

View results

Respondent

6 Jamie Pelusi

56:52

Time to complete

Program Information

1. Program or DASG Account Name: *

De Anza Pride Center

2. Is this a new DASG account? *

Yes

No

3. Please enter your DASG Account Number: *

41-56670

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.

13242

Please enter a whole number

6. 2310 Student Salary Description *

2 students
\$22.07/hr
10 hours/week, 10 weeks/quarter, 3 quarters/year = 300 hours total

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.

93

Please enter a whole number

8. 3200 Hourly Benefits Description *

2 students x \$22.07 x 10 hours/week x 300 hours/year = \$13,242
\$13,242 x .7% = \$92.69

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

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).

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

The De Anza Pride Center is a student serving center on campus, open from 10am-5pm Monday through Thursday. We provide a safe, supportive, and welcoming space for students across the gender and sexuality spectrum to build community, access resources, and connect to the support needed to thrive in their college experience. We offer LGBTQ+ focused workshops and events, free sexual health and personal hygiene resources, and as well as a safe place to study and be in community with other LGBTQ+ identifying students and allies.

Through our partnerships with various campus and community-based resources, we are also able to facilitate referrals and identify support networks to impact student success both on and off campus. We are committed to uplifting and celebrating the diversity and intersectionality of the LGBTQ+ community, especially those groups who have been historically underrepresented. Additionally, the Pride Center provides guidance, through workshops and educational resources, to the larger campus community, to ensure that De Anza is welcoming and inclusive of all LGBTQ+ individuals.

11. 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 in Fall 2024, we have added:

1) A new campus-wide training to support employees to best support Trans, Nonbinary, and Gender Expansive students

2) A new academic and basic needs focused program called Pride Scholars. The Pride Scholars Program aims to support the academic success and retention of our LGBTQ+ students. This program will create an incentivized structure for students to stay engaged and connected academically throughout the academic year from Fall to Spring.

Students will be asked to engage with our programs through the following requirements:

- Attend one (1) counseling or support meeting per quarter (if they already have an education plan and don't need to meet with an academic counselor, this requirement can be fulfilled by meeting with a program coordinator/director)
- Attend two (2) Pride Center or Pride Learning Community events/workshops per quarter
- Complete a quarterly survey

Students will receive the following incentives for their participation:

- Fall quarter – back to school packet of supplies
- Winter quarter – mental health/self-care packet of supplies
- Spring quarter – Pride Scholars t-shirt or swag item
- Pride Scholars stole upon graduation, transfer, or when leaving De Anza (Student must have completed a minimum of two (2) quarters)
- Community building and networking opportunities throughout the year
- Textbook assistance via book vouchers
- Meal assistance via dining hall vouchers

*This Pride Scholars Program is modeled after a successful program at San Diego Mesa College, which is structured after EOPS.

12. 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.

According to our SARS data our total number of students served over the last 3 years is broken down below:

- 2022-2023 - we served over 400 students through our direct programming, as well as through our collaboration efforts.

- 2023-2024 - we served 297 unduplicated students directly through our Pride Center Drop-In with a total of 2,676 individual sign-ins and 175 through our Queer and Now Conference

- 2024-2025 - we served 334 unduplicated students directly through our Pride Center Drop-In with a total of 8,873 individual sign-ins and 175 through our Queer and Now Conference

- 2025-2026 – from Sept 1st through Oct 28th we have served 93 unduplicated students directly through our Pride Center Drop-In with a total of 1,052 individual sign-ins

Additionally, we have an email list serve that we send weekly updates and emails to, which has 65 students from 2022-23, 120 students from 2023-24, 205 students from 2024-25 and currently has 138 students from 2025-26.

We serve the whole De Anza population through our training and visibility efforts, however we focus specifically on providing the LGBTQ+ student community with direct services, supports, and resources. We don't currently have a breakdown of student retention by quarter or racial demographics, as we're unable to get this data from the Institutional Research Office due to LGBTQ+ identity being a protected status.

13. 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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 [Student Count 2024-25 total for year Jamie Pelusi.PDF](#)

 [Student Count Sept 25- Oct 25 Jamie Pelusi.PDF](#)

 [Unduplicated Student Count 2024-25 total for Jamie Pelusi.PDF](#)

 [Unduplicated Student Count Sept 25-Oct 25 Jamie Pelusi.PDF](#)

14. Program Marketing and Promotion *

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

Our program currently advertises and promotes through our Discord server, Instagram, an email listserv, the Communications Office, and through physical fliers on campus. We have a student intern who is solely focusing on Marketing/Outreach and spreading the word about our services, resources, and events. When relevant they will post in the De Anza College Discord server or tag other relevant campus accounts for a wider reach.

Having more student employees has allowed us to expand both our programming, as well as our outreach efforts. When we have students fully leading events, we often get additional attendees outside of the students who regularly visit the Pride Center. We also do collaborative events with other Clubs, Divisions, Departments, and classes to reach the larger student body. To date we've partnered with SSRS, HEFAS, VIDA, the Office of Equity, Impact AAPI, the Student Success Center, the Villages, Mental Health and Wellness Center, BSU, Model UN, AROC, 4 Elements of Hip Hop, Active Minds, International Student Programs, the SSH Division, the Creative Arts Division, and the Language Arts Division. These collaborative efforts have allowed us to expand our reach to many diverse student groups.

We have a student intern who's sole job is to focus on this, allowing us to do much more cross-department/club/group marketing. We also post on the De Anza College Discord server and physically flier across campus for our larger events.

15. 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?

Throughout the 2024-25 academic year we solicited student feedback in our programming and resource support efforts through anonymous surveys. We guide our programming decisions based on a constant loop of student feedback. We also collect informal feedback through our student interns, as they are in constant communication with their peers about the interests, needs, etc. of our student population. We've also added a "feedback comment box" on our website to collect feedback in an anonymous way.

We're attaching examples of our surveys from last year, however due to the current political climate, we're not sure about using surveys this year. Students are feeling anxious about identifying themselves as LGBTQ+, even through anonymous surveys, and we've seen the current administration take harmful steps to try to collect information about the LGBTQ+ community for negative purposes. We're currently in the process of reassessing our use of surveys as a feedback mechanism and will be looking into other avenues for collecting information.

We have previously used the surveys to guide our programming decisions, as well as the content for our annual Queer and Now Conference. Students give input on the central theme of the conference, the workshop topics, as well as other logistical elements.

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

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 [Pride Center Fall Quarter Feedback Survey \(Fa Jamie Pelusi\).pdf](#)

 [Pride Center Resources Survey \(Spring 2025\) R Jamie Pelusi.pdf](#)

17. Does your program offer any online services? *

Yes

No

18. 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?

While we haven't had much success offering fully online events, we do offer online support for students. On our website there are resources to support students in making an appointment with me to discuss LGBTQ+ related topics and/or get connected to resources on and off campus.

We'll continue to host some of our events in a hybrid format, as we are able to, given that we don't have hy-flex capabilities in the Pride Center. We have also expanded our website to include relevant campus, community-based, and national resources.

19. 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.

The Pride Center received one-time grant funding from the state in 2021-22, in the amount of \$135,172, to be used over 5 years to establish a physical Pride Center space, create a LGBTQ+ focused learning community, and develop training and professional development for faculty/staff. This fund has a balance of around \$20,000 as of 11/1/2025 and will expire in June 2026. See FOAP info below:

Fund (121252)

Org (232046)

Program (601000)

We received additional one-time grants in the following years. Each one-time grant is to be used over a 5 year period and covers the bulk of our programmatic expenses to run the Pride Center, Pride Learning Community, and the Pride Scholars Program.

- 2022-23 - \$114,536

- 2024-25 - \$110,693

- 2025-26 - \$107,115

The funding requested in this application will be solely focused on student employment, so that we can hire more students, to supplement what cannot be covered in the one-time grants that we've received.

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

The Pride Center helps students succeed and meet their academic and personal goals, because we center the social, emotional, safety and belonging needs of students. LGBTQ+ students need a safe space to build community and find connections to receive the support needed to reach their personal and academic goals. They also need relevant support services that go beyond academic services, in order to stay in school and find academic success.

We are able to provide basic needs resources like food, drinks, mental health resources, sexual health resources, clothing, gender affirming garments, as well as art supplies. We support students to reach their personal goals by providing them a safe place to explore and be their authentic selves. We work with students to identify their goals and support them in reaching them by making sure they have what they need to be successful, whether that's connecting them to relevant programs or services at De Anza or out in the community through our referral network.

We also support the Pride Learning Community, which is a year-long cohort that supports first-year LGBTQ+ students in their academic success. The Pride Learning Community has an associated academic counselor who teaches a class for the cohort each quarter, ensuring that they stay on track to successfully complete their courses and develop an educational plan as they move forward through their academic journey at De Anza.

Additionally, this year we are launching the Pride Scholars program to provide further opportunities for connection and wrap around supports to our students. The goals for this new program are to:

- 1) Increase LGBTQ+ student sense of belonging and academic success by ensuring regular guidance and connection
- 2) Support long-term academic success and wellness goals of LGBTQ+ students
- 3) Enhance the academic supports provided by the Pride Center and Pride Learning Community

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

Our program promotes leadership, civic engagement, and student advocacy by employing students and training them to lead their peers in programming that directly impacts their lives. Our students take leadership in all of our events, which builds up their skills and confidence. We currently employ 6 students through our DASG and Pride Center budgets combined. We meet with our student employees weekly, in collaboration with HEFAS, VIDA, and the Office of Equity to provide trainings so that our students are prepared and supported in their work. In these trainings they learn skills, as well as develop their social-emotional learning to become strong leaders and activists.

We also have a Queer and Trans Students of Color Planning Team that is led by one of our student employees and made up of student volunteers who want to get more connected. The student who is leading this effort works with the other students to plan social and advocacy events.

Additionally, we have a student employee who is tasked with taking a leadership role in Queer Advocacy on campus and they work with their peers to identify areas of need on our campus and within our community, as well as create plans to take action on those issues. Through the Queer Advocacy group students are able to engage in social change around issues that are important to them.

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

At the Pride Center we do a lot of collaboration with other programs and clubs across campus. We have partnered with clubs such as 4 Elements of Hip Hop, AROC, United Nations, Art Guild and Active Minds. We also do collaborative events with SSRS, HEFAS, Office of Equity, International Student Programs, and the Villages. Through these collaborations we hope to expose students to other groups and initiatives across campus. In the LGBTQ+ community we have students of every other intersectional identity, so it is one of our core values to foster collaboration and solidarity building across campus.

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

Our programs directly impact student retention, as they build community and belonging amongst LGBTQ+ students who are a target population, as recognized in the yearly Student Needs Surveys that are administered across campus. As mentioned in this application, the LGBTQ+ student population has historically not been centered in campus wide retention efforts and so the Pride Center is directly aiming to shift these historic trends. We do this by forming relationships with our students so we can hear directly from them what they need, and then we make sure to connect them to the resources and services that will support their success.

The Pride Learning Community is especially designed to positively impact student retention in their first year at De Anza. In the Learning Community Classes, the content is adjusted to be LGBTQ+ specific. Creating course content that is relevant and empowering to our students, significantly increases their engagement in their learning.

The addition of the Pride Scholars program is another intentional program that we are developing to enhance student engagement at De Anza. As mentioned previously in this application, the requirements of this program are for students to:

- Attend one (1) counseling or support meeting per quarter (if they already have an education plan and don't need to meet with an academic counselor, this requirement can be fulfilled by meeting with a program coordinator/director)
- Attend two (2) Pride Center or Pride Learning Community events/workshops per quarter
- Complete a quarterly survey

Through these requirements, as well as the incentives provided to students for fulfilling the requirements, we'll be able to support students in an even deeper way.

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

The Pride Center directly promotes diversity, equity, and inclusion by organizing events and programming that centers LGBTQ+ voices and experiences. We actively work to center the voices of the most vulnerable in our communities, the voices that aren't often prioritized. The overwhelming majority of our guest speakers are members of the LGBTQ+ community who also embody intersectional identities.

We have a diverse group of student leaders from different intersectional identities, who lead our work and provide direct feedback to the Pride Center Coordinator. We work to ensure our space is accessible by differently-abled bodies by making sure that students who use mobility devices can easily navigate through our space. We also have turned our Gender-Affirming Clothing Closet into a low-sensory space so students who need that kind of environment can access it.

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

We work to follow environmental practices by reusing materials year after year, reducing waste, and sorting our used goods into garbage and recyclables.

26. Attach any other relevant documents

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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.

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

Yes

No

28. **Budgeter's Name** *

Jamie Pelusi

29. **Budgeter's Email Address** *

pelusijamie@fhda.edu

30. **Budgeter's Phone Number** *

408-864-8583

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

Pride Center Coordinator - oversees student employees in the Center

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

Pride Center Coordinator

33. **Administrator's Name** *

Adrienne Hypolite

34. **Administrator's Email Address** *

hypoliteadrienne@deanza.edu

35. **Administrator's Phone Number** *

408.864.8289

36. Administrator's Relationship to Project *

Supervisor

37. Administrator's Position on Campus *

Associate Dean, Learning Communities