

[View results](#)

Respondent

5 James Nguyen

27:14

Time to complete

## Program Information

1. Program or DASG Account Name: \*

Public Policy School

2. Is this a new DASG account? \*

Yes

No

3. Please enter your DASG Account Number: \*

46-56429

## 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 \*

### 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 \*

1.52 = benefit amount  
1.52x\$22.07=\$161

## 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. \*

PPS is a student-led, faculty advised paid internship program made possible by VIDA, the Political Science Department, and De Anza Student Government (DASG).

PPS seeks to:

Empower students to advocate for community colleges at the local, state, and national level  
Engage and represent the De Anza and district communities through advocacy  
Promote advocacy skills and knowledge and understanding of the policy process

Fall quarter is dedicated to building the team and knowledge and understanding of the policy process. We review the expectations and job responsibilities of interns as well as faculty advisors. We discuss our goals and plans for the year. We establish our community agreement. We lay the foundations for our budgetary and legislative advocacy on behalf of community colleges. We establish relations with DASG, SSCCC, and FACCC to identify key policy issues and concerns.

Winter quarter we construct a budget and legislative portfolio highlighting key budgetary issues and bills. We schedule and carry out legislative visits with our regional state assembly and state senate delegation. We maintain relations with DASG, SSCCC, and FACCC to identify key policy issues and concerns. (We may also engage volunteers in the program.)

Spring quarter we continue CA budgetary and legislative advocacy. We engage advocacy opportunities in the form of additional legislative visits, committee hearings, public testimonials, etc. In addition, we advocate on behalf of community colleges at the federal level by constructing a federal executive and legislative portfolio highlighting key issues, potential executive actions, and bills. We schedule and carry out legislative visits with our federal representatives, including US Senators and our regional US House members. We maintain relations with DASG, SSCCC, and FACCC to identify key policy issues and concerns. Finally, we recruit and hire new interns for the following year. (We may also engage volunteers in the program.)

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.

We were able to offer our interns a pay increase \$19.87 to \$22.07.

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.

We had approximately 15 students in our program over the last three years. We hire our interns for the entire academic year. We open our intern program to the entire De Anza population. We have trained student volunteers and other interested parties like DASG senators and officers to learn about the legislative advocacy process.

The internship program is designed to serve the entire De Anza student population through its organizing, election work, and advocacy. In terms of racial and gender demographics, we estimate the internship program has had the following composition over the last three years: 45% Latinx, 20% White, 25% Asian, 10% Black and Middle Eastern; 50% Female, 40% Male, and 10% Nonbinary.

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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No answer provided.

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.

The PPS Internship Program promotes opportunities widely through multiple channels, including social media, the Political Science Department's Civic Engagement Projects list, the VIDA website and organizing circles, classroom presentations, and volunteer recruitment events. Interns also help spread awareness through word-of-mouth and one-on-one peer outreach during the recruitment period. Our current priority is to raise the program's visibility by collaborating more closely with DASG and by expanding our presence through video storytelling and consistent engagement on social media platforms.

## 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?

Our program conducts quarterly surveys to solicit feedback and suggestions for improvement. Here's the link to our form: [https://docs.google.com/forms/d/e/1FAIpQLSc3zavLvnQnMrSrCd1X6j\\_Bshvr22vbYaFgUvOS402iX62YcQ/viewform](https://docs.google.com/forms/d/e/1FAIpQLSc3zavLvnQnMrSrCd1X6j_Bshvr22vbYaFgUvOS402iX62YcQ/viewform)

The following are testimonials from students in 2024-25 intern year:

Being a PPS intern allowed me to advocate for students' wants and needs while also giving me the confidence and strength to make a difference in my community. A big reason why I joined Public Policy School was to learn about legislative and budgetary issues that impact me and millions of other students across the state. Through PPS, I learned about the lack of resources, support, and understanding of the system that claims to help California Community College students succeed. By researching past and present legislation, I learned how to speak to my legislators to give them a better understanding of how they can aid students attending community college. My advisors, Bob and Jim, played a significant role, in answering all my questions and giving me the resources necessary to make a change. I also want to thank my amazing peers for their amazing support, without them I wouldn't be here. I highly recommend the PPS program to any student who wants to make a lasting impact in their community while learning vital skills they'll need in the future.

I'd highly recommend PPS to any student who is interested in a program that pushes you to think critically and actively learn about policy.

I would definitely recommend PPS for anyone that's remotely interested in activism and policy because it provides so many cool experiences and learning opportunities like the A&P conference.

The PPS internship program has given me a way to continue my passion of advocacy on campus. It allows me to work with other interns to advocate for the thousands of students we have in our community college students. Additionally, it gives us a path to lobby to the senators on the several issues face-to-face. I would recommend this program to students who understand the importance of advocacy and are passionate about making change.

Note: We want to offer more in-person meetings and have started doing that.

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

### **Attachment Guidelines:**

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No answer provided.

## 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?

The internship program has successfully transitioned to a fully online format that keeps students connected and engaged. Meetings are held via Zoom, with ongoing communication maintained through Discord and document sharing on Google Drive. We produce videos for classroom and volunteer outreach, and interns deliver online presentations to classes—both live and through recorded sessions. Participants also attend virtual organizational and government meetings, including online visits with state legislators. Through these platforms, interns and volunteers actively engage in digital political organizing, advocacy, and community-building activities.

## 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.

VIDA provides stipends for the Program Director, while DASG has generously funded student intern salaries. We are deeply grateful for DASG's continued support—the number of interns, their hours, and the overall scope of the program depend directly on the funding provided through DASG.

## Request For Information (RFI) - continued

### **Description:**

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

### **Public Disclosure:**

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

Our program empowers students through training, mentorship, and applied learning experiences that strengthen both academic and personal growth. Participants receive structured guidance from faculty and peer mentors while taking part in workshops on advocacy, policy analysis, and the legislative process. These experiences help students develop essential skills in research, communication, collaboration, and leadership, complementing their classroom learning and preparing them for future careers. By learning to advocate effectively for themselves and their communities, students build confidence, civic awareness, and a deeper sense of agency. Through this blend of mentorship and hands-on engagement, the program fosters academic success, resilience, and the capacity to create meaningful impact beyond the campus community.

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

The Public Policy School (PPS) at De Anza College offers students a variety of structured, hands-on opportunities to build leadership capacity and engage meaningfully in civic life. Through paid internships coordinated by the Vasconcellos Institute for Democracy in Action (VIDA), students gain firsthand experience with how public policy is shaped, implemented, and influenced at local and state levels.

PPS interns take part in weekly workshops and seminars that focus on leadership, public speaking, community organizing, and collaborative problem-solving. They conduct policy research on issues affecting California community college students, work in partnership with campus and community organizations, and learn how to communicate effectively with elected officials and decision-makers.

By designing and carrying out advocacy projects that address real-world concerns—from educational equity and sustainability to housing access and re-entry support—students put their learning into practice. Many continue this work through leadership roles in DASG, community coalitions, and at their transfer universities.

Ultimately, the PPS program prepares students to understand how systems of policy and power operate—and to navigate, influence, and transform them. It equips emerging leaders with the skills, experience, and confidence to create meaningful social change and to serve as informed advocates in their communities.

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

The Public Policy School (PPS) at De Anza College integrates co-curricular and extracurricular learning as a defining part of its mission. Located within the Vasconcellos Institute for Democracy in Action (VIDA), the program bridges classroom instruction with hands-on civic engagement, leadership training, and community advocacy.

PPS interns participate in a wide range of campus and community initiatives that extend learning beyond the classroom—serving on DASG committees, joining VIDA organizing circles, attending speaker panels and legislative visits, and leading student-driven advocacy campaigns. Through these experiences, students strengthen skills in teamwork, project management, communication, and public leadership, deepening both their academic and personal growth.

The program also fosters cross-disciplinary collaboration, inviting students from diverse majors to explore how public policy connects to issues such as education, social justice, housing, and environmental sustainability. With individualized guidance from PPS faculty and VIDA staff mentors, students learn to link their internship experiences to academic goals, transfer plans, and career aspirations.

By cultivating this community of engaged learners, PPS nurtures student leaders whose co-curricular and extracurricular participation enhances their sense of belonging and amplifies their impact on campus and beyond.

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

The Public Policy School (PPS) promotes student engagement and retention by linking academic learning to real-world civic action. Interns address critical student and community issues—such as affordable housing, educational equity, and political representation—through policy research, advocacy, and community organizing.

PPS encourages students to take an active role in campus and public life. Interns gain hands-on experience supporting civic campaigns, leading voter engagement efforts, and collaborating with student government and community organizations. Through these experiences, they strengthen their leadership, communication, and teamwork skills while deepening their sense of belonging at De Anza.

By involving students directly in advocacy, campaign work, and campus initiatives, PPS helps them discover purpose, confidence, and community—preparing them to become effective, compassionate leaders capable of shaping social and political change.

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

The Public Policy School (PPS) advances equity and inclusion by engaging students in policy research, advocacy, and organizing that amplify underrepresented voices and address barriers to civic participation. Our interns reflect the diversity of De Anza's student body—including Middle Eastern, Asian, Pacific Islander, Latinx, and white communities—and the program remains accessible through flexible scheduling and online resources.

PPS emphasizes equitable recruitment, transparent communication, and inclusive mentorship, ensuring that students from all backgrounds have opportunities to lead and contribute to civic initiatives. Our meetings and projects are open to the broader community, embodying our belief that equity is not a fixed goal but an ongoing practice of learning, collaboration, and collective action.

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

Our commitment to online meetings via Zoom, paperless document sharing, and the use of carpooling and public transit has significantly reduced our overall carbon footprint. The program operates with minimal waste and maintains a strong awareness of environmental impact in daily operations. At the same time, we recognize there is room to grow—particularly in expanding our efforts toward environmental advocacy and activism as integral components of our civic engagement work.

26. Attach any other relevant documents

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No answer provided.

## Requester, Budgeter and Administrator Information

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

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

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

**Signatures that are Required for Utilizing Funds**

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

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

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

Yes

No

28. **Budgeter's Name** \*

James Nguyen

29. Budgeter's Email Address \*

nguyenjames@fhda.edu

30. Budgeter's Phone Number \*

(408)864-5551

31. Budgeter's Relationship to Project \*

Program Director

32. Budgeter's Position on Campus \*

Political Science and Asian American Studies Instructor

33. **Administrator's Name** \*

Elvin Ramos

34. Administrator's Email Address \*

ramoselvin@fhda.edu

35. Administrator's Phone Number \*

(408)864-5302

36. Administrator's Relationship to Project \*

Dean of Social Sciences and Humanities

37. Administrator's Position on Campus \*

Dean of Social Sciences and Humanities