View results

Respondent	
30	Adriana Garcia

1604:14
Time to complete

Program Information

1. Program or DASG Account Name: *

> Office of Equity

2. Is this a new DASG account? *

- ( ) Yes
- (•) No

3. Please enter your DASG Account Number: *

> 41-56390

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

2310 Student Salary

Must also request 3200 Hourly Benefits if requesting Student Salary. Ensure that the requested amount and description align with FHDA's Student Pay Levels and other applicable guidelines. Must adhere to FHDA Student Pay Levels as stated at
https://www.deanza.edu/financialaid/types/studentjobs.html

5. 2310 Student Salary Amount *

Please round up to the nearest whole number.

| 7092 |

Please enter a whole number

6. 2310 Student Salary Description *

| The salary amounts will support the hiring of at least 3 student interns throughout the year to work around 10 hours a week during the academic year. Although the City of Cupertino has a minimum wage of $18.20, many students come from through the South Bay with cities who have a minimum wage of $19.70 and would like to aligned with that value considering the high cost of living.
36 weeks x 10 hours a week x $19.70 office wage = 7092 |

3200 Hourly Benefits

Required if Student Salary has been requested. Ensure that the requested amount and description align with FHDA's Student Pay Levels and other applicable guidelines.

Use a rate of 1.52% of Student Salary for Student Employee Benefits.

7. 3200 Hourly Benefits Amount *

Please round up to the nearest whole number.

| 113 |

Please enter a whole number

8. 3200 Hourly Benefits Description *

> This amount will support the benefits costs of at least 3 student interns throughout the year to work around 10 hours a week during the academic year receiving a wage of $19.70 per hour. The exact amount is $112.29.

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

◉ 4010 Supplies

◯ 4013 Promotional Items

◯ 4015 Food

◯ 4060 Printing

◯ 5214 Professional Services

◯ 5510 Conference and Travel

◯ 5520 Field Trips

◯ None

4010 Supplies

No General Office Supplies

10. 4010 Supplies Amount *

Please round up to the nearest whole number.

> 1000

Please enter a whole number

11. 4010 Supplies Description *

> Supplies are being requested this Fall 2025 quarter at a higher rate than previous years and this tells me we have more interest in in-person activities. Thus, I would like to request this amount in order to average about $100 of supplies per month.

12. 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

4013 Promotional Items

(Reusable Banners)

13. 4013 Promotional Items Amount *

Please round up to the nearest whole number.

```
500
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Please enter a whole number

14. 4013 Promotional Items Description *

We receive requests to table at our campus and off campus events. We currently do not have promotional items for our office and or our events. We would like to have promotional items that promote the office and or specific events with stickers, fidgets, stationary and or other creative applicable items

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

◉ 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)

16. 4015 Food Amount *

Please round up to the nearest whole number.

> 30000

Please enter a whole number

17. 4015 Food Description *

> Food continues to be our highest cost for this office. We have about 40 events per year. Of those events, about 20 of them include food. The estimate is about $1200 per community served such as Latinx, Pacific Islander, Black, Latinx, Filipinx in alignment with our Student Equity and Achievement Plan. While other events require $1500-2000 because of the magnitude of the event with higher attendance (Diwali) or there a few events that honor that community that are high engagement (Muslim Heritage Month). I average about $1,500 per event or series of events. The other thing I am considering is the higher cost of food in this current landscape, thus the request is higher than last year

18. 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

5214 Professional Services

(Limited Engagement Agreements, Consultants/Guest Speakers/Entertainment (list programs). For contracted speakers or performers DASG Funding shall not exceed $20,000 per speaker or performer/performing group per event or performance.)

19. 5214 Professional Services Amount *

Please round up to the nearest whole number.

> 48000

Please enter a whole number

20. 5214 Professional Services Description *

> This is the second highest cost of our office programming. Of the 40 events we have per year, about 30 of them require a vendor fee, most times a maximum of $1200 (per DASG Stipulations). Some events, require both speakers and or performers which means having at least 2 vendor fees if not more as in the case of panels and/or culturally enriching events. Most of the events are already pre planned and have assigned vendor fees (i.e. Heritage Months) although I do leave room for the campus community to suggest ideas outside our regular programming (In AY24-25 it was Book Authors, Beading Circles, Know Your Rights and mental health workshops). This flexibility allows us to be inclusive, offer diverse experiences and create an expanded sense of belonging

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

    ◉ 5510 Conference and Travel

    ◯ 5520 Field Trips

    ◯ None

5510 Conference and Travel

Must adhere to District Travel Guidelines, https://business.fhda.edu/policies-and-procedures/hh-travel-guidelines.html, and DASG
Limitation and Requirements from the DASG Finance Code and DASG Budget Stipulations.
Stipulations:
https://deanza.edu/dasg/budget/documents/2025-2026/Bud-25-26-Stipulations.pdf
21. DASG Conference and Travel funding shall be used for students and their advisors and shall be for students' academic, professional,
and personal development only, and not for entertainment/recreational purposes.
Also see Stipulations 22 and 23.

22. 5510 Conference and Travel Amount *

Please round up to the nearest whole number.

> 5510

Please enter a whole number

23. 5510 Conference and Travel Description *

> I would like to take our student interns and or Equity Action Council student representatives to the
> National Association of Diversity Officers in Higher Education (NADOHE) Conference in Spring
> 2027 as part of their professional and leadership development. As student interns in the Office of
> Equity, I would love to continue supporting their journey as equity practitioners and their potential
> to network with a national organization leading equity work. Considering the costs of conference,
> it may be about $2,460 per student for four students. Here is a layout of costs:
> $575.00 early registration fee
> $880.00 Hotel nights
> $600.00 airflight
> $30.00 mileague
> $100.00 ground
> $275.00 food per diem

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

    ◯ 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).

25. Please provide a thorough description of your program. *

The Office of Equity, Social Justice and Multicultural Education provides a few main areas of work, starting with
1) programming that is multicultural and diverse,
2) programming that centers the experiences of those disproportionately impacted students named in our equity work,
3) leadership development
4) professional development of our student interns named Equity Scholars and of other student leaders such as Equity Action Council student representatives, DASG senate Program Liaisons, ICC and DASG Equity chairs and the Student Rights and Equity Committee members, as well as collaborative professional development for student interns in the Pride Center, HEFAS, VIDA, UndocuSTEM and the Office of Equity
5) technical assistance for equity strategies
6) technical assistance for equity in shared governance and
6) professional development for staff.

Some recent innovate work has been the leadership development of Native American students in co leading event programming that lifts up Native American culture on campus beyond Native American month and throughout the academic year.

In the past, many departments worked together to organize an Artist In Residence program with local spoken word poet, book author and multimedia artist, Asha addressing intersectional identities such as disability, gender, sexual identity, as well as mixed race dynamics. I am hoping we can do this signature event once again with other bay artists for Spring 2027.

We would like to continue the partnership with a local outrigging group to take our Pacific Islander students to experience their culture by maintaining relationship with the water through a safe, outdoor sport in the Spring 2027.

Wellness Wednesdays are events we would like to continue for our students in general but especially for our Black students around midterms period, dead week, and or finals week. We will continue to collaborate with International Student Programs, African American Studies, Men of Color, Rising Scholars, student clubs and leaders as well as UMOJA to support African Ancestry, African immigrant and refugee students with their self care and wellness as they navigate their academic goals.

Let me affirm, all events are open for everyone. We would invite student leaders in DASG and other partner departments but also students throughout campus.

26. 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.

Welcome to De Anza Campaign each quarter in partnership with the Villages
Creating the Village for our Native American Students programming
Beading Circle Jewelry
Dia de los Muertos
Muslim Heritage Month
Cumbiaton
Jewish American Heritage Month
Rainbow Pan Dulce/Mexican Sweet Treats for Finals during Pride Month
Student Leadership Development for the recently new student club SACNAS- The Society for Advancement of Chicanos and Native Americans in Science
Professional Development Collaboration for Student Interns (Pride Center, Office of Equity, VIDA, HEFAS, UndocuSTEM)

27. 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.

For the 2024-2025 Academic year, we served over 1500 campus community members, where over
1000 were students. About 80 percent is in person while the rest is online. The most positively
impacted by our work are first generation, low income, working students who identify as:

• African American
• Disabled
• Foster Youth
• Latinx
• LGBTQQI+
• Pacific Islander
• Veterans
• Native American

as well as international and undocumented students and those of diverse faiths and abilities.

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

No answer provided.

29. 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.

> We use online and traditional practices of outreach. Online we send out a comprehensive outreach email with a jgp and pdf formatted flyers, that include QR codes, registration forms and language consistent with DASG budget stipulations and with event accessibility. Online, we also send calendar invites for folks to visually see events and or receive event reminders. On occasion, we use our website and our Instagram accounts. We share with professors who will post on their Canvas accounts.
>
> Traditionally, we place flyers in student services center where we know there is a high number of students, such as the villages, the office of outreach, and learning communities (HEFAS, SSRS, Men of Color, Rising Scholars, Pride and MESA Center). We also make announcements in meetings and classes.
>
> We also ask professors if their class can attend and or if they can provide extra credit for students to attend.
>
> We collaborate with many groups and that allows our groups to do respective outreach to our respective networks. We may have departments, student clubs, student interns, shared governance leaders, etc). This type of multi sectoral collaboration allows us to have a broader reach.

30. 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?

> We collect feedback in our planning meetings by having a debrief meeting after our programming has occurred. WE talk about the following categories: Numbers, First thoughts, Highlights, Celebrations and Accomplishments, Challenges, Recommendations, Gratitude, Immediate Next Steps, Curiosities and Questions.

31. Attach any relevant student feedback forms, surveys, etc.

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Public Disclosure:
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Please redact any Personally Identifiable Information (PII).

No answer provided.

32. Does your program offer any online services? *

- ⦿ Yes

- ◯ No

33. 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 provide online programming by 1) making our events accessible via a Hybrid format (both online and in person) and coordinate an online host and an in person host such as the Annual Sandra Diaz career event, and 2) we make our events solely online like our Talking Circles for our Native American students.
>
> The way we make our online programming successful is by engaging the students via polls, word clouds, breaking into rooms for pair share and or smaller group processes. We also love engaging our students via chat allowing for answers to populate there in the chat. Because we know some of our participants join us via their phone, we then encourage screenshots of particular slides we may be presenting. We also engage via audio sharing during group processes such as reflection, input activities, and or waiting room times. In particular instances, we will ask for consent for recording and then are able to share the recording for further retention of memory, institutional history and or for those that were not able to make it, they can see the online event at their convenience.

34. 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.

> We currently have an Office of Equity B budget, and the amount is $9,000.00. B Budget Budgeter –
> Hernandez, M. Our IFOP is I 240107, 114000, 232016, 676000
> The Diwali's leadership created a foundation account to ensure unrestricted support for expenses
> and the amount is $2,708. Foundation Budgeter Hernandez, M. Our IFOP is
> 2F0209, 844642, 551000, 999110

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**
Public Disclosure:
Be advised that all documents and information submitted will be accessible publicly online.
Please redact any Personally Identifiable Information (PII).

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

We provide the following resources or support to help students achieve their academic and personal goals through access and resources, support services, inclusive campus life (Addressed in Q36 and Q37) and community building.

Equity Scholars Activists- our student intern program that allows them to take lead in passion projects having to do with equity, diversity and justice and participate in collaborative professional development called "Friday Intern Leadership Trainings" with other department student interns and facilitate conversations and workshops on equity in conferences and other spaces. The idea is that they will live, practice, learn and reseach and eventually educate on being an equity practitioner here and beyond their time on our campus.

Community Building and Retention via Equity and Diverse/Multicultural Programming - We work with on campus departments, student groups, learning communities, community based organizations and centers to create cultural responsive programming that focuses on the DI student populations and that focuses on the diversity reflective of our larger campus community. We practice the values of cultural humility in these committees while centering student voices and their creative ideas that tend to remarkably increase event participation such as Diwali, Nowruz, our annual Sandra Diaz career event and the most recent outdoor dance event aka Cumbiaton. We motivate family engagement as a way to reinforce to our students, that together, their families and our campus employees are rooting for them to succeed in their De Anza journey.

These events also motivate genuine relationship building which ensures that these social relationships and potential friendships help with retention of students, as they create community on our campus, they are motivated to stay in this very specific De Anza community while meeting their academic goals.

Another way these events create a sense of belonging is by motivating caring relationships between faculty, staff, students, administrators and community members to create a circle of champion for our students as they continue to make big life decision in our campus and beyond De Anza. We strive to connect this on campus programming with student lives as they reflect, make meaningful connections between their personal growth and potential academic and career goals.

We also provide technical assistance of equitable logistics practices and application of Universal Design in event production efforts, from creating flyers with accessibility and appropriate cultural languages to researching funding sources for vibrant events that support an equitable and diverse campus community.

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

The opportunities our program offers students to develop leadership skills and engage in civic activities or advocacy are by engaging them in co-creating an Inclusive Campus Life.

This happens by supporting Student Leadership in Participatory Governance such as the Student Rights and Equity Committee (SRE); the DASG and ICC student liaisons in Equity Action Council and Classified Senate; and student voices in shared governance meetings. We uplift "Best Practices for Student Voices in Shared Governance" document which guides us in our accountability for student leadership, input and empowerment. Our student intern initiated ideas and conversations regarding the now implemented Program Liaisons in DASG and our office continues to support SRE in their development and or implementation of this great equitable new initiative. Our office was instrumental, especially pre pandemic, in setting a culture of student representation in most shared governance bodies on campus as a way of having real time equity parity of student experiences impacted by campus policies and procedures.

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

Our program supports and promotes student participation in co-curricular or extracurricular activities to enhance their overall college experience by engaging them in co-creating an Inclusive Campus Life.

Specifically, through intentional Student Leadership Development, students create inclusive groups such as CASA- Central American Student Association and BSU- Black Student Union, and/or formally stamped ICC clubs specific to DI student populations such as the newest clubs being USF- Unidos Sin Fronteras, SACNAS- The Society for Advancement of Chicanos and Native Americans in Science, but not limited to other diverse organizations. We also encourage students to be in other leadership bodies such as Latinx Grad, the annual Sandra Diaz career event tribute, or the Latinx Heritage Month series of events. By being a formal advisor and or mentor, the program coordinator can readily prompt them with access and resources, specifically college readiness, personal guidance and resource allocation opportunities. For example, we motivate them to participate in programs by students services and or support them directly by being there for them, providing letters of recommendations for work and or 4 year universities, walking them tot he financial aid office, accountability regarding college applications, midterm work and homework deadlines.

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

> Our program contributes to improving student retention by enhancing the quality of education and student engagement at De Anza College through our Professional Development of student interns and the Student Leadership Development of our students and Student Leadership in Participatory Governance. In addition, through our Community Building and Retention via Equity and Diverse/Multicultural Programming beyond the classroom experience.

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

> Our program promotes and ensures accessibility, equity, and inclusion for students from diverse backgrounds by requesting student contact information via our Institutional Research team and do direct outreach to students we are service, specifically our Native American students and our Latinx Students. We work collaboratively with Learning Communities such as but not limited to UMOJA, PUENT, MESA, HEFAS and or IMPACT AAPI to support their leadership to make equity happen for our Black and Pacific Islander students.
>
> We also coordinate events that provide online access and participation, such as hybrid in format. We learned with Partners in Learning series that more than 50% of our DI student populations are online learners. Thus, it is important to create a sense of belonging online and create opportunities for relationship building that allows our campus colleagues to be lifelines in times of hardship and or simply in times of curiosity and requested support about their next steps to complete their academic, personal and work goals.
>
> We apply the following equity and just practices and values:
> Student Inclusion from the identified DI student populations
> A Sense of Belonging
> Cultural Humility
> Culturally Responsive
> Language Inclusion
> Universal Design and Accessibility
> Community Building
> Relationship Building
> Courageous Conversations
> Training and Professional Development
> Access and Resources

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

> Our programs incorporates environmentally sustainable practices in our operations or events by reducing waste, conserving water, reusing equipment and materials, eco friendly practices and zero waste values. We use paper food utensils and or washing of reusable and regular dishes. When offering light refreshments, we bring in 5 gallon water containers and or water filter pitchers instead of individualized bottles where students can refill their personal reusable water containers and regular washable cups. We always use textile table cloths that we take home and later wash to reuse again considering we lead and or support about 40 plus events a year.
>
> At the end of our events and at the end of our day, we separate recyclables by disposing of plastic, aluminum, and paper in the proper recycling bins and separate it from the trash, which we leave outside event and or office premises to make it easier for our custodial colleagues to fulfill their obligations.
>
> We order food with as much as precision, but if we have leftover, we share it with student centers with heavy student participation such as the Pride Center, HEFAS and the villages. We implement a practice of "no trace behind" as zero waste approach to our eco system on campus.
>
> Regarding conserving electricity, we turn computers, desktops and lights at the end of the day or when not in use and especially in long breaks. Other practices are replacing printed documents and flyers with digital or soft copies for reference and marketing. If we do print, we print double sided as much as possible. We also personally dispose of of e-waste equipment that no longer works through a local e-waste organizations such as Trash Punx, GreenMouse Recycling and or Goodwill. By working from home a few days a week, it supports the effort to reduce unnecessary travel by replacing in-person meetings with video calls, webinars, and recorded presentations. Some of our staff alternatives between public transportation and driving instead of flying to conferences

41. Attach any other relevant 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:
Be advised that all documents and information submitted will be accessible publicly online.
Please redact any Personally Identifiable Information (PII).

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.

42. Are the Requester and Budgeter the same person? *

◉ Yes

○ No

43. **Budgeter's Name** *

> Adriana Garcia

44. Budgeter's Email Address *

> GarciaAdriana@deanza.edu

45. Budgeter's Phone Number *

> x5746

46. Budgeter's Relationship to Project *

> 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.

47. Budgeter's Position on Campus *

> Program Coordinator, Office of Equity

48. **Administrator's Name** *

> Michelle Hernandez

49. Administrator's Email Address *

> HernandezMichelle@deanza.edu

50. Administrator's Phone Number *

> x8365

51. Administrator's Relationship to Project *

The 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.

52. Administrator's Position on Campus *

Dean, Equity and Engagement

51. Administrator's Relationship to Project *