

View results

Respondent

15 Diana Martinez

00:30

Time to complete

Program Information

1. Program or DASG Account Name: \*

Environmental Studies Area (includes Organic Food Garden and Monarch Butterfly Garden in this funding request)

2. Is this a new DASG account? \*

Yes

No

3. Please enter your DASG Account Number: \*

57520-4010

Line Items (Object Codes)

DASG Accounts and Funding are divided into Line Items representing specific categories of usage (salary, supplies, food, services, etc.). Line Items are identified with Object Codes in the DASG Accounting System, which are the equivalent of Account Codes in Banner. The available Line Items and their Object Codes for this request are as follows:

- 2310 - Student Salary
- 3200 - Hourly Benefits (Required for Student Salary)
- 4010 - Supplies
- 4013 - Promotional Items
- 4015 - Food
- 4060 - Printing
- 5214 - Professional Services
- 5510 - Conference & Travel
- 5520 - Field Trips

4. What is the first Line Item you need to request funding for? \*

- 2310 Student Salary
- 4010 Supplies
- 4013 Promotional Items
- 4015 Food
- 4060 Printing
- 5214 Professional Services
- 5510 Conference and Travel
- 5520 Field Trips

### 4010 Supplies

No General Office Supplies

5. 4010 Supplies Amount \*

Please round up to the nearest whole number.

Please enter a whole number

6. 4010 Supplies Description \*

The ESA hasn't received funding since Covid 2020 and we are in dire need of new supplies, our students, volunteers, staff and faculty are working with equipment that is 10+ years old. Supplies include: shovels, loppers, pruners, seeds, California Native Plants, wood for additional plant beds to expand pollination garden, soil, sand, gardening gloves, wheel-barrows, butterfly habitats, fertilizers, hand scopes, water test supplies, soil testers, beneficial insects and propagation materials.

7. What is the next Line Item you need to request funding for? \*

- 4013 Promotional Items
- 4015 Food
- 4060 Printing
- 5214 Professional Services
- 5510 Conference and Travel
- 5520 Field Trips
- None

### 4015 Food

Not for Conference and Travel; for all Conference and Travel expenses, including meals, use Object Code 5510.

(Must adhere to district Administrative Procedure 6331, <http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=AKVUKX7C7F98>)

8. 4015 Food Amount \*

Please round up to the nearest whole number.

1000

Please enter a whole number

9. 4015 Food Description \*

We held the Earth Day Event for 2025 at the Kirsch and ESA this year. It was a spectacular event and more than 400 students came to the event and participated in 7 workshops and events. The money in this category would be used as an ongoing fund to buy food for these next Earth Day Event April 22, 2026 and for our student volunteers that help maintain the gardens.

10. What is the next Line Item you need to request funding for? \*

- 4060 Printing
- 5214 Professional Services
- 5510 Conference and Travel
- 5520 Field Trips
- None

4060 Printing

(Flyers, posters, programs, etc.)

11. 4060 Printing Amount \*

Please round up to the nearest whole number.

15000

Please enter a whole number

12. 4060 Printing Description \*

New signage is needed throughout the ESA, these signs are "Docent/Interpretation" signs that identify the various California Native Plant Communities and provide students with important information and details about the particular plant community they are studying and provides historical and current details about the community and the Indigenous uses of the community for an understanding of the importance of the plants for medicine, clothing, food and shelter to Native Americans. The signs in the past have been produced in one language, English, it is time the signs were updated with multiple languages and consider more cultural knowledge throughout our identity signs.

13. What is the next Line Item you need to request funding for? \*

- 5214 Professional Services
- 5510 Conference and Travel
- 5520 Field Trips
- None

## Request For Information (RFI)

**Description:**

Please provide comprehensive details about your program.

**Public Disclosure:**

Be advised that all documents and information submitted will be accessible publicly online.

**Please redact any Personally Identifiable Information (PII).**

### 14. Please provide a thorough description of your program. \*

The Cheeseman ESA is an outdoor lab/classroom and extension of the Environmental Science/Studies program. It's in its 54th year of existence on this campus. It is a registered California Native Arboretum and has served the public, K-12 students, De Anza students and UC/CSU students over the past 54 years. The Cheeseman ESA has over 500 native plant species in its 1.5 acre footprint. One of the most important missions for any arboretum is not only for educational purposes. Our Native Plant Arboretum serves as a regional showcase for environmental sustainability and inclusive community engagement. The arboretum reflects our commitment to equity by ensuring program design and site access are shaped by input from our diverse population of students. We include Indigenous and historically underrepresented communities by inviting them to partake in the arboretum, Organic food garden and our Monarch Butterfly Preserve garden. Sustainability is central to our vision, as we restore native habitats, conserve local flora, and educate the public on climate-adaptive landscaping. These efforts will address both social and ecological resilience for California's future. Cheeseman Environmental Studies Area is as educational as it is diverse. All of the plants and plant communities in this garden are native to California. They provide food and habitat for animals that are important to the survival of our woodlands, grasslands, wetlands and deserts. The Cheeseman ESA is an educational tool for students to observe and study California native plant communities, ecosystems, flora and fauna. As a student tours the Cheeseman ESA, they look for educational exhibits in our arboretum. The CESA (Cheeseman Environmental Studies Area) exhibits answer common questions about sustainable horticulture practices, gardening with native plants, and California's unique climate, ecology, and natural history. As part of the design of the Native Plant Garden, the plants growing in the natural areas are represented in cultivated beds and labeled for identification. Sustainable practices for a native plant arboretum center around resource conservation, habitat restoration, and minimizing environmental impact. Such practices ensure ecological health and operational efficiency using strategies well-suited to California's climate and biodiversity. We teach students about Native Plant Selection: Prioritize plants adapted to local climate and soils to minimize irrigation and fertilizer needs, while enhancing biodiversity. Mulching, Water Conservation, Soil Care, Integrated Pest Management, Erosion Control, Wildlife Habitat, Education and Outreach: Use the arboretum as a living classroom to teach visitors and volunteers about sustainable gardening, native plant ecology, and resource stewardship, Minimizing Non-Native and Invasive Species: Exclude invasive plants, and use non-native species only when necessary and proven non-invasive, Green Infrastructure: Incorporate green pathways, porous surfaces, or rain gardens to manage stormwater naturally and reduce urban heat.

The Monarch Butterfly is not only an essential pollinator and a marvel of nature's design—it is also a powerful cultural symbol, particularly within the Latinx community. For many, the Monarch's annual migration from Canada through the United States to Mexico mirrors the historical and ongoing journeys of migration, identity, and transformation. In this way, the monarch butterfly garden will stand as a living metaphor for the immigrant experience, one that reflects endurance, beauty, and the pursuit of belonging.

Our pollination garden provides critical habitat for Monarch butterflies and other native pollinators; it serves as an outdoor learning lab for science, sustainability, and cultural studies, act as a space of healing, reflection, and belonging for students from marginalized backgrounds and it reinforces our campus commitment to environmental sustainability and DEI-driven education.

## 15. What new services or features have been added since your last DASG RFI submission? \*

Enter N/A if you have not submitted a DASG RFI before.

Our Monarch Butterfly garden became a registered "way station" when we implemented a captive-breeding program for Monarch Butterflies which was recently listed in the Federal Endangered Species list as a "threatened species" in December of 2024. This listing occurred due to the 90% population reduction of this important pollinator species. Our students collect the eggs or larvae and monitor the cycles of metamorphosis and they collect data with the end result being able to release the newly emerged species.

We also implemented new ideals for our Organic Food Garden which allows students to get their hands into the soil and learn how to grow and harvest crops based on the seasonal planting times. We are currently partnering with the De Anza Food Pantry to supply fresh and organic produce to our students of De Anza. We teach propagation, seed banks, guerilla gardening, soil maintenance and recharging of soil. Students are allowed to take fresh produce home when there is an abundance.

We reduced field trip travel by 85% for our Environmental Science classes by providing access to the faculty to partake in all activities in the ESA, Monarch Butterfly Garden and Organic Food Gardens by offering hands-on learning opportunities for students without the need to travel off campus, we remove socioeconomic and logistical barriers such as transportation costs and time constraints, which often disproportionately impact underrepresented and underserved student populations. This on-site access allows all students—regardless of background—to engage with native ecosystems, understand California's natural heritage, and connect to STEM and environmental education in a welcoming, equitable environment.

We commit to intentional outreach in partnership with all De Anza Environmental Science, Biology, Arts, Economics, CDC, History and Political Science classes to utilize our gardens. We also partner with local schools and community groups, particularly those serving historically marginalized populations, to ensure that diverse student groups are aware of and able to utilize the arboretum's educational programs.

This framing exemplifies DEI by focusing on accessibility, equitable learning opportunities, community partnerships, and culturally inclusive learning space.

Our native arboretum and monarch garden are vital resources that provide an accessible, inclusive outdoor classroom experience directly on campus. By offering hands-on learning opportunities for students without the need to travel off campus, we remove socioeconomic and logistical barriers such as transportation costs and time constraints, which often disproportionately impact underrepresented and underserved student populations. This on-site access allows all students—regardless of background—to engage with native ecosystems, understand California's natural heritage, and connect to STEM and environmental education in a welcoming, equitable environment.

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## 16. Enrollment Overview \*

- Provide the total number of active students and newly enrolled students for each of the past three years.
- Indicate how many of these students were retained for more than a quarter.
- Clarify whether your program is designed for a specific demographic or serves the entire De Anza population.
- If available, include a breakdown of racial demographics.

Covid did a major number on our enrollment numbers and we came back from Covid to a campus that felt empty, lonely and disrupted. Our program of Environmental Science/Studies had to rethink and conduct a lot of Outreach to draw more students into our program. We average about 500+ students per quarter attending classes in our program. Please recall what I have said in earlier comments of this application, the ESA, Food Garden and Monarch Butterfly are not just here for the Environmental Science Department, we serve many other disciplines and departments that utilize these spaces for assignments, science projects and to find quiet spaces to recharge or study.

## 17. Attach any relevant enrolment documents

**Attachment Guidelines:**

For accessibility, please ensure all attachments are submitted in their original filetype (Word, Excel, PowerPoint, etc.) or as PDFs with searchable text. Avoid submitting scanned documents, as signatures are not required for this digital submission.

**Public Disclosure:**

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No answer provided.

## 18. Program Marketing and Promotion \*

- How does your program currently promote itself to the entire student body? What strategies and channels are used for outreach and advertising?
- Have you implemented specific efforts to engage and reach underserved student populations? If so, describe the methods and strategies used.
- If outreach to underserved students has been challenging, what obstacles does your program face in addressing this issue?
- Provide a detailed marketing plan for the current academic year, including any promotional materials you have used or plan to use.

Our targeted strategies for underserved student groups focus on addressing barriers. Our key strategies include: Outreach is critical and our faculty provides ongoing information about our program and services during and throughout the quarter to our students to utilize our areas for volunteering and fulfilling community service opportunities here or just enjoying the peacefulness our garden areas have to offer. We are connecting students with resources, such as paid research positions, scholarships, writing centers, mentorship, and diversity-focused events to promote empowerment, self-advocacy, and belonging. We engage with outside communities by identifying cultural events and partnering with community-based organizations that serve under served populations, including faith-based groups, local tribal entities and our campus Pride Center. We provide multilingual marketing materials, accessible information, interpreters, and culturally relevant outreach personnel to improve communication with students and families from diverse backgrounds.

## 19. Reflection and Feedback \*

- How does your program collect and utilize student feedback for improvement (e.g., pre-/post-surveys, focus groups)?
- Can you provide examples of feedback received?
- What actions have you taken to address these areas?

Our team holds 4-6 brief meetings each quarter to discuss what needs have changed amongst our students and how do we address their needs. We are particularly concerned with our under-served population of students, we post any and all flyers about the various programs not only here at the Environmental Science/Studies but the many announcements from counseling, A&R, PRIDE Center, tutoring, Food Pantry, celebrations happening on our campus, Transfer Days, etc. We are continuously guiding our students to the multiple amount of resources that the De Anza so generously offer our students. We have a resource center where we check out textbooks and laptops for students to use for their schoolwork. We are actively updating our De Anza web page and we have an presence in social media (Instagram and Facebook) where we post events and photos of wildlife that we encounter in our corner of the campus.

## 20. Attach any relevant student feedback forms, surveys, etc.

**Attachment Guidelines:**

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No answer provided.

## 21. Does your program offer any online services? \*

- Yes
- No

## 22. Does your program have any plans to offer online services? \*

- Yes
- No

## 23. Online Services \*

- How has your program adjusted to offering services online?
- What strategies or tools have you implemented to ensure the quality of services remains high in a virtual environment?
- If your program hasn't yet transitioned online, what specific plans or steps are in place to provide online services in the future if necessary?

We have student volunteers that are currently working on online support for the following for our department to provide the following online services: Informational Website showcasing plant collections, arboretum history, mission, and educational goals, event calendars with listings of upcoming tours, volunteer opportunities, virtual and self-guided tours with interactive maps or apps that allow visitors to explore plant collections digitally or follow self-guided paths in our ESA and social media with active channels for outreach, sharing stories, research highlights, and event updates to engage the broader campus and public. We also do night vision camera work where we capture what goes through the ESA in the nighttime hours and some live-cam options are in our future.

## 24. Sources of Funding \*

- What are the current funding sources for your program (e.g., college funds, external income, grants)?
- Provide details for each source, including account numbers, account names, balances, and any specific purposes or restrictions tied to the funds.

NONE

## Request For Information (RFI) - continued

**Description:**

This section ensures adherence to the DASG Budget Guiding Principles, which can be found at [www.deanza.edu/dasg/budget](http://www.deanza.edu/dasg/budget)

**Public Disclosure:**

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## 25. How does your program provide resources or support to help students achieve their academic and personal goals? (IMPACT) \*

The Environmental Sciences and Studies Faculty and Classified Staff in our department spend a lot of one-on-one time with students who need our guidance and at times just being a listening ear for our students. We provide textbook and laptop checkouts for students who do not have funds for personal computers or textbooks. To peak their interest in our discipline of science, we provide wet labs to provide them a lab experience indoors and outdoors that goes beyond lab notebooks and handouts. We provide true hands on experience with experiments and research involving liquids, chemicals, biological materials and how to use these to test water and soil in the ESA. Using the ESA for an outdoor lab classroom allows students to student micro climates, use night vision cameras for tracking wildlife that wanders through the ESA at night, growing biological specimens for observation and study. We teach our students to do transect studies in the ESA and how to use dichotomy keys to identify tree species. Our students are provided with all of the tools they need to have an amazing experience in our outdoor 1.5 acre lab.

## 26. What opportunities does your program offer for students to develop leadership skills and engage in civic activities or advocacy? (IMPACT) \*

Both students and volunteers in our program spend time working side-by-side with our faculty and staff. We like getting to know our students. We give them opportunities to lead actual projects in our 3 garden areas, it is amazing what spending time outside can do for an individual when their life is comprised of being in a classroom and going home and spending time studying. Our faculty have mentored students who are trying to get an internship and as a result students have achieved internships working at NASA, City of Cupertino, Stanford and San Jose City Hall. These were internships achieved by students of Latino, African-American and Asian backgrounds. Our students are taught docent skills as they learn about the many California Native plants and communities and the many uses of Indigenous cultures for these native plants. Our students learn about advocacy and environmental injustices and participate in discussions, debates and peaceful protests.

## 27. How does your program support and promote student participation in co-curricular or extracurricular activities to enhance their overall college experience? (IMPACT) \*

We believe that the ESA, Monarch Butterfly Pollination Garden and KlrSch Organic Food Garden serve as a beacon of sustainability, inclusion, and cultural pride on our campus. It offers a tangible way to connect ecological health with the lived experiences of our students, particularly those from Latinx and historically under-served communities. We invite you to join us in creating this meaningful space of growth, transformation, and belonging by providing us with our funding request so we can continue doing this special work with our students.

## 28. How does your program contribute to improving student retention by enhancing the quality of education and student engagement at De Anza College? (IMPACT) \*

We do this by being available for our students, by checking in with them when they are here in our outdoor classroom learning and experiencing environmental science up close. We check in with our students, we will email them if we haven't seen them in awhile. We involve our division counselor if any of our students have questions or are unsure of their path. We print out announcements that come through weekly announcing events happening on campus and we post these around our building. We have seven flat screen displays that the De Anza website loops information throughout our building. We remind students in our classes of important campus announcements (like Transfer Day, etc.). When DASG has their annual elections, we openly invite all candidates to come to our classes and speak about their candidacy and answer questions.

29. How does your program promote and ensure accessibility, equity, and inclusion for students from diverse backgrounds? (DEI) \*

The three garden/arboretums is more than an ecological project—it's a culturally rooted initiative that recognizes and celebrates the stories of our Latinx students and other communities of color. By anchoring this effort in the symbolism of the Monarch, we seek to create a space that acknowledges:

- Migration and identity as integral parts of our students' lived experiences;
- The intersection of environmental justice and racial equity;
- The need for culturally affirming spaces on campus that foster visibility and pride.

Incorporating bilingual signage, student art, and inclusive programming, this space will offer representation and engagement for our diverse student body. It will also provide service-learning opportunities for students from underrepresented backgrounds in biology, environmental science, and the humanities.

30. What steps does your program take to incorporate environmentally sustainable practices in its operations or events? (ES) \*

Coming from the Environmental Science department, we always work to minimize our footprint on our corner of the campus. One of the biggest reasons we are using the Environmental Studies Area (outdoor classroom) as a major extension to the labs as a substitute to the previous 5-6 field trips each instructor is to both minimize our ecological footprint and for DEI. The ESA provides everything a student used to leave our campus to learn about at an offsite field trip site (example: Rancho San Antonio, Alviso Environmental Education Center, Henry Cowell Redwood Park, Palo Alto Baylands, Santa Theresa County Park, etc.) and a student can learn those same concepts here on campus in our ESA. This provides a sustainable practice of eliminating our carbon footprint by traveling to these various locations and any student who doesn't have transportation to get to these locations no longer has to worry about that. All field work is done here in the ESA.

31. Attach any other relevant documents

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No answer provided.

## Requester, Budgeter and Administrator Information

The Requester is the person completing this request form. The Requester and Budgeter are usually the same person but may be different.

For DASG Accounts, the Budgeter is the person directly responsible for managing the account for the program and their Administrator is the person overseeing them in relation to the DASG Account.

**The Budgeter and Administrator cannot be the same person.**

**Signatures that are Required for Utilizing Funds**

All future financial documents, forms, requests, requisitions require the signature of the Budgeter(s) responsible for managing the account for the program and their Administrator in relation to the DASG Account. The Budgeter(s) responsible for managing the account for the program and their Administrator in relation to the DASG Account shall sign designating it as an appropriate expenditure of DASG funds and in the best interest of the student body. Administrators are responsible for any expenditures exceeding budget allocations.

**The Budgeter and Administrator cannot be the same person.**

32. Are the Requester and Budgeter the same person? \*

Yes

No

33. Budgeter's Name \*

Diana Martinez

34. Budgeter's Email Address \*

martinezdiana@fhda.edu

35. Budgeter's Phone Number \*

408-386-3443 cell 408-864-5446 office

36. Budgeter's Relationship to Project \*

I oversee these areas as a full-time employee

37. Budgeter's Position on Campus \*

Environmental Science Lab Technician

38. **Administrator's Name** \*

Anita Muthyala-Kandula

39. Administrator's Email Address \*

kandulaanita@fhda.edu

40. Administrator's Phone Number \*

408-864-8332

41. Administrator's Relationship to Project \*

Dean of the ES/ESCI department and oversees the Classified Staff person of this area

42. Administrator's Position on Campus \*

Dean, Biological, Health and Environmental Sciences