Student-Fee Review Board
Funding Application for Fiscal Year 2015-2016

UNM Community Engagement Center
Name of Unit

Kiran Katira
Dean/Director

Operations Director
Title

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$ 120,000.00
Total Amount Requested

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.

Tim Gutierrez/Associate Vice President
Submitted By (Print Name)

Department Head Signature

Date

Please submit an electronic version of this application via email to SFRB@unm.edu and a 15 hard copies of this application plus to the ASUNM Office, Student Union Building suite 1016.

DEADLINE September 5, 2014, 5:00 PM.

*Late applications will not be accepted
Student Fee Review Board
Application Checklist

Cover Sheet

Executive Summary

Application Questions

Budget Form A

Budget Form B (funding increases and one-time requests)

Budget Form C (non-SFRB funding)

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**DEADLINE September 5, 2014, 5:00 PM.**

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Collaboration and Partnerships
For 16 years, the UNM Community Engagement Center (CEC) has successfully developed strategic long-term relationships with over 40 community organizations addressing community-identified needs. CEC also partners with numerous organizations on campus including but not limited to the Office for Community Health (HSC), African American Student Services, American Indian Student Services, El Centro de la Raza, Project for New Mexico Graduates of Color, Student Health and Counseling, Native American Studies, The College of Education, CEOP, ENLACE, the College for Social Transformation.

Supporting Student Success – The uniqueness of UNM SERVICE CORPS (UNMSC) is that it provides these opportunities for students:
- AmeriCorps membership and educational awards for 150 UNM/CNM students. Excellent for resume building and assisting students financially.
- Career exploration through 20hr/week paid apprenticeships with strong community leaders in cutting edge programs for at least one year. Provides a parallel education.
- Connect academic aspirations with service in 40 community-based organizations; Community Schools, TeacherCorps, Community Health Corps, Tribal Service Corps, Financial Literacy Service Corps, and economic and environmental sustainability projects
- On-going professional development workshops, classes, and retreats
- Leadership opportunities for Community Capacity Builder Interns. Students who have served in the UNMSC and are ready to become peer mentors; design and deliver workshops, assist in research, and provide site support to their peers.
- Graduate Assistants develop research projects, oversee AmeriCorps, and provide professional development. GAs often progress to serve as staff at CEC or other non-profits.

Funding
SFRB funds support 7 Community Capacity Builder Interns and 3 Graduate Assistants at CEC. CEC has been successful at leveraging foundation funds and federal funding through the national AmeriCorps program. However, we hope to have a balance of these funds and SFRB/I&G in the future. The Kellogg Foundation is a strong supporter and truly believes in us (see appendix), but is asking that the university match their contribution, as our program is directed at student success. The reduction in funding from Kellogg this current year resulted in us strategically carrying over $41,717 in order to allow 20 current AmeriCorps students to complete their term of service by December 2014. For this reason, CEC is seeking $40,520 in additional funds from the SFRB this year to maintain and innovate within the program.

Impact on Student Success:
Over time, the impact of UNMSC has been: 1.4 million in scholarships; career exploration and employment to about 900 students; graduation and retention rates higher than their peers; and leadership development for social justice. On average, 68% are Hispanic, 13% African American, 10% American Indian, 7% White, and 2% Asian. 70% qualify as low income, and 64% are first generation college student. UNMSC average GPA is 3.5. At least 81% of UNMSC have graduated or are still in school, which much higher than like-groups of peers.
SFRB Responses to Questions 2015-2016
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.
   a. What services does your unit specialize in that are not offered in a similar form elsewhere within the University?

The UNM COMMUNITY ENGAGEMENT CENTER (CEC) is one of the few programs on campus that helps UNM meet its research, teaching and community service mission by integrating the three utilizing “high impact activities” and we have been a model for integrating UNM’s four strands of priority which student success, systemic excellence, healthy communities, economic and community development. CEC was formed in 1997 by faculty, staff, students, and community members who wanted to better mobilize resources and assets in the community and the University of New Mexico to address community identified needs through research, policy initiatives, education, and service. The mission of CEC is, “Leadership for Community Capacity Building.” We nurture the leadership of the next generation of civically minded youth at UNM or CNM from local neighborhoods for community capacity building. The primary initiative to actualize this mission is the UNM Service Corps.

UNM SERVICE CORPS (UNMSC) – A collective of 150 AmeriCorps members, most are New Mexican students from the University of New Mexico and Central New Mexico Community. They apprentice with strong community leaders in over 40 community-based organizations. The apprenticeship model is based on long-term relationships and partnerships with some of the strongest non-profits and community based organizations in Albuquerque working on education, economic, and health equity issues.

Goals for the UNMSC include:

1) Understand the interconnectedness of the social determinants of health, education and economic inequity’s through an antiracism lens to undo racism
2) Understand policy implications and actively participate in at least one civic engagement initiative
3) Understand and value community knowledge and community participatory based research
4) Connect academic experiences and career aspirations to community engagement
5) Complete a long term apprenticeship with strong community leaders in innovative community based initiatives
6) Experience critical pedagogy through place based learning, experiential education, asset mapping, and critical media literacy

Experiences for the Corps members are within these six distinct focus areas

1) Community Schools
Corps members serve in neighborhood driven community schools projects, which include five elementary after school programs, one middle school program and four high school projects. Most sites collaborate with APS or charter school faculty. Corps members design and implement curriculum based on a holistic, experiential, integrated, community-based literacy for children
and families, which includes adult bilingual education.

2) Tribal Service Corps
Corps members, most of whom are Native American students serve at the Native American Community Academy, the first Native American charter school in Albuquerque. The TSC design and implement activities in the afterschool program to promote the school’s emphasis on cultural identity development, health and well-being, academic preparedness, leadership and community-service. The TSC program is now co-owned with Native American Studies as we continue to connect academic aspirations with community engagement.

3) Youth Development
Corps members serve in projects which include four civic engagement projects for teens and five campus-based mentoring and community-engagement projects, which include campus-based youth radio. Projects focus on high school and college age youth connecting their academic programs of study to larger socio-political issues and college preparedness.

4) Community Health
Corps members serve in some of the most innovative community health projects within the state. Project sites include: a statewide network called FoodCorps; an affordable health care clinic in the South Valley; a behavioral health clinic in one of the most marginalized communities of Albuquerque; a program that serves people with disabilities; a full-service pre-school for children of families in distress; and community-health clinics in rural New Mexico that utilize grass-roots food and nutrition non-profits. A recent partnership with Health Sciences and APS has Corps members working on ACA education for college age students at UNM and branch campuses. This project was formally recognized by the APS Board.

5) Economic and Racial Justice
Students co-design and implement workshops and curriculum focused on the providing children and families the information and skills they need to understand financial institutions and take steps to becoming financially literate. Services include assistance to families undergoing extreme financial distress, including foreclosures and bankruptcy.

6) Community Sustainability and Development
Corps members serve in a variety of grass-roots community projects which include: alternative approaches to the juvenile justice system through cultural reclamation and healing; a young women’s empowerment project; environmental justice projects that work on re-connecting community to traditional farming practices; community gardens; and a project to help youth and families access resources and learn skills in community mobilization.

The uniqueness of UNM SERVICE CORPS (UNMSC) is that it provides these opportunities for students:

- AmeriCorps membership and educational awards for 150 UNM/CNM students. Excellent for resume building and assisting students financially.
- Career exploration through 20hr/week paid apprenticeships with strong community leaders in cutting edge programs for at least one year. Provides a parallel education.
- Connect academic aspirations with service in 40 community-based organizations; Community Schools, TeacherCorps, Community Health Corps, Tribal Service Corps, Financial Literacy Service Corps, and economic and environmental sustainability projects.
- On-going professional development workshops, classes, and retreats.
- Leadership opportunities for CEC Community Capacity Builders. They have served in the UNMSC and are ready to become peer mentors; design and deliver workshops, assist
in research, and provide site support to their peers.
- Graduate Assistantships to develop research projects, oversee AmeriCorps, and provide professional development. Our GAs often progress to serve as staff at CEC or other nonprofits.

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

Our organization has a social justice and antiracism mission. Our education, programming, and practices reflect this priority and contribute to UNM’s commitment to diversity through these programmatic and policy initiatives:

- CEC conducts antiracism workshops for students, staff, faculty and community. To date we have conducted over 20 workshops on and off campus
- CEC is part of the College for Social Transformation working group
- CEC director serves on Provost’s Diversity Council
- We strategically recruit low socioeconomic students of color to participate in community engagement opportunities that allow them to connect their academic aspirations to community engagement
- 70% of our students are low socioeconomic students
- Almost 95% are student of color from New Mexico, approximately 65% of them are first generation college students
- We strategically recruit students from diverse racial/ethnic, gender, sexual orientation, and career aspiration background.
- With regard to leadership development, our five staff, three graduate students, and three interns, all are people of color, mostly women and from very diverse religious backgrounds.
- UNMSC students have a higher retention and graduation rate than like students
- Our professional development has a social justice/equity 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 in current research
- Students of color have the opportunity to apprentice with strong community leaders working on issues of equity, where they learn to understand the potential of their role in affecting positive change for a just society
- Our organization is partnered with Project for NM Graduates of Color, which allows them to receive culturally responsive mentorship and academic supports
- Our organization believes in multiracial coalition building so that all people reach their full potential, which is why we strategically work with all ethnic centers and services
- Each one of our retreats, conferences, and symposia have an intentional focus on equity and inclusion. Allowing students at UNM and across the nation to engage in professional presentations that affirm their epistemology

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?
Student fees fund seven Community Capacity Builder Interns. All of whom are undergraduate students. Additionally, funds support three Graduate Assistants. These student leaders are
backbone of all programming for UNMSC.

**Three Community Capacity Builders serve as student staff with these responsibilities:**
- Collaborate with community partners and campus partners to co-construct professional development workshops for the UNM Service Corps members.
- Collaborate with community partners to organize advocacy efforts related to community based issues.
- Work with CEC staff to develop and implement recruitment plan for UNM Service Corps. (Recruitment efforts will include, but are not limited, to classroom presentations, tabling, creating and distributing flyers, networking with campus and community partners, and use of social media.)
- Attend weekly professional development seminars, credit and non-credit options
- Attend weekly CEC staff meeting for full decision-making alongside full time staff
- Work with CEC staff on assigned program areas including: Leadership for Equity Institute (LEI)-Research and classes; UNM Service Corps (UNMSC) program development-recruitment and placement; Community Engagement including curriculum development for community schools sites and site support and community organizing
- Attend at least two CEC staff strategic planning retreats
- Share a portfolio of documented lessons and learned experiences etc. at the end of your CB experience
- Collaborate with peer CB's on a weekly basis to network, learn & develop skills, plan and implement workshops, retreats and symposiums for the UNMSC.

**Four Community Capacity Builders serve with the Ele Valle South Valley network of non-profits with an aim to:**
- Allow the students to explore careers in health sciences as they apprentice with community health workers
- Create a space for UNMSC and Navigators to reflect on their community engagement and unpack the social determinants of health
- Develop a community based participatory research project that the students can implement at the sites
- Help students to connect career and life aspirations with community engagement, where the students will develop foundational knowledge in public health equity which will inform their careers whether they become nurses, doctors or community health workers
- Increase the capacity of the four non-profits to reach more families in the South Valley
- Assist Pathways Navigators in all aspects of their direct service, advocacy, and capacity building
- Develop greater collective impact and strategic direction through the reflection seminars and research
- Allow for community voice in naming what needs to be done to better address their needs through the research
- Involve students in civic engagement and changing systems to make them more equitable and accessible

**The Three Graduate Assistants responsibilities include:**
- Design and implement Community Learning professional development sessions with community partners
- Co-develop and implement mission and goals of the Leadership for Equity Institute.
- Design and implement community-based research and evaluation in two neighborhoods sites with community partners
- Assist in strategic planning for Community Engagement Center
- Maintain all AmeriCorps files for the national office
- Communication point person for all UMSC members
- Initiate new programs to enhance the work of CEC
- Represent CEC in formal partnership meetings with campus and community partners
- Maintain the CEC database and website
- Develop a leadership plan for the Capacity Builders

The impact of all student leaders is seen in the key areas CEC addresses regarding student success at UNM:

**Graduation and retention** – Sample study of UMSC cohort shows a graduation rate of 52.2% within 4.5 years, and an additional 37.6% of that cohort is still in school. Thus, 89.8% have graduated or are still in school. The students discover a reason to study and graduate as they find purpose in what they are doing.

**Cost of school** – The cost of college is a serious issue that effects graduation and retention. The University of New Mexico provides university students the opportunity to earn a hourly wage while doing purposeful work within their field of study. In addition to the hourly wage, all eligible students can earn up to 4 AmeriCorps Scholarships worth over $5,000.

**High impact activities** – UNM Service Corps exemplifies the work of Dr. George Kuh. Almost all of the high impact activities outlined by Dr. Kuh reflect the experiences UMSC have been receiving for the past 15 years. This shift in culture at UNM, where community engagement, career exploration, and critical thinking are valued has been very affirming for our organization.

**Careers after college** – Through the UNMSC, UNM students explore careers through apprenticeships. Many of our students discover what they want to do after college through these real world experiences. Some are hired by the organizations they serve with. All students have a more robust resume that includes real world experience and membership in AmeriCorps, a nationally recognized network.

**Leadership and mentoring** – Each UMSC member has strong peer support from the Capacity Builders and their UMSC team at the site level. Additionally, they receive mentorship from their community-based site leader and graduate assistants from UNM. CEC also works in collaboration with McNair/ROP, Men of Color Initiative, PNMGCI, RSLP, ENLACE, El Centro de La Raza, Africana Studies, Native American Studies, and the College for Social Transformation. UMSC and members in these organizations have formed strong partnerships so that students can receive the multiple benefits from the different organizations.

**The perception of UNM in the community** – UNM does not have a positive reputation in the community as a whole. UMSC members provide on-going support to neighborhood projects and become positive ambassadors for UNM. We have strong testimony from at least 10 of our neighborhood projects to affirm the impact of CEC/UMSC in the community.

3. 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.

CEC is seeking $40,520 in additional funds from the SFRB this year to maintain and innovate within the program, the increase in funding from SFRB will balance the funding we receive to a 50/50 ratio between institutional support and foundation support and continue to allow us to serve at our capacity of 150 students. The Kellogg Foundation is a strong supporter of CEC at the UNM because we strengthen leadership development for students in our state. The Kellogg foundation truly believes in us (see appendix), but is asking that the university invest equally in our programs through matching their contribution, being that our programs are directed at student success. The reduction in funding from Kellogg resulted in us strategically carrying over $41, 717 from the SFRB amount allocated to CEC during the 2013-2014 fiscal year. This carry over allowed funding for 20 enrolled AmeriCorps students to complete their term of service by December 2014. The increase in funds from SFRB will allow CEC to serve the students of UNM at a capacity of 150. This is an internship like position that requires at least 15 to 20hrs/week of commitment and additional funds received will go directly to students. The CEC relies on work-study to help fund student positions, however additional resources are needed for students who are not awarded work study and are still interested in participating.

c. Please complete Budget Form B for funding increases and one-time requests.

4. 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:
- The student to staff balance at all meetings is in favor of students at our decision-making tables.
- All CEC Capacity Builders and Graduate Assistants are at our strategic planning retreats, where they are active participants in deciding the direction of the organization and partnerships.
- At CEC, the interns attend staff meetings as our peers. Such joint staff meetings are held once a week and are critical in providing direction, feedback, and charting next steps.
- The CEC Interns are in charge of the design and implementation of the monthly UNMSC workshops and retreats.
- The Graduate Assistants help design, implement and evaluate workshops and all forms of professional development/classes
- UNMSC, who work at the sites, are the primary planners of the projects that go on there. They plan and implement the curriculum with resources and guidance.
- CEC Graduate Assistants assist in designing, implementing, and writing the IRB for the evaluation of the UNM Community Engagement Center and UNMSC programs
- Our AmeriCorps Graduate Assistant is the primary contact for our national partner (Bonner Foundation, Princeton NJ)
- All Capacity Builders and GAs are encouraged to participate and represent CEC at community/campus collaboration meetings
- All Capacity Builders and GAs present at local or national conferences representing CEC
and UNM

Plan for Improvements:
- CEC is forming a formal advisory council. Undergraduate and graduate student representation at this table is vital
- All full time staff have been assigned a cohort of UNMSC and Community Capacity Builders for the coming year. This will build on relationships and lead to greater advisement and support of the students
- All Capacity Builders and GAs have been asked to set their own goals for the year

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

The UNM Service Corps consists of 150 university students employed through work study, foundation funds, and community partner contributions all who are serving in over 40 neighborhood projects every day. Each Corps member serves approximately 20hrs/week for up to 4 terms of service. Typically, one term of 450 hours of service is completed in 3 semesters, including summer.

We have 3 graduate students actively involved in our organization: in research and evaluation, development of our leadership institute, and facilitating classes and professional development. We have seven Capacity Builders, 3 based with the CEC on campus and 4 based in community with strategic partner sites.

5. 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.

- UNMSC members are recruited from every department across campus. We will continue to utilize our website and other social media tools to increase awareness of our program. We visit college Deans to help them understand the benefits of the program to their students and faculty.
- Capacity Builder Interns have been integral component in providing the services the CEC offers to students. They have been increasing student participation in our program and sharing more about the impact of our program on academics, retention, graduation, and community project needs.
- Finding out how and why students participate in service is crucial. Utilizing focus groups to survey students. With this information we will develop a plan to increase the students’ ability to engage more. We want to utilize SFRB funds to hire a graduate student to help collect and analyze data.
- We plan to continue increasing our partnerships with organizations working with community. Word of mouth through these organizations will increase visibility
- Our continued presence on campus wide committees will increase visibility
- Workshops and professional development we provide on and off campus will increase visibility.

6. How does your unit collaborate with other campus units and/or off-campus entities?
Coalition building on and off campus:

- Founding departments in collaboration with all Ethnic Studies, Sustainability Studies, Peace Studies, and RSLP for the development of the College for Social Transformation; forming a new college within UNM that strategically addresses inequities in society.
- The director of CEC is on UNM's Diversity Council, hoping to institute policy changes to address the achievement gap at UNM.
- The director of CEC is a core trainer with the Antiracism Training Institute of the Southwest and is able to conduct antiracism workshops across the state.
- Members of Families United for Education; a coalition of 43 community organizations and 400 family members who advocate for equity and justice in educational.
- We strategically partner with ethnic studies and services on a number of projects and initiatives for equity and inclusion. For example, we are developing a concentration within Native American Studies with NAS to create a Tribal Service Corps experience for Native American Students.
- Staff members of CEC are on the Lumina Unidos Project strategy groups. The overall goal is to graduate more Latino/Hispanic students from secondary, enroll in higher education and graduate from higher education institutions.
- Core member of Collective Impact Team within Student Affairs, which collects data on impact of programs.
- CEC hosts a campus wide portal for collecting data on community engagement activities by students, staff and faculty.
- Affordable Care Act education and enrollment student team in partnership with Health Sciences. Recently recognized by APS school board.
- Collaboration with Teacher Education where we have Teacher Corps members, training as teachers and serving in partner community schools and sites.
- Served on a number of Student Success committees.
- Partnerships with the ethnic centers (El Centro de La Raza, American Indian Student Services, and African American Student Services). We recruit many of our Service Corps members from these departments and collaborate with them on classes, events, programs, research, proposals, and conferences. Giving the students increased high impact activities is seen as a benefit that increases student success (George Kuh).
- Co-constructing a minor in community engagement in collaboration with some of the above mentioned partners.
- Collaborative for Hispanic/Latino Health Equity (CHILE): CEC participates in an ongoing collaboration with UNM north campus', which include the HSC School of Medicine, Office for Community Health, HSC Office for Diversity, and a number of faculty representative from across north campus.
- Project for New Mexico Graduates of Color (PNMGC): In the fall of 2014 the CEC established a partnership with PNMGC to host workshops, an annual symposium, professional development and mentorship opportunities for undergraduate and graduates across campus.
- CEOP various partnership to offer AmeriCorps education awards to students working within communities.
- Global Education Office- Focus group to expand access to students of color.
- We are on the task force for the Carnegie Classification for Community Engagement and the Faculty Senate Community Engaged Scholarship task force. Both these efforts build on decades of work to institutionalize community engagement at UNM.
- NM PBS: a formal partnership to host the 2014-2015 Community Cinema series
- EleValle a network of four south valley partners collaborative with HSC Pathways Navigators CEC. We have Capacity Builder Interns at these sites
- Strong Families network for civic engagement
- Building Movements collaborative for collective impact in neighborhoods
- Immigration reform network with Encuentro, Immigrant Law Center, etc...
- Albuquerque Community Schools coalition in the Historic Neighborhoods of Albuquerque. Formal partnership with two neighborhoods in Albuquerque
- Mission Graduate committee participation
- We co-host FoodCorps with Farm to Table. It is a state wide network of non-profits who have a young FoodCorps member to work on food systems and sustainable agriculture

7. 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?

**Current data paints this picture:**
Over time, the impact of UNMSC has been: 1.4 million in scholarships; career exploration and employment to about 900 students; graduation and retention rates higher than their peers; and leadership development for social justice. On average, 68% are Hispanic, 13% African American, 10% American Indian, 7% White, and 2% Asian. 70% qualify as low income, and 64% are first generation college student. UNMSC average GPA is 3.5. At least 81% of UNMSC have graduated or are still in school, which much higher than like-groups of peers.

**We are very excited about our two major initiatives to collect data:**
1) CEC is part of Student Affairs Collective Impact team, which was recently recognized as the collaborative of the year by the Provost’s office. This collaboration has initiated ways to leverage instructional offices such as Office for Institutional Analytics to collect quantitative data on our students. This includes graduation and retention data. Initial findings are very promising (see appendix)
2) CEC has submitted an IRB to formally collect qualitative data on the impact of our program on our students. This qualitative data will give a rich understanding of the high impact activities we list in the previous section. The research includes focus groups, individual interviews and document analysis.

8. 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?
   a. What increases or decreases from non-SFRB funding sources do you anticipate compared to your budget last year?

The Kellogg Foundation has generously funded CEC for over four years. They have a continued
interest in investing in us but have requested that UNM step up to match the funds. They have had this conversation with the Provost and with us on a number of occasions. They are especially interested in SFRB increasing funding to support what they consider a student success initiative (see appendix). To this end, this current year 2014-2015, the W. K. Kellogg Foundation reduced our funding from $335,000 to $200,000, resulting in us having to carry over SFRB funds to allow students to complete their term of service. The coming fiscal year, 2015-2016 the funding from the Kellogg Foundation will be further reduced to $150,000. We not only understand why they are doing this but think that it is a healthier balance if institutional and foundation support is more balanced.

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

See attached form, which reflects these budgets:

**Current non-SFRB funding sources** = $346,033
- W. K. Kellogg Foundation - $200,000
- NM Community Foundation - $10,000
- McCune Foundation - $22,500
- NM Educators Federal Credit Union, Citi and Wells Fargo - $9,780
- Albuquerque Public Schools - $8,118
- HSC funding for ACA education - $25,000
- Instruction & General - $70,635

**Additional funding sources being sought this fiscal year** = $334,500
- W. K. Kellogg Foundation - $150,000 (secured)
- EleeValle partnership - $25,000 (requested)
- McCune Foundation - $20,000 (requested)
- NM Community Foundation - $10,000 (secured)
- NM Educators Federal Credit Union, Citi and Wells Fargo - $10,000 (requested)
- Albuquerque Public Schools - $25,000 (requested)
- Instruction & General = $94,500 (requested)

9. What are your unit's current plans to address the recommendations of last year's SFRB? We understand that these plans are subject to change in response to any unexpected developments later in the fiscal year.

We were not one of the units that SFRB provided recommendations to last year.

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

Testimony from our 900 students and 40 community partners is overwhelmingly positive and affirms the need for programs such as ours. We are stronger than ever and the timing is right at UNM for programs such as ours. We provide funding, career exploration, a purpose for education, a sense of belonging, increased graduation and retention rates, and our students are wonderful ambassadors of UNM in community.
Dear Applicants,

We are excited to formally begin the application process for the 2014-2015 EleValle Community Capacity Builder positions. In pages 1-3 please find information regarding the position and instructions on how to apply on pages 4-7.

EleValle is a collaborative of four partner organizations; La Plazita Institute, Casa de Salud, Centro Savila and South Valley Economic Development Center. All these organizations serve the families of the South Valley in Albuquerque and each of the organizations has a Pathways Navigator, who is part of the Pathways to a Healthier Bernalillo County. Pathways is designed to reduce unmet needs, address health inequities, and improve the overall health of the residents of Bernalillo County. It focuses on positive health outcomes by utilizing community health navigators as care coordinators who connect at-risk residents to resources and follow their progress toward improved health outcomes.

A collaboration between EleValle and The University of New Mexico Community Engagement Center (UNM CEC) is an initiate where each Pathways Navigator will have at least one UNM Service Corps Community Capacity Builder apprentice with them for one year. The UNM-CEC houses the UNM Service Corps program, which is a collective of 150 university age students from New Mexico who apprentice with strong community leaders in approximately 40 community-based organizations. Most Service Corps members are immersed in neighborhood projects for approximately 15-20 hours a week for at least one year. They address critical issues in education, health, and community sustainability through direct service, research and advocacy. All Corps members are provided learning opportunities to reflect on the social determinants of health through and antiracism lens.

The Community Capacity Builders are a core group of energetic and passionate UNM Service Corps (UNMSC) members who are deeply committed to social justice and have a strong desire to create deeper change in local communities. They take a leadership role and support leadership development of the 150 UNMSC members who serve at various CEC partner sites. This position has a requirement of having previously served a minimum of six months at a CEC community based site. Pay is $10.00 per hour, at twenty hours per week for one year.
The learning outcomes for all CEC students are to:

1) Understand the interconnectedness of the social determinants of health, education and economic inequity's through an antiracism lens to undo racism
2) Understand policy implications and actively participate in at least one civic engagement initiative
3) Understand and value community knowledge and community participatory based research
4) Connect academic experiences and career aspirations to community engagement
5) Complete a long term apprenticeship with strong community leaders in innovative community based initiatives
6) Experience critical pedagogy through place based learning, experiential education, asset mapping, and critical media literacy

The Elevalle and CEC initiative aims to:

- Allow the students to explore careers in health sciences as they apprentice with community health workers
- Create a space for UMSC and Navigators to reflect on their community engagement and unpack the social determinants of health
- Develop a community based participatory research project that the students can implement at the sites
- Build strong relationships between the young leaders and community health workers
- Help students to connect career and life aspirations with community engagement, where the students will develop foundational knowledge in public health equity which will inform their careers whether they become nurses, doctors or community health workers
- Increase the capacity of the four non-profits to reach more families in the South Valley of Albuquerque
- Assist Pathways Navigators in all aspects of their direct service, advocacy, and capacity building
- Develop greater collective impact and strategic direction through the reflection seminars and research
- Allow for community voice in naming what needs to be done to better address their needs through the research
- Inspire and motivate students to stay and work in community
- Involve students in civic engagement and changing systems to make them more equitable and accessible

**Elevalle Community Capacity Builder Expectations**

- Engage in all activities related to site specific service description
- Have previously served a minimum of 6 months at a CEC community based site.
- Collaborate with community partners to organize advocacy efforts related to community based issues.
- Be engaged for at least 1 year (2 semesters)
- Enroll or attend the Fall 2014 UNIV*175 Antiracism-Community Health (review root causes of health inequities and innovations in community based health related projects within the local, regional, national and global level)
- Enroll in AmeriCorps program (alternative option depending on qualifications)
- Assist Pathways Navigators in all aspects of their direct service, advocacy, and capacity building
- Share a portfolio of documented lessons learned experiences etc. at the end of your CB experience

**Please submit the following by 5pm July 14th, 2014.**

1) Community Capacity Builder Application including
   - Short essay answering questions provided
   - Leadership vision for UNM CEC Community Capacity Builder Program

2) 1 letter of recommendation from a professional colleague. (e.g.: professor, site facilitator, director, etc.)

**APPLICATION AND POSTION DEADLINE DATES**

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Thank you for your commitment and dedication to serving our communities. Please do not hesitate to contact us with any questions regarding the position. We wish you the best in this process, and all future endeavors.

Sincerely,

Community Capacity Builder Program
Elevalle and the Community Engagement Center

UNM Community Engagement Center
August 2014

505-277-5158
http://clps.unm.edu/
**CEC Community Capacity Builder Application**

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Indicate which program area would you be most interested in working with
- Leadership for Equity Institute (LEI)-Research and classes
- UNM Service Corps (UNMSC) program development-recruitment and placement
- Community Engagement including curriculum development for community schools sites and site support and community organizing

Short essay-Please respond thoroughly to each of the following questions in a typed short essay format.

1) *IF APPLICABLE* Please list your experiences with the UNMSC Community Capacity Builder program (aka previously Bonner/Internship program) and identify the skills you have developed through the experiences.

2) What are your primary motivations for serving as an Elevalle Community Capacity Builder?

3) How do you see the three components (academics, community engagement, & leadership development) of the UNMSC program model connecting? *(Refer to the UNMSC program model at www.unm.edu/~unmsc)*

UNM Community Engagement Center
August 2014

505-277-5158
http://clps.unm.edu/
4) What new ideas do you have for enhancing the UNMSC Program?

5) In what ways can the UNMSC/Community Capacity Builder better support the community and UNM-CEC?

6) Name three traits you value in a leader and how it will shape your leadership style.

**Leadership Vision**

Please respond to the three attached pages. Typed responses are preferred.

**Elevalle Capacity Builder Program Leadership Vision**

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Dear Applicants,

We are excited to formally begin the application process for the 2014-2015 UNM CEC Community Capacity Builder positions. Please find information regarding the position in pages 1-2 and instructions on how to apply on pages 3-6.

The Community Engagement Center (CEC) was formed in 1997 by faculty, staff, students, and community members who wanted to better mobilize resources and assets in the community and the University of New Mexico to address community identified needs through research, policy initiatives, teaching, and service. The mission of CEC is to nurture the leadership of the next generation of civically minded youth of color from local neighborhoods for community capacity building. The primary initiative to actualize this mission is the UNM Service Corps program.

The CEC Community Capacity Builders are a core group of energetic and passionate UNM Service Corps (UNMSC) members who are deeply committed to social justice and have a strong desire to create deeper change in local communities. They take a leadership role and support leadership development of the 150 UNMSC members who serve at various CEC partner sites. This position has a requirement of having previously served a minimum of six months at a CEC community based site. Pay is $10.00 per hour, at twenty hours per week for one year.

The learning outcomes for all CEC students are to:

1) Understand the interconnectedness of the social determinants of health, education and economic inequity's through an antiracism lens to undo racism
2) Understand policy implications and actively participate in at least one civic engagement initiative
3) Understand and value community knowledge and community participatory based research
4) Connect academic experiences and career aspirations to community engagement
5) Complete a long term apprenticeship with strong community leaders in innovative community based initiatives
6) Experience critical pedagogy through place based learning, experiential education, asset mapping, and critical media literacy
CEC Community Capacity Builder Expectations

- Have previously served a minimum of 6 months at a CEC community based site.
- Collaborate with community partners and campus partners to co-construct professional development workshops for the UNM Service Corps members.
- Collaborate with community partners to organize advocacy efforts related to community based issues.
- Work with CEC staff to develop and implement recruitment plan for UNM Service Corps. (Recruitment efforts will include, but are not limited, to classroom presentations, tabling, creating and distributing flyers, networking with campus and community partners, and use of social media.)
- Be engaged with CEC for at least 1 year (2 semesters)
- Enroll or attend the Fall 2014 Educ. 493 Teacher Corps Community Based Seminar (various topics related to education from an interdisciplinary perspective. May be repeated for credit, no limit)
- Enroll in AmeriCorps program (alternative option depending on qualifications)
- Attend weekly CEC staff meeting 1.5 hours regularly scheduled Wednesdays @9AM (scheduled time of meeting can be changed depending on student schedules)
- Work with CEC staff on assigned program areas including: Leadership for Equity Institute (LEI)-Research and classes; UNM Service Corps (UNMSC) program development-recruitment and placement; Community Engagement including curriculum development for community schools sites and site support and community organizing
- Be engaged and actively involved in the UNM Student Action Network
- Attend at least two CEC staff retreats, trainings or other professional development activities
- Share a portfolio of documented lessons and learned experiences etc. at the end of your CB experience
- Collaborate with peer CB’s on a weekly basis to network, learn & develop skills, plan and implement workshops, retreats and symposiums for the UNMSC.
- Collaborate with peer Capacity Builders to engage UNMSC through workshops, retreats, classes, community site visits, and community engagement events, implement growth and development tool, and maintain ongoing communication. etc.
Please submit the following by 5pm July 14thth, 2014.

1) Community Capacity Builder Application including
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Sincerely,

Community Capacity Builder Program
Community Engagement Center
University of New Mexico
505-277-5158
UNMSC@unm.edu

UNM Community Engagement Center
June 2014
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**Leadership Vision**

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**UNM Service Corps Capacity Builder Program Leadership Vision**

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Student Fee Review Board  
University of New Mexico  
Albuquerque, NM  

August 29, 2014  

Dear members of the SFRB:  

I am writing in support of the Community Engagement Center (CEC) at the University of New Mexico. The Kellogg Foundation has been supporting the Community Engagement Center since 2011 to strengthen the leadership development of young people of color through long-term apprenticeships in community organizations throughout the state.  

This approach to community engagement creates impact at multiple levels. At the individual level, these young people gain skills and experiences that they’ll be able to apply in the classroom and the workplace, once they graduate. At the institutional level, the University benefits from a more engaged student body and a higher profile in underserved communities. The community benefits from the thousands of hours these students spend on projects defined by the communities as high priority.  

The Community Engagement Center serves as a model program for colleges and universities across the country. Too often large research institutions like UNM struggle to extend the benefit of its resources into the communities it is a part of. The CEC, has for years, successfully extended the University’s most valuable resource, its students, to the benefit of the communities most in need. Additionally, the CEC has been able to leverage its resources to take advantage of federal programs such as work study, AmeriCorps and FoodCorps.  

Since 2011, the Kellogg Foundation has made funding commitments of $1.25 million to the CEC. We’ve been pleased with our partnership with the CEC and the impact it has made at multiple levels. We expect to continue to support the CEC at a level that is both responsible and sustainable. Toward that end, we hope the SFRB will consider increasing its investment of the CEC.  

Please don’t hesitate to contact me should you have any questions or need additional information.  

Best regards,  

Robby Rodriguez  
Program Officer