

**DASG Budget Request 2024-2025  
For All Programs Excluding Athletics**

Budget Request due to the Office of College Life by 4:00 pm Monday, November 6, 2023  
Applications and attachments must be typed and submitted via email to Dennis Shannakian at  
[ShannakianDennis@fhda.edu](mailto:ShannakianDennis@fhda.edu).

Please also copy the Administrator on the email.

Applications must be submitted as Word documents or searchable text PDFs (not scans; signatures  
are not required)

The Email Subject must be in the following format:

“DASG Budget Request - Your DASG Account/Program Name - Your DASG Account Number”  
For Example: “DASG Budget Request - DASG Budget Committee - 41-51140”

***Everything submitted will be publicly available online.***

**Delete the Object Codes and lines within Object Codes you do not need.**

1. Program (Account) Name: Higher Education For AB-540 Students (HEFAS)
2. Is this a new DASG account? Yes  No  DASG Account Number: 41-56410
3. Amount requested for 2023-2024     \$27,223.47
4. Total amount allocated for 2023-2024     \$17,260.00
5. How long has this program existed? 12
6. Number of students directly served in this program: 652 students + 70 volunteers
7. How have you been meeting or how do you plan to meet the budget stipulation of requiring that all students benefiting from DASG funds allocated to you have paid the \$10 DA Student Body Fee and are DASG Members (DASG Budget Stipulation # 1)?

Our program is dedicated to supporting a diverse range of students. Not only do we cater to undocumented students, but we also extend our services to low-income, first-generation, and students of color. This inclusive approach ensures that over half of the student population at De Anza College is eligible for our membership. We actively encourage students to engage with us, whether as volunteers or allies, in advocating for higher education and providing support to both undocumented and low-income students. HEFAS collaborates closely with numerous organizations and clubs on campus, including VIDA, the Office of Equity, LEAD, Puente, EOPS, PRIDE Center, Euphrat Museum and more. Additionally, HEFAS hosts an annual conference known as the HEFAS Summit, held every Spring quarter, which is open to all students and educators on campus. This event serves as a platform to foster discussions, share knowledge, and promote a more inclusive educational environment. Even during the challenging times after pandemic, we remained committed to our mission. We have curated and shared resources that benefit all students and their families, irrespective of their status. This emphasizes our dedication

to supporting students beyond their academic needs, addressing their overall well-being during these uncertain times.

8. What would be the impact if DASG did not completely fund this request?

The repercussions of not securing funding would result in the discontinuation of our student leadership program. All internship opportunities are sourced from DASG funding, which crucially supports student interns, and offers essential supplies like free printing, books and calculator loans, and mental health assistance to our members. Given the current political climate, it would be exceptionally distressing for our members to lose access to this vital undocumented student resource center on campus.

Especially during these uncertain times, our members rely on us the most. We serve as a safe haven, providing resources, legal guidance, and alleviating financial burdens for the undocumented community grappling with uncertainty. Securing funding for our program aligns with De Anza College's mission of assisting every student, regardless of their background, in achieving their educational aspirations

9. Total amount being requested for 2024-2025 (from page 3) \$31,609.55

**Student Payroll (2310)  
MUST ALSO COMPLETE THE HOURLY BENEFITS (3200) SECTION**

Cost	Job Title	# of emp. x \$ Per hr x # hrs/wk x # of wks	
1.	<u>Center Coordinator</u>	<u>\$18.51 x 10hrs/1 wk x36wks</u>	<u>\$6,663.60</u>
2.	<u>Outreach Coordinator</u>	<u>\$18.51 x 10hrs/1 wk x 36wks</u>	<u>\$6,663.60</u>
3.	<u>PR Coordinator</u>	<u>\$18.51 x 10hrs/1 wk x36wks</u>	<u>\$6,663.60</u>
4.	<u>Membership Coordinator</u>	<u>\$18.51 x 5hrs/1 wk x36wks</u>	<u>\$3,331.80</u>
5.	<u>Volunteer Coordinator</u>	<u>\$18.51 x 5hrs/1 wk x36wks</u>	<u>\$3,331.80</u>
		TOTAL:	<u>\$26,654.40</u>

**Hourly Benefits (3200)  
MUST ALSO BE COMPLETED WHEN REQUESTING PAYROLL**

Benefits rates can change each year. Please check rates before requesting the same amount as last year.

(1.52 % for Student Employees, 10.4 % for Casual Employees)

Cost	Job Title	# of emp. x \$ Per hr x # hrs/wk x # of wks	
1.	<u>Student Interns</u>	<u>\$26,654.40 x 1.52%</u>	<u>\$405.15</u>
		TOTAL:	<u>\$405.15</u>

**Printing (4060)**

Item	Intended Use	Cost
1. <u>Printing</u>	<u>Outreach and visibility: Flyers, posters, forms, Stickers</u>	<u>\$ 300</u>
	TOTAL:	<u><b>\$300.00</b></u>

**Technical and Professional Services (5214)**

Item	Intended Use	Cost
1. <u>Annual HEFAS Summit Keynote Speaker</u>	<u>Guest Speaker</u>	<u>\$500.00</u>
2. <u>Annual HEFAS Summit Workshop</u>	<u>Workshop Presenters (3x\$250each)</u>	<u>\$750.00</u>
	TOTAL	<u><b>\$1,250.00</b></u>

**Domestic Conference and Travel (5510)**

Item	Intended Use	Cost
1. <u>Immigrant Youth Empowerment Conference at UCLA</u>	<u>7students, 2 advisors</u>	<u>\$3,000.00</u>
	TOTAL:	<u><b>\$3,000.00</b></u>

**Total amount being requested for 2024-2025 (also complete line 9 at bottom of first page) \$ 31,609.55**

**Request For Information (RFI)**

***Everything submitted will be publicly available online.***

Question / Inquiry	Program Response
<p>Please provide a <b>thorough</b> description of your program. Please describe the new services or features of your program that were implemented after you last submitted a DASG RFI. Explain how your program is unique. Are there any programs on campus that are similar or is there any duplication of services?</p>	<p>Higher Education for AB 540 Students (HEFAS) at De Anza College is a dedicated institutional and educational program. Now in its twelfth year of operation, HEFAS continues to provide invaluable resources, alleviate financial stress, and foster a secure learning environment for all students, with a particular focus on low-income and undocumented/AB540 students.</p> <p>Our program actively implements a range of support initiatives such as a book loan program, peer advisors, tutoring services, and free access to essential resources. These provisions play a significant role in securing the educational success of our students. Furthermore, we strive to empower students, nurture leadership skills, advocate for social justice, and promote the pursuit of higher education.</p> <p>Acknowledging that students require support beyond academics, we have taken steps to incorporate comprehensive resources to assist them in leading fulfilling lives in all aspects of their lives."</p>
<p>How will your program expand students' perspectives and positively impact their lives and the</p>	<p>One of HEFAS' fundamental principles is nurturing leadership qualities within our members. Prior to fostering leadership, we prioritize educating our members through a variety of channels. Whether it's through personalized discussions, workshops, or events we organize, we ensure students are equipped with the knowledge needed to excel in school, work, and life. We</p>

Question / Inquiry	Program Response
<p>community? (250 words max)</p>	<p>offer a range of resources and opportunities to our members, including volunteering, UndocuSolidarity training, education on immigration and public policy, entrepreneurship, self-care and mental health guidance, know your rights training, scholarships, and information about both on and off-campus opportunities. Our aspiration is for students to not only utilize this information themselves but to also share it with others, amplifying the impact of HEFAS' resources and knowledge. Additionally, we expose our 70 yearly volunteers to trainings and hands on experience working with undocumented communities.</p> <p>HEFAS proudly hosts an annual summit during the spring quarter, centering around a key theme related to immigration. This summit features a community keynote speaker, a variety of workshops, food, entertainment, and more. The aim is to encourage the De Anza community to broaden their perspectives on immigration issues and facilitate meaningful dialogue. The summit attracts 70-100 participants, including students, educators, and community members. Notably, in Spring 2020 to 2023, we welcomed participants from various cities, states, and even countries, via zoom illustrating the expanding reach of HEFAS and underscoring the significance of this critical work.</p>
<p>Go through the most recent DASG Budget Guiding Principles and explain how your program fits each of them or as many as possible. Please do not merely copy and paste the DASG Guiding Principles. The DASG Budget Guiding Principles are available at <a href="http://www.deanza.edu/dasg/budget">www.deanza.edu/dasg/budget</a></p>	<p>HEFAS continues to hold the following principles:</p> <ol style="list-style-type: none"> <li>1. As an undocumented student resource center, HEFAS is dedicated to providing essential services and resources that empower undocumented and low-income students to excel in higher education.</li> <li>2. We actively offer volunteering and internship opportunities that address critical issues faced by the undocumented community, such as public policy, relief services, and education. HEFAS is a student-led organization that nurtures leadership skills and opportunities for interns, volunteers, and members. Students have a significant say in how HEFAS approaches the challenges faced by students from undocumented and low-income backgrounds. Given that students are directly impacted by federal, state, and local policies, they actively engage in making a meaningful difference on a larger scale.</li> <li>3. Our membership comprises active and enrolled DASG students, reflecting the diverse student population at De Anza College. HEFAS serves a substantial portion of the student body, with a focus on undocumented, low-income, first-generation, and students of color. While these student populations remain our primary focus, we extend informal assistance to any student who seeks help through our events and office hours. We organize events that highlight the</li> </ol>

Question / Inquiry	Program Response
	<p>intersectionalities of being undocumented and belonging to various identities, ensuring we represent all students. Moreover, we collaborate with other centers to broaden our services and accommodate students who are part of different programs.</p> <ol style="list-style-type: none"> <li data-bbox="464 373 1520 699">4. HEFAS has implemented various programs, including book, calculator, and computer loan initiatives, to support students financially while also minimizing waste. We prioritize sustainability by encouraging the reuse of resources like books, transitioning to online systems, and organizing educational events to highlight the environmental impact on migration. Our collaboration with programs like SEED focusing on Environmental Justice issues underscores our commitment to sustainability and environmental awareness.</li> <li data-bbox="464 709 1520 993">5. In collaboration with the Research Office at De Anza, HEFAS is embarking on a campus-wide survey initiative to gain insights into the current and pressing needs of undocumented students on campus. This data will guide us in adapting our services and programs to better address these needs. Additionally, we meticulously track our budget throughout the year, conducting monthly reviews to ensure optimal utilization of resources while staying true to our mission.</li> <li data-bbox="464 1003 1520 1161">6. HEFAS operates as a year-long program, providing services throughout the academic calendar. This continuity is made possible by the budget allocated each year, supporting HEFAS' internships, events, services, and educational initiatives.</li> <li data-bbox="464 1171 1520 1455">7. While our primary emphasis is on supporting undocumented students, HEFAS warmly welcomes and supports all students who can benefit from our services. We do not turn away any student and strive to assist them in every possible way. Our commitment to the undocumented community also plays a vital role in recruiting and retaining students at De Anza, as we stand as one of the few community colleges in the area offering a resource center like HEFAS.</li> <li data-bbox="464 1465 1520 1791">8. HEFAS worked tirelessly to provide specialized services, including housing assistance, legal counsel and support, mental health counseling, and access to food resources. By addressing these fundamental needs, we aim to create a stable and supportive environment, enabling students to prioritize their educational goals and aspirations. This commitment to comprehensive student support remains unwavering, ensuring that every student can achieve their academic objectives while attending De Anza.</li> <li data-bbox="464 1801 1520 1917">9. HEFAS is a unique and invaluable program, providing essential resources for undocumented and low-income students. DREAM resource centers like HEFAS are rare in other community colleges</li> </ol>

Question / Inquiry	Program Response
	<p>throughout California, as they are not considered part of the basic functions of educational institutions. With the vital financial support we receive, HEFAS can continually expand its reach and impact within this community, especially in a climate marked by anti-immigration sentiments.</p>
<p>Explain how your program advertises and promotes itself to all students. Has your program made extra effort to market and reach underserved students? If so, describe how. If not, describe what challenges your program faces in trying to do so. Provide a clear plan for the current academic year as well as any marketing material you will or have used.</p>	<p>HEFAS actively promotes its services throughout the academic year, aiming to reach a wider audience. Additionally, we have established two vital internship positions, namely the Outreach Coordinator and Public Relations Coordinator, dedicated to amplifying our presence.</p> <p>The Outreach Coordinator plays a crucial role by engaging with high schools, communities, conducting classroom presentations, and participating in various events on campus. Their efforts are geared towards increasing HEFAS' visibility and ensuring our services are accessible to students. On the other hand, the PR Coordinator oversees HEFAS' designated De Anza webpage, our weekly newsletter showcasing resources and opportunities specific to our focus communities, and manages HEFAS' social media pages.</p> <p>In an effort to create a more inclusive environment, we collaborate with Pride Center together to ensure that the student community, regardless of their background, has a safe space, providing more dissemination among the students.</p> <p>We look forward to utilizing our resources and host events both in-person to reach all spectrums of our audience. With our center open from Fall 2022, we have designed it to be a safe and comfortable space for all students and provide additional support and resources in any way we can.</p>
<p>Explain how your program promotes equity within the program and on campus. For example: equity training for all staff and student leaders, hiring from underrepresented communities, etc.</p>	<p>HEFAS actively promotes fairness and inclusivity on the De Anza College campus by providing support and empowerment to marginalized undocumented students. Our services encompass aiding those who are both undocumented and low-income with essential needs like food security, supplies, peer mentorship, academic and employment opportunities, scholarships, and educational assistance, all aimed at leveling the educational field and helping these students graduate successfully.</p> <p>The majority of our events are designed to foster conversations about equity, inclusivity, and solidarity among different student groups. By offering financial, educational, and allied support, HEFAS enhances the opportunities for</p>

Question / Inquiry	Program Response
	<p>undocumented and low-income students on campus to achieve success. Additionally, HEFAS collaborates with the Office of Equity and other equity-promoting programs at De Anza College.</p> <p>HEFAS staff members also play a crucial role in facilitating the UndocuSolidarity Trainings for De Anza staff, faculty, and administrators. These trainings equip campus community members with the tools and knowledge to support undocumented students and make use of the resources provided by HEFAS. The training incorporates real-life scenarios and helps instill inclusive language and practices not only for undocumented students but for all students, reflecting a commitment to equity and justice.</p>
<p>How has your program adapted to providing its services online? Alternatively, please provide a clear plan for how your program would provide online services if needed in the future.</p>	<p>In response to the shift towards online learning, HEFAS has been consistently working to furnish our members with resources and up-to-date information. We've recognized the critical need to offer financial assistance resources, as many federal programs restricted their aid to citizens exclusively.</p> <p>We have also held numerous Zoom-based events designed to address current issues and alleviate stress arising from student life. Both Undocu-Welcome and UndocuSolidarity training sessions can be successfully moved to an online format, allowing us to achieve our event objectives.</p> <p>While we are committed to supporting students and organizing events, one of the most challenging aspects of this online transition is the absence of a physical space. To bridge this gap, we have introduced hybrid Office Hours, which serve as a platform for students to contact us with concerns or questions. These office hours are managed by both student interns and HEFAS staff members.</p>
<p>Please indicate which object codes are critical for DASG to fund this year. Please do NOT list down all of the object codes.</p>	<p>HEFAS primarily relies on DASG for the majority of its funding, which supports our student interns in accomplishing their objectives and serving our members. Consequently, the most critical object codes that DASG should allocate funds to are our student interns, student benefits, and professional services. These categories not only represent the most substantial expenses for HEFAS but are also of paramount importance to our members. Safeguarding our student interns is essential, as it enables us to meet our mission of providing cost-effective and complimentary services. Furthermore, professional services play a crucial role in our events and significantly enhance the value of our community. Additionally, the role of printing is pivotal within HEFAS, especially as we transition to in-person activities and in light of</p>

Question / Inquiry	Program Response
	<p>the recent opening of our new center. Printing serves as a fundamental element in our outreach and public relations efforts, facilitating the creation of posters, forms, and brochures. This aspect is especially vital as we shift towards in-person events, including tabling, as it allows us to effectively reach out to as many students as possible.</p> <p>Lately, we have included a request for conference funds to provide professional and educational development to our HEFAS student leaders. In the past 2 years we have taken students to the Immigrant Youth Empowerment Conference at UCLA which provides opportunities for our students to connect with other student leaders and to create statewide plans for how the immigrant student movement moves forward that year. This is crucial so that our students bring that back to De Anza and we can implement the programs needed.</p>

### Data Sheets/Attachments

Please attach supporting documents of the following questions and list the document names accordingly.

Covering all the bullet points will be beneficial for our review process. IF attachment is not required or missing, please give your thorough answers below.

**Everything submitted will be publicly available online.**

	Question / Inquiry	Document Name / Additional Response
1.	<p><b>ENROLMENT</b></p> <ul style="list-style-type: none"> <li>• Number of total AND new active students over the past 3 years</li> <li>• Number of enrolments retained (stayed for more than a quarter)</li> <li>• Number of students enrolled in online services</li> <li>• Does your program serve a certain demographic or the whole De Anza population?</li> <li>• Racial demographics (if possible)</li> </ul>	<p>We currently have a total of 652 members. In the past three years, we estimated to have 360 core members that attend events, use services, and/or benefit from HEFAS resources. We have gained 28 new members. Although students are no longer enrolled at De Anza, we have still supported them with community services and resources. We also work with an average of 70 student volunteers every year who are new or returning volunteers to HEFAS.</p> <p>Since the pandemic, all students and community members have been impacted, with a particular emphasis on the challenges faced by undocumented students and their families. These individuals have encountered significant hardships in accessing the limited resources and opportunities necessary for their financial well-being. This has sometimes made it hard for our HEFAS members to stay consistently enrolled at De Anza, but they have constantly been engaged in De Anza when needed. They know we provide holistic opportunities and services and reach out when they need financial, legal, mental health, and health assistance. Now that all our services are in person we are observing more active</p>



Question / Inquiry	Document Name / Additional Response																																																																																																																																																			
	<p>students visiting our center and utilizing our resources, and increased attendance at our events.</p> <p>The following data chart is from the responses of 315 new members since 2017. It shows the breakdown of Ethnicity/Race. We have a high number of Latinx students, but work to serve students from all backgrounds of race/ethnicity, gender, sexuality, socioeconomic status and immigration status. We never turn away a student who wants to become a HEFAS member, we are open to all. We are working to have an updated chart with Institutional Research Office since 2021 and will be conducting a survey this 2024-2025 academic year. We hope that this new data will help us better serve the De Anza student population as a whole.</p> <table border="1"> <caption>Ethnicity Breakdown (315 responses)</caption> <thead> <tr> <th>Ethnicity</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>Latinx/Hispanic - Please...</td><td>250</td><td>79.4%</td></tr> <tr><td>Asian/Pacific Islander ...</td><td>43</td><td>13.7%</td></tr> <tr><td>Mexican</td><td>41</td><td>13%</td></tr> <tr><td>Native American/Alaskan</td><td>9</td><td>2.9%</td></tr> <tr><td>White</td><td>8</td><td>2.5%</td></tr> <tr><td>Filipino</td><td>7</td><td>2.2%</td></tr> <tr><td>Middle Eastern</td><td>2</td><td>0.6%</td></tr> <tr><td>Black</td><td>2</td><td>0.6%</td></tr> <tr><td>Mexicano</td><td>2</td><td>0.6%</td></tr> <tr><td>Salvadorean</td><td>2</td><td>0.6%</td></tr> <tr><td>Hispanic</td><td>4</td><td>1.3%</td></tr> <tr><td>Indian</td><td>2</td><td>0.6%</td></tr> <tr><td>Mexican-American</td><td>2</td><td>0.6%</td></tr> <tr><td>mexican</td><td>2</td><td>0.6%</td></tr> <tr><td>Mexican american</td><td>2</td><td>0.6%</td></tr> <tr><td>taiwanese</td><td>1</td><td>0.3%</td></tr> <tr><td>Spanish</td><td>1</td><td>0.3%</td></tr> <tr><td>CHICANA</td><td>1</td><td>0.3%</td></tr> <tr><td>Salvadoran</td><td>1</td><td>0.3%</td></tr> <tr><td>peruvian</td><td>1</td><td>0.3%</td></tr> <tr><td>Taiwanese</td><td>1</td><td>0.3%</td></tr> <tr><td>Latinx</td><td>1</td><td>0.3%</td></tr> <tr><td>Honduran-American</td><td>1</td><td>0.3%</td></tr> <tr><td>Pakistani</td><td>1</td><td>0.3%</td></tr> <tr><td>Chicanx</td><td>1</td><td>0.3%</td></tr> <tr><td>Mexican/Salvadoran</td><td>1</td><td>0.3%</td></tr> <tr><td>Irish &amp; Italian</td><td>1</td><td>0.3%</td></tr> <tr><td>Michoacan(Mexico)</td><td>1</td><td>0.3%</td></tr> <tr><td>Chinese/Egyptian</td><td>1</td><td>0.3%</td></tr> <tr><td>Brazilian</td><td>1</td><td>0.3%</td></tr> <tr><td>Mexican,Latina,Hispanic,</td><td>1</td><td>0.3%</td></tr> <tr><td>Fijian</td><td>1</td><td>0.3%</td></tr> <tr><td>Latinx - Colombian</td><td>1</td><td>0.3%</td></tr> <tr><td>Guatemalan</td><td>1</td><td>0.3%</td></tr> <tr><td>Salvadorian</td><td>1</td><td>0.3%</td></tr> <tr><td>Chinese, Hong Kong</td><td>1</td><td>0.3%</td></tr> <tr><td>Asian</td><td>1</td><td>0.3%</td></tr> <tr><td>mexian</td><td>1</td><td>0.3%</td></tr> <tr><td>mexican american</td><td>1</td><td>0.3%</td></tr> <tr><td>Colombian</td><td>2</td><td>0.6%</td></tr> <tr><td>Latino</td><td>1</td><td>0.3%</td></tr> <tr><td>Chinese Burmese</td><td>1</td><td>0.3%</td></tr> <tr><td>Mexican- American</td><td>1</td><td>0.3%</td></tr> <tr><td>I am from Taiwan</td><td>1</td><td>0.3%</td></tr> <tr><td>Aisan</td><td>1</td><td>0.3%</td></tr> <tr><td>I am a Latinx student.</td><td>1</td><td>0.3%</td></tr> <tr><td>chinese</td><td>1</td><td>0.3%</td></tr> <tr><td>Asian - Chinese</td><td>1</td><td>0.3%</td></tr> </tbody> </table>	Ethnicity	Count	Percentage	Latinx/Hispanic - Please...	250	79.4%	Asian/Pacific Islander ...	43	13.7%	Mexican	41	13%	Native American/Alaskan	9	2.9%	White	8	2.5%	Filipino	7	2.2%	Middle Eastern	2	0.6%	Black	2	0.6%	Mexicano	2	0.6%	Salvadorean	2	0.6%	Hispanic	4	1.3%	Indian	2	0.6%	Mexican-American	2	0.6%	mexican	2	0.6%	Mexican american	2	0.6%	taiwanese	1	0.3%	Spanish	1	0.3%	CHICANA	1	0.3%	Salvadoran	1	0.3%	peruvian	1	0.3%	Taiwanese	1	0.3%	Latinx	1	0.3%	Honduran-American	1	0.3%	Pakistani	1	0.3%	Chicanx	1	0.3%	Mexican/Salvadoran	1	0.3%	Irish & Italian	1	0.3%	Michoacan(Mexico)	1	0.3%	Chinese/Egyptian	1	0.3%	Brazilian	1	0.3%	Mexican,Latina,Hispanic,	1	0.3%	Fijian	1	0.3%	Latinx - Colombian	1	0.3%	Guatemalan	1	0.3%	Salvadorian	1	0.3%	Chinese, Hong Kong	1	0.3%	Asian	1	0.3%	mexian	1	0.3%	mexican american	1	0.3%	Colombian	2	0.6%	Latino	1	0.3%	Chinese Burmese	1	0.3%	Mexican- American	1	0.3%	I am from Taiwan	1	0.3%	Aisan	1	0.3%	I am a Latinx student.	1	0.3%	chinese	1	0.3%	Asian - Chinese	1	0.3%
Ethnicity	Count	Percentage																																																																																																																																																		
Latinx/Hispanic - Please...	250	79.4%																																																																																																																																																		
Asian/Pacific Islander ...	43	13.7%																																																																																																																																																		
Mexican	41	13%																																																																																																																																																		
Native American/Alaskan	9	2.9%																																																																																																																																																		
White	8	2.5%																																																																																																																																																		
Filipino	7	2.2%																																																																																																																																																		
Middle Eastern	2	0.6%																																																																																																																																																		
Black	2	0.6%																																																																																																																																																		
Mexicano	2	0.6%																																																																																																																																																		
Salvadorean	2	0.6%																																																																																																																																																		
Hispanic	4	1.3%																																																																																																																																																		
Indian	2	0.6%																																																																																																																																																		
Mexican-American	2	0.6%																																																																																																																																																		
mexican	2	0.6%																																																																																																																																																		
Mexican american	2	0.6%																																																																																																																																																		
taiwanese	1	0.3%																																																																																																																																																		
Spanish	1	0.3%																																																																																																																																																		
CHICANA	1	0.3%																																																																																																																																																		
Salvadoran	1	0.3%																																																																																																																																																		
peruvian	1	0.3%																																																																																																																																																		
Taiwanese	1	0.3%																																																																																																																																																		
Latinx	1	0.3%																																																																																																																																																		
Honduran-American	1	0.3%																																																																																																																																																		
Pakistani	1	0.3%																																																																																																																																																		
Chicanx	1	0.3%																																																																																																																																																		
Mexican/Salvadoran	1	0.3%																																																																																																																																																		
Irish & Italian	1	0.3%																																																																																																																																																		
Michoacan(Mexico)	1	0.3%																																																																																																																																																		
Chinese/Egyptian	1	0.3%																																																																																																																																																		
Brazilian	1	0.3%																																																																																																																																																		
Mexican,Latina,Hispanic,	1	0.3%																																																																																																																																																		
Fijian	1	0.3%																																																																																																																																																		
Latinx - Colombian	1	0.3%																																																																																																																																																		
Guatemalan	1	0.3%																																																																																																																																																		
Salvadorian	1	0.3%																																																																																																																																																		
Chinese, Hong Kong	1	0.3%																																																																																																																																																		
Asian	1	0.3%																																																																																																																																																		
mexian	1	0.3%																																																																																																																																																		
mexican american	1	0.3%																																																																																																																																																		
Colombian	2	0.6%																																																																																																																																																		
Latino	1	0.3%																																																																																																																																																		
Chinese Burmese	1	0.3%																																																																																																																																																		
Mexican- American	1	0.3%																																																																																																																																																		
I am from Taiwan	1	0.3%																																																																																																																																																		
Aisan	1	0.3%																																																																																																																																																		
I am a Latinx student.	1	0.3%																																																																																																																																																		
chinese	1	0.3%																																																																																																																																																		
Asian - Chinese	1	0.3%																																																																																																																																																		
<p>2. STUDENT FEEDBACK</p> <ul style="list-style-type: none"> <li>• Attach student feedback forms, surveys, etc.</li> <li>• How has your program responded to suggestions made by</li> </ul>	<p>We have been trying to do a campus wide survey with the Institutional Research Office since spring 2021. This would be the first survey for undocumented students ever done at De Anza so it is taking us some time to complete it in a way that is inclusive and holistic. In this survey we will inform HEFAS and our campus about the needs, feelings and suggestions from undocumented</p>																																																																																																																																																			

Question / Inquiry	Document Name / Additional Response
<p>students in the previous year?</p>	<p>students at De Anza. We hope to launch this survey at the beginning of Winter 2022.</p> <p>During the online learning we have transitioned to having online suggestion surveys where we have received feedback and appreciation from students.</p> <p>Some of the responses we got for the HEFAS Summit June 2022 were:</p> <p><i>“The HEFAS Summit was an incredible community building and educational event for our undocumented student population and allies!”</i></p> <p><i>“The HEFAS Summit offered members and students a remarkable opportunity to learn about resources related to transfer, finances, advocacy, and mental health for undocumented individuals, while also fostering a sense of community and personal enrichment.”</i></p> <p>Besides event specific feedback, most of our feedback and appreciation comes from our one-on-one office hours with students. If they have a suggestion or a need that we don’t currently address, we discuss it as a team at our next team meeting and figure out how we can support the student and future students.</p> <p>This academic 2023-2024 year we will also be conducting feedback from the student interns for the center and the staff as well as the first ever campus wide survey that will come from the Institutional Research office at De Anza. We believe this is important to ensure that the student leaders are also being supported and continue to have the student led emphasis.</p>
<p>3. FUNDING</p> <ul style="list-style-type: none"> <li>List any funding from the college, sources of income, any grants, and any other source (include ALL Account Numbers, Account Names, Account Balances, and Account Purposes/Restrictions)</li> <li>Attach account reports of all sources of funding</li> </ul>	<p><b>2022-2023 Funding</b></p> <p><b>DASG:--\$17,260.00</b></p> <p><b>Account Number:</b> 41-56410</p> <ul style="list-style-type: none"> <li>For student interns and benefits</li> </ul> <p><a href="https://www.deanza.edu/studentaccounts/reports/account-reports/fund41-dasg-general/56-campus-events-and-services/41-56410.pdf">https://www.deanza.edu/studentaccounts/reports/account-reports/fund41-dasg-general/56-campus-events-and-services/41-56410.pdf</a></p> <p><b>Foundation Account: \$83,071.73 (attached)</b></p> <p><b>Account Number:</b> Index 2FO188</p> <ul style="list-style-type: none"> <li>For HEFAS center functions and programing- \$8,000</li> <li>For UndocuSolidarity Training- \$5,000</li> <li>For UndocuWelcome Orientation- \$6,000</li> <li>For Events and Food- \$5000</li> </ul>

	Question / Inquiry	Document Name / Additional Response
		<ul style="list-style-type: none"> <li>● For HEFAS Promotional Items- \$500</li> <li>● For Supplies- \$2,000</li> <li>● For Immigrant Justice Scholarship- \$20,000</li> <li>● For new UndocuSTEM Program- \$30,000</li> <li>● Professional services- \$1,000</li> </ul> <p>As you can see, most of our fusing is used every year and we are continuously having to appy for grants ad other funding sources. In our 12 years of existing we have never received ongoing support from the college. We appreciate the support fromo DASG and foundations like the Castellano Community Foundation and the Sillicon Valley Community foundation. Often times these are 1-time grants and we are constantly worried about out finances as we think about the following year.</p>

### Signatures are not Required for this Application

Signatures are not required for this application; however, the Administrator should still review and approve the application and should be copied on the email submitting the application. **The Budgeter and Administrator cannot be the same person.** Applications must be typed and submitted via email along with any attachments; applications must be submitted as Word documents or searchable text PDFs (not scans).

### Signatures that are Required for Utilizing Funds

All future financial documents, forms, requests, requisitions require the signature of the budgeter(s) and the administrator responsible for the program of the account. The budgeter and administrator responsible for the program of the account shall sign designating this is 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.**

### Budgeter and Administrator Information

For DASG accounts the Budgeter is the person directly responsible for managing the account program and the Administrator is the person over them.

Budgeter's Name: Angelica Esquivel  
Phone Number: (408) 864-8993  
Email Address: esquivelangelica@deanza.edu  
Relationship to Project: Supervisor  
Position on Campus: Program Coordinator, VIDA/HEFAS  
Administrator's Name: Michelle Hernandez  
Phone Number: 408-864-8365

Email Address: [hernandezmichelle@deanza.edu](mailto:hernandezmichelle@deanza.edu)  
Relationship to Project: [Dean of Division](#)  
Position on Campus: [Dean of Equity and Esngagement](#)

Approved by DASG Chair of Finance  
College Life – 10/2/2023

(Produced by the Office of