

View results

Respondent

21 Shaila Ramos-Garcia

384:37
Time to complete

Program Information

1. Program or DASG Account Name: *

HEFAS

2. Is this a new DASG account? *

Yes

No

3. Please enter your DASG Account Number: *

41-56410

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.

Please enter a whole number

6. 2310 Student Salary Description *

We have seven positions, which will receive \$19.80 an hour for 10 hours a week for 3 quarters that adds up to \$5940 per student per year without benefits. With benefits of 1.52% hourly rate it would be a total of \$6030.29 per student. The total with benefits a year for all seven interns amounts to \$42,212.03.

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.

Please enter a whole number

8. 3200 Hourly Benefits Description *

Seven interns being paid \$5940 each with the added 1.52% of hourly benefits each would be an addition of \$90.29 each, for all seven interns that would be a total of \$632.03.

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

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.

10. 5510 Conference and Travel Amount *

Please round up to the nearest whole number.

Please enter a whole number

11. 5510 Conference and Travel Description *

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

- 5520 Field Trips
- None

5520 Field Trips

13. 5520 Field Trips Amount *

Please round up to the nearest whole number.

Please enter a whole number

14. 5520 Field Trips Description *

These funds will be used for field trips to transfer schools, such as UC's and CSU's. This will inform our student population what schools support undocumented students. Students will be able to visit student centers and seek information that will set them up for success for transfer.

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).

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

Higher Education for AB 540 Students (HEFAS) at De Anza College is a dedicated institutional and educational program. Now in its 13th year of operation, HEFAS provides invaluable resources, alleviates financial stress, and fosters a secure learning environment for all students, focusing on low-income and undocumented/AB540 students.

Our program implements various support initiatives such as peer advisors, tutoring services, free access to essential resources, and a full-time counselor. These provisions play a significant role in securing our students' educational success. Furthermore, we strive to empower students, nurture leadership skills, advocate for social justice, and promote the pursuit of higher education regardless of social barriers.

Acknowledging that students require support beyond academics, we have incorporated comprehensive resources to assist them in leading fulfilling lives in all aspects. These support services include free access to legal support, student internships, scholarships, and educational workshops.

16. 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.

Since our last DASG RFI submission, we have introduced two exciting new internship positions: a Mental Health Internship and an Entrepreneurship Internship. These positions reflect our commitment to supporting students' personal and professional growth. Additionally, we now offer dedicated mental health services and entrepreneurship guidance, addressing crucial student well-being and career development areas. Our Entrepreneurship Internship allows resources, tool-kits, and guidance in developing careers and business while dancing barriers such as being undocumented. Our Entrepreneurship intern is currently working on and creating resources to add to our HEFAS website for easy and quick access to such information. With our Mental Health Internship, we are proud to highlight our successful event "Beyond Survival—A Space for Healing & Thriving" during our Undocumented Student Success Week. This event provided a safe space for participants to share their feelings, hear live experiences, and gain legal and mental health resources. Building on its success, we thrive to organize more activities like this to help students maintain good mental health and foster a sense of community.

17. 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.

Since 2014, we have received a total of 1,336 membership applications. In the past four years, our enrollment numbers are as follows:

- 2022: 22 new applications
- 2023: 58 new enrollments
- 2024: 58 new enrollments
- 2025: (As of November 1) 452 new enrollments

Of our total membership, only two individuals have exited the program in the past four years, with the rest remaining active participants.

The HEFAS Center is open to all students but primarily focuses on serving low-income and undocumented/AB540 students.

Membership Demographics (Racial Breakdown)

- Latinx/Hispanic: (87.8%) There was an increase of 15.7% of Latinx identified members, a rise from 72.1% from last year.
- Asian/Pacific Islander: 18.4%
- Native American/Alaskan: 2.2%
- White : 3.3%
- Black: 1.8%
- Middle Eastern: 0.7%
- Mixed Race: A diverse and growing portion of our membership.

Based on last year's 2024 Membership Application Data, we had an increase of 15.7% in Latinx/Hispanic members this current academic year. We are committed to fostering an inclusive environment while focusing our efforts on empowering underrepresented communities.

18. 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.

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 [2025 HEFAS Membership Data_Shaila Ramos-Garcia.pdf](#)

19. 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.

HEFAS actively promotes its services year-round through a comprehensive outreach strategy designed to engage the entire student body and ensure accessibility for all. Two key internship roles spearhead our efforts: the Outreach Coordinator and the Marketing Coordinator. The Outreach Coordinator focuses on direct engagement with local high schools and communities, conducting classroom presentations, and participating in on-campus events to build awareness of HEFAS and its services. Meanwhile, the Marketing Coordinator manages the HEFAS-designated webpage on the De Anza website, oversees our weekly newsletter highlighting resources and opportunities tailored to underserved communities, and curates content for our social media platforms, including our social media accounts. Through collaboration with other institutional social media platforms, such as VIDA and DASG, we amplify the reach of our outreach efforts.

HEFAS collaborates with the Pride Center and the Equity Office to create a more inclusive environment to ensure all students feel safe and included regardless of their background. We also host in-person and virtual events to foster community and disseminate information about our services. Since opening our center in 2012, we have designed the space to be a welcoming environment for all students, offering additional support and resources.

Despite these efforts, we face some challenges in outreach to underserved populations. Limited awareness of HEFAS among the broader student body and resource constraints can restrict the scale of our marketing campaigns. Additionally, the stigma surrounding accessing support services for undocumented and low-income students may hinder engagement.

Our marketing plan for the current academic year includes promotional materials, events, and digital outreach. We distribute flyers, posters, and brochures across campus, run targeted social media campaigns featuring infographics and testimonials, and send weekly newsletters to subscribed students. We host workshops, resource fairs, and support circles tailored to underserved communities and participate in campus-wide events like Club Day and De Anza orientation sessions. Our Instagram presence includes live sessions, story highlights, and posts about upcoming events, while our website is regularly updated with resources, event updates, and success stories.

We continue to strengthen our collaborations with programs like VIDA and DASG and expand partnerships with local high schools and community organizations to connect with prospective students. We plan to refine our outreach strategies based on feedback, explore new digital channels like TikTok and YouTube to reach younger audiences and conduct surveys to understand student needs better. By continuously improving our efforts, we aim to bridge gaps in access and equity while reaching a wider audience.

20. 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?

HEFAS is committed to collecting and utilizing student feedback to improve our services and better support the De Anza student community. Since Spring 2021, we have collaborated with the Institutional Research Office to conduct a campus-wide survey. One of our past surveys conducted online from October 10–23, 2023, targeted students enrolled from Fall 2022 to Fall 2023. The results showed that while 61% of respondents were unaware of HEFAS, 27% had heard of the program, and 12% had used its services. This reflects progress in our outreach efforts and highlights opportunities to increase awareness further.

Feedback from students has been overwhelmingly positive. Many praised HEFAS as a "program of great help," recognizing its impact on supporting needy students. Suggestions included increasing visibility through social media platforms like Instagram and TikTok, improving email communication, and sharing more information about financial aid and scholarships. Other students requested additional resources, such as bilingual counselors, better access to transportation and technology, and more online services. Those who have visited HEFAS highlighted the welcoming and inclusive environment, emphasizing its role in fostering a sense of belonging.

Specific feedback from the ****HEFAS Summit in June 2022**** underscores the program's positive impact:

- "The HEFAS Summit was an incredible community-building and educational event for our undocumented student population and allies!"

- "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 fostering a sense of community and personal enrichment."

Beyond events, much of our feedback comes from one-on-one office hours with students. During these sessions, students often share suggestions or needs we do not currently address. In our meetings, we discuss these points as a team to find ways to support both the individual and future students. This process ensures that our services remain responsive and student-centered.

For the 2025–2026 academic year, we plan to collect additional feedback from our student interns and staff and continue conducting surveys of our specific membership. This initiative is critical to ensuring that student leaders and staff are supported and that we maintain our emphasis on being a student-led program. By incorporating this feedback, we aim to continue improving HEFAS and providing impactful support to the De Anza community.

The most recent feedback we have received is for our Entrepreneurship program, we had our UndocuPower Workshop Survey that was out in October 2025, with 10 responses, we saw that with the question regarding interest in entrepreneurship workshops, 77.8% said yes, 70% wanted hybrid form, 20% in-person, and 10% virtually on Zoom. Some popular topics included how to navigate taxes, networking and marketing, and basics on starting your own business. Our first workshop based on this feedback will happen next week.

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

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.

22. Does your program offer any 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?

In response to the shift toward online learning, HEFAS has proactively adapted to ensure that our services remain accessible and effective in a virtual environment. Recognizing the urgent need for financial assistance resources, particularly for undocumented students excluded from many federal aid programs, we have focused on providing comprehensive guidance and up-to-date information to address these gaps. We have successfully transitioned several key events and training sessions to an online format. Events such as Intern Leadership Trainings and UndocuSolidarity training sessions are now held on Zoom, enabling us to continue fostering community and educating students about crucial resources and advocacy, even in a virtual setting. These events are designed to address current challenges and provide a supportive space for students to navigate the stressors of student life. One of the most significant challenges of moving online has been the need for a physical space for students to connect. To address this, the program coordinator has introduced hybrid Office Hours, which provide a flexible platform for students to reach out with questions or concerns. Additionally, we now offer consulting appointments via Zoom, allowing students to access one-on-one guidance from the comfort of their homes. HEFAS remains committed to maintaining high-quality services. By leveraging tools like Zoom for events and consultations and by fostering strong communication through hybrid and virtual office hours, we continue to adapt to meet the evolving needs of our community.

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.

2025-2026 Funding
 DASG: \$38,598.00
 Account Number: 41-56410
 For student interns and benefits: \$35,298
 Printing: \$300.00
 HEFAS Conference & Travel: \$3000.00

HEFAS B Budget Index Code: 240223
 Current Balance: \$7,904.29
 Operational: \$3,000.00
 Professional Services: \$4,000.00

HEFAS Foundation Account Index Code: 2F0188
 Current Balance: \$96,988.10
 For HEFAS center functions and programming- \$10,000
 For UndocuSolidarity Training- \$5,000
 For UndocuWelcome Orientation- \$6,000
 For Events and Food- \$5000
 For HEFAS Promotional Items- \$500
 For Supplies- \$2,000
 For Immigrant Justice Scholarship- \$20,000
 UndocuSTEM Program Student Fellowships- \$30,000
 Professional services- \$2,000

As you can see, most of our funding —\$80,500.00—is used each year, and we continuously have to apply for grants and other funding sources. We receive a grant from the Silicon Valley Community Foundation, if funding is available, for our UndocuSTEM program; the amount varies each year and is not guaranteed. This year, it was 21k; these funds allow us to create inclusive fellowships. These are only available to undocumented students—we use DASG funds for students who meet student employment requirements. Our Foundation funds are minimal; once gone, we do not have confirmation of receiving additional grant funds.

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

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

HEFAS empowers students to achieve their academic and personal goals through education and community engagement. The program equips students with the knowledge and resources they need to excel in their education, careers, and personal lives. Through personalized discussions, workshops, and events, HEFAS provides tailored guidance and tools that enable students to navigate their academic journeys with confidence and success.

Various resources and opportunities are available to members, including volunteering experiences, UndocuSolidarity training, education on immigration and public policy, entrepreneurship support, self-care and mental health guidance, know-your-rights training, scholarships, and access to on-campus and off-campus opportunities. These initiatives empower students to use this information for their advancement and encourage them to share their knowledge, amplifying HEFAS's impact within their communities. The program emphasizes experiential learning, offering approximately 70 volunteers hands-on training each year to prepare them for effectively supporting and advocating for undocumented communities.

HEFAS also organizes impactful events, such as its annual Spring Summit, which focuses on a central theme related to immigration. This event features a keynote speaker from the community, various workshops, food, and entertainment, creating a platform for dialogue and raising awareness about critical immigration issues. The summit attracts 70–100 participants, including students, educators, and community members. Between Spring 2020 and 2024, the summit expanded its reach through Zoom, drawing attendees from various cities, states, and even countries, demonstrating the growing significance of HEFAS's work in building a more informed and supportive community.

By combining education, practical resources, and experiential opportunities, HEFAS empowers students to become advocates for themselves and others. The program's holistic approach supports academic achievement and inspires personal growth and civic engagement. Through its wide-ranging initiatives, HEFAS fosters a culture of collaboration, resilience, and empowerment, helping students achieve their goals while creating a broader positive impact in their communities. More recently we had the UndocuCON Conference during Undocumented Student Success Week during October 13th-17th. We had over 240 people register, representing over 45 colleges and institutions. Students were able to attend two of 9 workshops offered over two sessions during the October 17th event. Topics included support for financial aid, how to build a business, how to deal with grief, the history of the DREAM Movement and much more. Through these kinds of events students are able to expand their knowledge, get support and access to resources which sets them up to have a holistic experience in college and succeed both personally and academically.

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

HEFAS provides numerous opportunities for students to develop leadership skills and engage in civic activities or advocacy. Through its diverse programming, the organization empowers students to take active community roles while gaining valuable experience. One of our main initiatives is having a solid internship program in which we collaborate with the Office of Equity and Pride Center to provide Leadership training every Friday. Students develop leadership skills and learn how to engage and become effective advocates.

All students are offered volunteer opportunities, including hands-on training and direct involvement with undocumented communities, equipping them with practical skills and a deeper understanding of social justice work. The program also provides UndocuSolidarity training, which fosters awareness and advocacy skills by teaching participants about immigration issues, public policy, and strategies for supporting marginalized groups.

In addition to these experiences, HEFAS offers workshops and events focused on critical topics such as entrepreneurship, know-your-rights education, mental health, transferring as an undocumented student, sanctuary campus campaigns, financial aid workshops, and guidance on what to do if immigration agents come to campus. These activities enable students to build essential leadership and organizational skills while gaining insights into issues affecting their communities. By participating in these initiatives, students learn how to advocate for themselves and others effectively, becoming confident and capable changemakers.

A cornerstone of HEFAS's efforts is the annual Spring Summit, which emphasizes themes related to immigration. This event includes keynote speeches, workshops, and community dialogue, fostering a collaborative environment where participants can learn and engage with pressing civic issues. By involving 70–100 attendees, including students, educators, and community members, the summit offers a platform for students to lead discussions, network with peers and professionals, and inspire meaningful change.

Through these opportunities, HEFAS prepares students to assume leadership roles and encourages them to become proactive participants in their communities. By providing the tools, training, and platforms necessary for advocacy, the program ensures students are equipped to make a tangible impact in their lives and society.

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

HEFAS organizes events and programs to foster student engagement and encourage conversations about equity, inclusivity, and solidarity among diverse student groups. Signature initiatives, such as the annual HEFAS Spring Summit, provide a platform for meaningful dialogue on immigration and social justice, drawing participation from students, educators, and community members locally and internationally. Events like the Undocuspooky Booggy, which attracted over 50 participants, create opportunities for students to connect, engage, and feel part of a supportive community.

HEFAS collaborates with the Office of Equity and other equity-promoting programs to ensure its efforts align with campus-wide retention goals. The program's staff members also facilitate UndocuSolidarity Trainings for De Anza faculty, staff, and administrators, equipping them with tools to support undocumented students effectively. This campus-wide initiative promotes inclusive practices that benefit all students and enhance campus culture.

Through dedicated outreach efforts, including high school engagement, classroom presentations, and active social media management, HEFAS ensures students are aware of its services and resources. Creating a safe and welcoming physical space at the HEFAS center further reinforces its commitment to ongoing support. By integrating essential resources, fostering engagement through events, and promoting equity and inclusivity, HEFAS enhances the quality of education and ensures students feel supported, valued, and motivated to complete their academic journey at De Anza College.

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

HEFAS contributes significantly to improving student retention at De Anza College by enhancing the quality of education and student engagement through its inclusive, supportive, and equity-focused initiatives. By addressing the unique needs of undocumented and low-income students, HEFAS fosters a welcoming and empowering environment that helps students succeed academically, socially, and personally. The program promotes fairness and inclusivity by providing essential support services, such as food security assistance, supplies, peer mentorship, academic and employment opportunities, scholarships, grants, and educational guidance. These resources help level the educational playing field, ensuring students have what they need to persist and graduate successfully. HEFAS strengthens the foundation for long-term retention by focusing on equitable access to education.

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

HEFAS is deeply committed to promoting accessibility, equity, and inclusion for students from diverse backgrounds through its holistic support services, community-building initiatives, and systemic advocacy efforts. The program prioritizes accessibility by providing essential resources, such as food security assistance, academic supplies, scholarships, and employment opportunities, to alleviate barriers often hindering the success of undocumented and low-income students. By offering on-campus and off-campus resources, HEFAS ensures students can access the support they need, regardless of their circumstances. Events, workshops, and training, including the widely impactful UndocuSolidarity Trainings, are free to participants and delivered in formats that accommodate varying schedules, including in-person, virtual, and hybrid options, making them accessible to a broader audience. HEFAS actively promotes equity by leveling the educational field for marginalized students through targeted initiatives that address their unique challenges. The program connects students to scholarships, mentorship opportunities, and tailored academic guidance, empowering them to achieve their goals despite systemic inequities. Collaboration with the Office of Equity and other equity-promoting programs at De Anza College strengthens HEFAS's ability to create meaningful opportunities and advocate for systemic changes that benefit all students. These partnerships enhance the program's impact, ensuring equity is a campus-wide priority. Inclusion is central to HEFAS's mission, focusing on fostering a welcoming and supportive environment for all students. The HEFAS center is a safe and inclusive space where students can access resources, build connections, and feel a sense of belonging. Signature events like the HEFAS Spring Summit and engaging activities like the UndocuSupport Circle bring together students, educators, and community members to celebrate diversity and address critical issues such as immigration and social justice. These initiatives encourage dialogue and solidarity, strengthening the sense of community on campus. Through its integrated approach to accessibility, equity, and inclusion, HEFAS not only supports students in overcoming obstacles but also empowers them to thrive. It fosters a campus culture where diversity is celebrated, and all students can succeed.

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

HEFAS integrates environmentally sustainable practices into its operations and events by prioritizing eco-conscious decision-making and fostering a culture of sustainability among its staff, volunteers, and participants. These efforts align with the program's broader commitment to social justice and equity, recognizing the interconnectedness of environmental and social sustainability. One key step HEFAS takes is reducing waste during events and daily operations. Events such as the annual Spring Summit and other workshops incorporate using digital resources to minimize paper use, opting for reusable or compostable materials, and encouraging participants to bring their reusable water bottles and utensils. These practices not only reduce the environmental footprint of HEFAS activities but also serve as an opportunity to educate attendees about sustainable habits. HEFAS also partners with other campus departments and community organizations to advocate for sustainable practices and amplify environmental awareness. Collaborations with the Office of Equity and other equity-driven programs often include ecological justice as a critical component, highlighting the disproportionate impact of environmental issues on marginalized communities. Additionally, HEFAS incorporates sustainability themes into its events and workshops, emphasizing the relationship between environmental and social justice. By fostering conversations about topics like climate change, resource conservation, and green policy advocacy, the program educates and empowers students to take action within their communities. Through these efforts, HEFAS not only incorporates environmentally sustainable practices into its own operations but also inspires students and the broader campus community to adopt eco-friendly behaviors. By modeling sustainability in its practices and events, HEFAS contributes to a more equitable and environmentally conscious future.

31. Attach any other relevant documents

Attachment Guidelines:

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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** *

Shaila Ramos-Garcia

34. **Budgeter's Email Address** *

ramosshaila@fhda.edu

35. **Budgeter's Phone Number** *

408-564-2752

36. **Budgeter's Relationship to Project** *

Program Coordinator

37. **Budgeter's Position on Campus** *

Undocumented Student Support Program Coordinator

38. **Administrator's Name** *

Michelle Hernandez

39. **Administrator's Email Address** *

hernandezmichelle@fhda.edu

40. **Administrator's Phone Number** *

(408) 864-8365

41. **Administrator's Relationship to Project** *

Supervisor

42. Administrator's Position on Campus *

Dean, Equity and Engagement