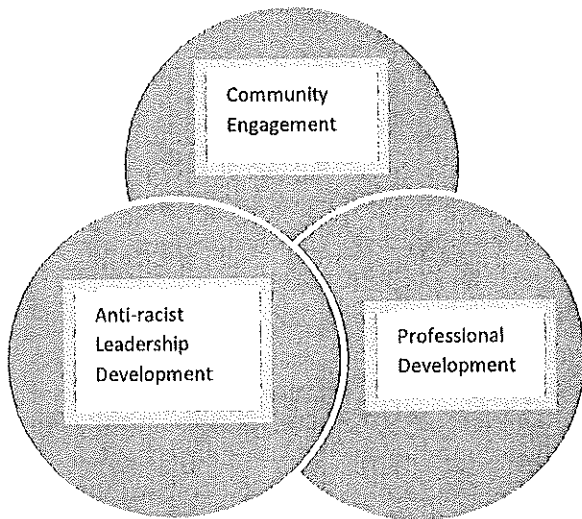
\*Late applications will not be considered

## SFRB 2022-2023: 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 university students 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 50 Corps members who apprentice with strong community leaders in over 30 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
- Anti-racist Critical Thinking Skills
- 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
- 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 through SFRB. On average, we have 67% Hispanic/Latinx, 9 % American Indian, 12% Black, 2% Asian, 1% Native Hawaii, and 9% White. We have calculated the Cost-Benefit ratio of 1:3 for CEC every \$1 spent on CEC there is a \$3 return. Positive testimony from 500 students and 40 community partners affirms the need for programs such as ours. We are stronger than ever. We are trans-disciplinary from an antiracist intersectional lens. We are housed both on north and main campus.

## 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.**

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 current students and recent graduates through Public Allies and FoodCorps. We also collaborate with the UNM Engineering department and offer community engagement experience for STEM students. 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?**

- Intentionally recruit a cross-racial collective of 45 Corps members
- Students 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.
- Additional opportunity of paid internships for undergraduate and graduate students and also for the new graduates. Public Allies ([publicallies.org](http://publicallies.org)) and FoodCorps ([foodcorps.org](http://foodcorps.org)) and the STEM-NSF project.
- Public Allies and FoodCorps receive a monthly stipend and an AmeriCorps education award at the end of their term of service.
- We specialize in offering an opportunity that includes professional development, community engagement and leadership development.
- Antiracism curriculum from CEC is nationally recognized and offered to our partners on and off campus. Including Antiracist Youth Leadership Institute.
- 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.

- Our Corps connects with national resources/network like United We Dream, FoodCorps Inc. and Public Allies a National AmeriCorps
- We are trans-disciplinary, housed both on the north campus and the main campus.
- We helped design a school as part of the NACA Inspired Schools Network. It was approved as an APS charter on September 1st, 2021. Our students will apprentice there.
- STEM-NSF community engagement for UNM College of Engineering students.

**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, UCA and Dorn Charter) as well as APS schools. UNM Health Sciences HCOP program partnership has Public Allies at Santa Fe Indian school and at Farmington: high school students to learn about UNM's health sciences programs, thus helping to recruit students to UNM.

2) Tribal and Immigration Justice

Apprenticeships at Native American students at the Native American Community Academy, United Community Academy, the NM Dream Team/United We Dream, NM Asian Family Center and Encuentro immigrant center, Lutheran Family Services

3) Youth and Family Development

Civic engagement projects for adults and teens such as Anti-Racist Youth Leadership Institute, 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), Encuentro's Home Health Aide program

5) 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 underrepresented communities
- 85% of our students are low socioeconomic students
- 88% are students of color from New Mexico
- Staff includes four full time staff, one part-time staff, and two work study interns. All are people of color and all but one 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.
- Public Allies recruited from the community and 90% of them are people of color
- Newly authorized APS Charter School, United Community Academy, an Indigenized Reggio Emilia school that has an ethnic studies focus for the most diverse neighborhood in NM, the International District. Designed by CEC staff and partners.

**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 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 25 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 and explore careers
- 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 become politicized
- Funds helped them afford school and thus graduate.
- 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.
- 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 led the design process for the NACA Inspired school in the International District, which just received APS charter approval on September 1st, 2021. We are about to enter into the planning year with the newly authorized United Community Academy, an Indigenized Reggio Emilia school that has an ethnic studies focus for the most diverse neighborhood in NM, the International District. The school will be open to children in August 2022.

Our UNMSC will play a key 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 plan to recruit and place students who are education majors to help with ethnic studies curriculum development at the school.

CEC is also collaborating with UNM School of Engineering to recruit and place 25 STEM students with our community partners. These students work on the community identified needs and projects and receive on-going reflection and community learning spaces. We had placed 10 STEM students in Spring of 2021 and are now working to place around 25 students with our various community partners.

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

Yes, \$14,952, which has been approved for use in providing a graduate assistantship for the United Community Academy curriculum development and student enrollment plan. The position is currently being advertised and will require the full amount.

**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 -- \$180,000

Sub-grants from UNM partners -- \$13,000

Potential funding, proposals will be submitted -- \$150,000 for staff salaries

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 the COVID-19 Delta Variant 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. Our Kellogg Foundation grant that has been our main funding for staff is also coming to an end this year.

**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
- CEC's Capacity builders mentors and coaches incoming UNMSC
- 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 student 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 student assist in designing, implementing, research
- All participate and represent CEC at community/campus collaboration meetings
- Capacity Builders and Graduate student represent CEC and UNM at local or national conferences

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

45 students all together, which includes the UNM Service Corps who are either work-study, supported by foundation awards, and community partner contributions. Many of our Public Allies are still students at UNM. In addition to current students, we also offer paid internships for new graduates through our Public Allies and Food Corps programs

**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 changes to UNM space and programming with students/community which includes virtual trainings and community engagement opportunities
- Strengthen UNMSC program model utilizing feedback from exit interviews
- Develop an alumni network
- Initiate a Social Network tool evaluation
- Engage our Corps members in a strategic initiative to help plan the curriculum for afterschool programs in 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
- Our continued presence on campus wide committees will increase visibility

- Highlight our efforts on the Governor's Racial Equity Committee
- UNM School of Engineering collaboration

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

- Opening a charter school in 2022 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)
- Collaboration with UNM School of Engineering to place STEM Students with our Community Partners
- Advisory board of the Institute for the Study of Race and Social Justice
- 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
- 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
- Immigration reform network through Dream Team
- 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 data on 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.



9) Identifying and supporting pathway goals for Public Allies after graduation and the follow up data collected 3 months after their graduation through surveys supported by our Public Allies National office.

10) Exit Interviews and Surveys from UNMSC and Public Allies

**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 has 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. For example, recent school shooting at Washington Middle School has resulted in staff/student/community restorative conversations where CEC has been invited to co-facilitate.
- 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.

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.
- 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 UNM campus wide committees which help UNM systems improve
- Our ACA student team helps make sure UNM students have access to affordable health care by enrolling those eligible into Medicaid.

FORM A: FUNDING REQUEST FORM

FORM A  
FUNDING REQUEST FORM

DEPARTMENT Community Engagement Center  
VICE PRESIDENT Tim Gutierrez

INDEX # 439000

FISCAL YEAR 2022-2023

	A	B	C	D	E	F
	ORGANIZATION OPERATING BUDGET 2020-2021	TOTAL BUDGET 2021 - 2022 (not including SFRB)	SFRB BUDGET 2021 - 2022	TOTAL BUDGET 2022 - 2023 (not including SFRB)	SFRB BUDGET REQUESTED 2022- 2023	SFRB FUNDING INCREASE/DECREASE REQUEST 2022 - 2023
DESCRIPTION						
1 Faculty salaries						-
2 Staff salaries	187,995.00	187,995		154,000		
3 SUBTOTAL NON-STUDENT SALARIES (Line 1+2)	\$ 187,995.00	\$ 187,995.00	\$ -	\$ 154,000.00	\$ -	\$ -
4 Student (student employment & workstudy)	27,267	10,000	30,000		30,000	
5 GA, TA, RA - Pay and Benefits	7,350		20,610		20,610	
6 Fringe Benefits on Staff & Faculty sa	62,828	62,228		54,950		
7 TOTAL COMPENSATION (Lines 3 - 6)	\$ 285,440.00	\$ 260,223.00	\$ 50,610.00	\$ 208,950.00	\$ 50,610.00	\$ -
<b>GENERAL EXPENSES</b>						
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	-		-		-	
21 Banner Taxes	50		50		50	
22 Foundation Charge	480		480		480	
23 Postage	200		200		200	
24 Student Awards	34,202		34,202		32,202	
25 Graphic Design	185		185		2,185	
26 Loss on Sponsored Project General	241		241		241	
27 Other Professional Services			-		-	
28 Consultant Fees Gen			5,000		5,000	
29 Travel Out of State			5,000		5,000	
30						
32 TOTAL GENERAL EXPENSES (Line 8 - 30)	\$ 44,132.00	\$ -	\$ 54,132.00	\$ -	\$ 54,132.00	\$ -
34 GRAND TOTAL EXPENSES (Line 7+32)	\$ 329,572.00	\$ 260,223.00	\$ 104,742.00	\$ 208,950.00	\$ 104,742.00	\$ -

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 2022-2023

FUNDING SOURCE	2021-2022 BUDGET	2022-2023 FORECASTED BUDGET	Funding Increase Request for 2022-2023
1 Student Fee Review Board (SFRB)	104,742	104,742	
2 UNM Instruction & General			-
3 Private Donations			-
4 Fundraising/Foundation/Development	10,000	20,000	10,000
5 State Funding			-
6 Federal Funding			-
7 Grants (including federal and private)	180,000	200,000	20,000
8 Self-Generated Revenue			-
9			-
10 If Other(s), please list below:			-
11			-
12			-
13			-
14			-
15			-
16			-
17			-
18			-
19			-
20			-
21			-
22			-
23			-
24			-
25			-
26			-
27			-
28			-
29			-
30			-
<b>TOTAL OPERATING INCOME/REVENUE</b>	<b>\$ 294,742.00</b>	<b>\$ 324,742.00</b>	<b>\$ 30,000.00</b>

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