

# DASG Budget Request 2024-2025

## For All Programs Excluding Athletics

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

Please also copy the Administrator on the email.

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

The Email Subject must be in the following format:

“DASG Budget Request - Your DASG Account/Program Name - Your DASG Account Number”

For Example: “DASG Budget Request - DASG Budget Committee - 41-51140”

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

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

1. Program (Account) Name: Office of Equity, Social Justice, and Multicultural Education (Includes Multicultural/Diversity Events)
2. Is this a new DASG account? Yes No  DASG Account Number: 41-56390
3. Amount requested for 2023-2024 \$101,552.56
4. Total amount allocated for 2023-2024 \$14,680
5. How long has this program existed? 2012
6. Number of students directly served in this program: ~1000 in 2022-2023
7. How have you been meeting or how do you plan to meet the budget stipulation of requiring that all students benefiting from DASG funds allocated to you have paid the \$10 DA Student Body Fee and are DASG Members (DASG Budget Stipulation # 1)? We will continue to include participation online and in person (since April 2022). We always ensure all promotional items funded from DASG will have the words “FUNDED BY DASG.” We work with Office of Communications to promote the event campus wide through their campus wide outreach. We have social media accounts and a specific intern to promote via social media. We collaborate with various student orgs and employee affinity groups to help promote it to the entire campus. Word of mouth has been crucial to our high attendance rates because in doing so it allows friends to bring their friends. Working collaborately with professors and deans to bring their classes, provide extra credit, and or simply make class announcements also contributes to a higher number of audiences. Post covid, our sign in sheets now include student names and CWIDs, online RSVP forms as well, and for zoom meetings, we have records per zoom reports and will make sure to include a zoom registration that includes CWIDs.
8. What would be the impact if DASG did not completely fund this request? We have a B budget that supports not just our office, but our division and other campus wide needs and thus, we have a small amount of monies we can use towards office programming. We find ourselves leaning on DASG to fund programming and student labor. Without DASG funding it will be very challenging for our Office to produce events uplifting student voices while centering equity and culturally relevant experiences, that maintain high caliber event production outcomes. Regarding our student interns, we mentor and supervise them to do this work through an Equity Scholars lens. We believe they can develop the skills to be young equity practitioners and leaders to their peers, campus community and the communities they belong to off campus. We rely heavily on this funding to support the work we do in the office. Back in 2021, we used to receive \$14,500 for campus wider and campus led Multicultural/Diversity programming and \$19,746.24 for Office of Equity led events. Because the Jean Miller Resource Room is no longer around which DASG funded separately for its programming centering queer and gender voices and experiences; and a proposed Women’s Center is not opened after all; our office will find itself doing more gender equity work. We will strategically work with the Pride Center and Women’s Studies and collaboratively with other campus organizations.
9. Total amount being requested for 2024-2025 (from page 3) **\$127,875.91**

### Student Payroll (2310)

MUST ALSO COMPLETE THE HOURLY BENEFITS (3200) SECTION

Must adhere to FHDA Student Pay Levels as stated at

<https://www.deanza.edu/financialaid/types/studentjobs.html>

Job Title	# of emp. x \$ Per hr x # hrs/wk x # of wks	Cost
Student Interns (3) -Admin Asst II- see attached	3 X \$19.87 X 10hrs X 32 wks	\$ 6,348.80
TOTAL:		<b><u>\$19,046.40</u></b>

### Hourly Benefits (3200)

MUST ALSO BE COMPLETED WHEN REQUESTING PAYROLL

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

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

Job Title	Total \$ x Percentage	Cost
Student Interns (3)	\$19,046.40 X 1.52%	\$289.51
TOTAL:		<b><u>\$289.51</u></b>

### Supplies (4010)

(Non-capital as specified; NO general office supplies)

	Item	Intended Use	Cost
1.	Promo/Miscellaneous Materials	\$50 per 20 event	\$1,000.00
2.	Office Supplies	\$100 per 10 events	\$1,000.00
TOTAL:			<b><u>49,335.91</u></b>

### Food/Refreshments (4015)

(Must adhere to district Administrative Procedure 6331,

<http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=AKVUKX7C7F98>)

	Item	Intended Use	Cost
1.	Hinson Center- Campus Dining Serv (10 x 100 ppl) 10 events at \$1800 each	Food, Snacks, Drinks	\$18,000.00
2.	Cultural Off Campus Food (20 x 50 ppl) 20 events at \$500 each	Food, Snacks, Drinks	\$10,000.00
TOTAL:			<b><u>\$28,000.00</u></b>

### Printing (4060)

(Flyers, posters, programs, forms, etc.)

	Item	Intended Use	Cost
1.	8 x 11 pages (50 x 20 event) x \$0.50	Flyers, Resource Sheets	\$500.00
2.	14 x 17 posters (2 x 20 event) x \$100	Flyers	\$1,00.00

TOTAL: **\$1,500.00**

Color \$.50/copy  
Per Duc Dec 13  
2022

**Technical and Professional Services (5214)**

(Limited Engagement/Independent Contractor Agreements, Consultants/Guest Speakers/Entertainment (list programs).

For contracted speakers or performers DASG Funding shall not exceed \$5,000 per event or performance. Meals, beverages, and travel will not be reimbursed.)

	Item	Intended Use	Cost
1.	<u>20 speakers x \$1200 each</u>	<u>Presenter, Training</u>	<u>\$24,000.00</u>
2.	<u>20 performers x \$1200 each</u>	<u>Perform, Art</u>	<u>\$24,000.00</u>
	<u>2 speakers and 2 performers per each event</u>		
		TOTAL:	<b><u>\$48,000.00</u></b>

**Domestic Conference and Travel (5510)**

(Must adhere to district travel policies, <http://business.fhda.edu/policies-and-procedures/ff-travel-policy.html>, and DASG Limitation and Requirements from the DASG Finance Code)

	Item	Intended Use	Cost
1.	<u>Free Minds, Free People Conference</u> <u>2 students (hotel, transport, food, conf fee)</u>	<u>Leadership Dev, Networking</u>	<u>\$5,000.00</u>
2.	<u>A2MEND – Af-Am Male Education Network</u> <u>2 students (hotel, transport, food, conf fee)</u>	<u>Leadership Dev, Networking</u>	<u>\$5,000.00</u>
3.	<u>CCColegas Colleges Organización de Latinx</u> <u>Empowerment, Guidance, Advocacy for Success</u> <u>2 students (hotel, transport, food, conf fee)</u>	<u>Leadership Dev, Networking</u>	<u>\$5,000.00</u>
4.	<u>APAHE – Asian Pacific Am in Higher Ed</u> <u>2 students (hotel, transport, food, conf fee)</u>	<u>Leadership Dev, Networking</u>	<u>\$5,000.00</u>
5.	<u>NCORE conference X 3 interns</u>	<u>Registration</u>	<u>\$9,000.00</u>
		TOTAL:	<b><u>\$29,000.00</u></b>

Total amount being requested for 2024-2025 (also complete line 9 at bottom of first page)

**\$127,875.91**

## **Request For Information (RFI)**

*Everything submitted will be publicly available online.*

	<b>Question / Inquiry</b>	<b>Program Response</b>
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<p>1.</p>	<p>Please provide a <b>thorough</b> description of your program. Please describe the new services or features of your program that were implemented after you last submitted a DASG RFI. Explain how your program is unique. Are there any programs on campus that are similar or is there any duplication of services?</p>	<p>The new features were supporting</p> <ol style="list-style-type: none"> <li>1) The annual Diwali celebration (October 2023) with food costs (which has been the first time our campus has celebrated at this magnitude with 200-300 students and staff/faculty (including 50 student dancers, 20 planning committee members, and 20 day of student volunteers)</li> <li>2) In light of international news, and violations of human rights laws and uplifting gender justice, we created the following Student Voices themed event “Women, Life and Freedom- Student Voices - Women Uprising in Iran” to learn more about women’s experiences in Iran, in partnership with VIDA and EAC</li> <li>3) For Black History Month, we did a mash up with Women’s History Month programming and had various partners including DASG, ICC, Euphrat Museum of Art, BSU, and Classified Senate. The events included an amazing Black female line up, including a history and cultural scholar, the Dancer of Peace, and former Santa Clara County Youth Poet Laureate and current De Anza student.</li> <li>4) In response to the violent climate of mass shootings particularly against the Asian and Asian American community, the office collaborated up with APASA and the library, to create a memorial altar set up in the Library entrance. In this way we honored recently lost ancestors whose lives were taken away due to mass shootings, specifically impacted by the violence in Half Moon Bay and Los Angeles and a few that happened thereafter including Florida. We then coordinated a talking circle to hold space for our campus community in partnership with community organization LEAD Filipino and a Lovingkindness Meditation by professor Jim Nguyen.</li> <li>5) The Office of Equity in partnership with CHC- the California History Center and the Pride Center coordinated the Office’s inaugural Artist in Residence by hosting Asha Sudra. She did a book reading/Meet the author event for Women’s History Month at the Pride Center, installed a visual multimedia art exhibit at the CHC with an opening and closing receptions, and performed spoken word for the Queer and Now conference. We also partnered with funders such as the Language Arts Division, the Social Sciences, and Humanities Division and APASA to support opening and closing receptions.</li> <li>6) Supported the annual Queer and Now conference (May 2023) with food costs (the traditional source of funding was DASG funded account- Jean Miller Resource Room- and those monies were not used). The event had about 100 campus community members show up led by the Pride Center and LGBTQ+ Alliance student club, and in partnership with HEFAS and community organizations such as Silicon Valley Pride and LGBTQ Youth Space.</li> <li>7) Traditionally, our society celebrates 5 de Mayo as a Latino commercialized event, however, it is a historical event that honors the journey towards freedom from colonization, in this case Mexico winning a battle against the French imperialists in what is now called the state of Puebla. We flipped this 5 e mayo commercialized energy on campus and</li> </ol>
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	Question / Inquiry	Program Response
		<p>called it Latinx Week instead to be inclusive of other Latino identities. We collaborated with DALA, LEAD, PUENTE, HEFAS, VIDA, SSRS, and the unions. The list of activities included participating in our county’s May Day march hosted by the diverse May Day coalition, then a self care workshop through a Xicana indigenous lens, a Mother’s Day karaoke, and UndocuSol Workshop which developed more allies to undocumented students on campus. It also included a community partnership with La Raza Historical Society hosting a history lecture at CHC about Mexicans in Silicon Valley during the 1940-1960s.</p> <p>8) Provided support for the Central American students to create Central American Student Association, a new student organization centering the voices and experiences of De Anza’s Central American students.</p> <p>9) The Office supported the efforts of International/Intercultural Studies division in hosting the Ethnic Studies Summit in the Spring 2023 at CHC.</p> <p>10) Please note: due to staff transitions and low staff capacity, we did not hire student interns this year.</p> <p>These programs are by, for and with students. We have a collaborative process that includes students, faculty, classified professionals, and administrators that receive input about multicultural/diversity programming, which will facilitate the process and encourage participation and input from all students. The multicultural/diversity events are planned in conjunction with student clubs and organizations, affinity groups, faculty and classified shared governance groups, and the Office of Equity, Social Justice and Multicultural Education. These events which will be intentionally intersectional across race, class, gender, language, faith/religion, ability, socio economic status, civic status (immigrant undocumented, international students) etc. to bring more awareness and sensitivity about other cultures and respective identities. We will hold various workshops, history months, film screenings, cultural events, and speakers so that the students will be able to experience and learn more about the deep cultural issues and values of people’s culture.</p> <p>The student interns are a vital and essential piece of the Office of Equity, Social Justice and Multicultural Education. They are the heart of the office whose job titles are Equity Scholar Activist Interns. Their responsibilities are more than average and it includes the following types of outreach, social media, class presentations, tabling, flyer posting, and in person announcements, one on one building, as well as event planning production and outreach, public speaking, student peer mentoring, promotional materials creation, and serve as student representative at campus meetings. Each inter host an activity that is close to their heart and centers on equity and social justice with a usual attendance of 25-100 students in attendance.</p>

	<b>Question / Inquiry</b>	<b>Program Response</b>
2.	How will your program expand students' perspectives and positively impact their lives and the community? (250 words max)	<p>Our programming is bringing awareness to the campus on matters of equity, social justice and multicultural issues both that the students are experiencing and or their communities are living. This programming shows that the campus cares about them not just as students but also as members of our larger society. We want then to see themselves in the speakers and performers we provide and in the hopeful creative solutions, they share. The impact is that they will be more conscious and connected to the campus as ongoing leaders and their communities they live in as current De Anza students. In addition, we would like to continue a sense of belonging and a sense of agency and where they know they have a say and can act towards positive social change and social justice. We would like to bring in programming reflected in the following student populations that are most disproportionately impacted in our campus:</p> <ol style="list-style-type: none"> <li>1. African American</li> <li>2. Disabled</li> <li>3. Foster Youth</li> <li>4. Latinx</li> <li>5. LGBTQI+</li> <li>6. Pacific Islander</li> <li>7. Veterans</li> <li>8. Native American</li> </ol>



	<b>Question / Inquiry</b>	<b>Program Response</b>
3.	<p>Go through the most recent DASG Budget Guiding Principles and explain how your program fits each of them or as many as possible. Please do not merely copy and paste the DASG Guiding Principles. The DASG Budget Guiding Principles are available at <a href="http://www.deanza.edu/dasg/budget">www.deanza.edu/dasg/budget</a></p>	<ul style="list-style-type: none"> <li>● Fund programs that help students succeed and enable them to achieve their academic and personal goals at De Anza College.</li> <li>● Fund programs that promote leadership, civic engagement, and student advocacy among all students.</li> <li>● Fund programs that promote diversity, equity, and inclusion among all students.</li> <li>● Fund programs based on the current value and needs of the program rather than solely on historical funding trends.</li> <li>● Fund programs that benefit students during the 2023-2024 fiscal year.</li> <li>● Fund programs that benefit DASG Constituents.</li> <li>● Fund programs that promote student retention by enhancing the quality of education at De Anza College.</li> </ul> <p>Our programming promotes the mission and values of De Anza College through programming that centers equity, social justice and multicultural education We mentor our student interns to live in their leadership and student advocacy. We support them to bring it alive on campus among all students because we are firm believers that students leading and dreaming at the center is crucial to make the equity inside and outside the classroom. We want all students’ experiences to be valued, humanized and represented in decision making, in celebration and in unity. Post pandemic we learned the needs of the students were around mental health services and social/community connection. This is still true today especially as we are gradually returning to campus. We want our current programming to be informed by the idea that “community creates connection” and “connection creates retention.” That connection to campus improves the retention in classes. All of our programs are open to the entire De Anza student body and larger campus community. Our hope as an office is that the students connect with each other at the events and therefore continue in community with each other and our speakers and performers. We know this dynamics help with the personal, academic and leadership development of our students. Our office wants to contribute towards an on campus vibrant community that receives them, is here to serve them and ensures their student success.</p>

	Question / Inquiry	Program Response
4.	<p>Explain how your program advertises and promotes itself to all students. Has your program made extra effort to market and reach underserved students? If so, describe how. If not, describe what challenges your program faces in trying to do so. Provide a clear plan for the current academic year as well as any marketing material you will or have used.</p>	<p>Our office and partners for the most part, do a great job of advertising and promoting our events. Our plan to promote to the general student population and especially to underserved students in an online and in person environment is to have monthly (or weekly if capacity allows) newsletter that goes out to the campus specifically to our 1000 people listserve. This fall quarter we have already done something different, and we requested specific student lists reflective of the student equity plan populations through the IR- Instructional Research office. Our planning committees use social media, WhatsApp and Discord, and Email to plan and or promote our activities. The Program Coordinator, the Administrative Assistant, and student interns conduct class presentations to various classes in different departments and divisions. We use De Anza’s events website for advertising to the entire community and promoted it among leadership and affinity groups. We promote among the clubs that meet in our office. We share “blurbs” that faculty can place in their canvas and or intranet sites. Lastly, we announce our events at shared governance meetings and they in turn promote to their constituents. Please refer to our <a href="#">Office of Equity website</a>, <a href="#">Instagram</a>, <a href="#">Facebook</a> and newsletter coming soon.</p>
5.	<p>Explain how your program promotes equity within the program and on campus. For example: equity training for all staff and student leaders, hiring from underrepresented communities, etc.</p>	<p>The mission of the Office of Equity, Social Justice and Multicultural Education is <i>“The Office of Equity, Social Justice and Multicultural Education <b>promotes — through programs and services — an academic, cultural and social environment that provides equity, social justice and academic success for all members of the De Anza College campus community. It supports the district and college missions, which consider diversity an essential component of student education in the 21st century. The Equity Office takes this charge seriously. We have expanded our mission of fostering a climate of healthy diversity that values individual and group differences and respects the perspectives of others by working to eliminate institutional oppression or barriers that perpetuate inequity, injustice, and mono-cultural education.”</b></i></p> <p>In our programming, we share various perspectives and validate diverse voices. Our previous program coordinator would provide equity trainings for DASG &amp; ICC in the summer or early Fall quarter. Annually, we work with our Division to coordinate the Peer Equity Training conference during the winter quarter. We train on the basic tenets of equity and social justice and then brainstorm on how to operationalize it on campus. In the hiring of our student interns, we are inclusive, apply intersectionality and mindful of capacity. We also use a “collective knowledge” framework that we all are bearers of knowledge and can learn from each other, especially amongst student populations addressed in the student equity plan. Our programming seeks to be inclusive in order to ensure the most successful collaborations and ideas around equity across campus. We center our student’s needs, as staff and faculty and admisnitrators create a more equitable campus</p>

	<b>Question / Inquiry</b>	<b>Program Response</b>
6.	How has your program adapted to providing its services online? Alternatively, please provide a clear plan for how your program would provide online services if needed in the future.	Our office has adapted to providing programs online using zoom, email and an online presence via canvas and website, including Friday online office hours. We are flexible in providing in person and or zoom only and or hybrid formats. Our intention is to continue being innovative and creative even when online. The staff creates promotional material that includes zoom links and information that is also accessible via captions, inclusive facilitation styles, and documentation if any needed for an event. Pre-event, we will plan accordingly all the various roles for the event (waiting room host, chat monitor, security monitor, recorder, screen sharer, tech specialist, and hosts) to ensure that we have covered all the technical aspects of the event. During our events, we want to make it fun, so we played videos with closed captions, enable live captions, included interactive games like kahoot and other apps such as the poll feature and the whiteboard to annotate real time feedback,. We utilize the breakout rooms for more intimate community building, pair share and micro spaces. Of course, we use the chat function for more dynamic engagement.

<p>7.</p>	<p>Please indicate which object codes are critical for DASG to fund this year. Please do NOT list down all of the object codes.</p>	<p>Most of the object codes we have used so far are</p> <p>4015- Food is at the center of community building and it tends to be the most expensive item in our event production and general programming. In times of inflation, it is especially important to provide our students food, and say that De Anza is intentional to be a safety net during our event to increase participation that brings the students and allows them to be present in engagement and in health. It is a good incentive for students who commute to campus and it may make the difference in having students go home to eat and or stay for our events where they can also eat for free. Many times our students are force to decide between gas expenses -driving to and from school or food as demonstrated by the usage of our on campus food pantry.</p> <p>5214- For sometimes famous, oftentimes historically captivating and ideally high caliber motivational and impactful speakers, performers, artists, content experts and trainers. We bring speakers who are local to Silicon Valley, the Bay Area, the State of California, nationally and now because of zoom, we bring in U.S. based people who may be traveling and are open to being in community with De Anza via zoom. Although, our office is envisioning for more in person events.</p> <p>4060 – For printing of materials especially when we have in person events, we place flyers everywhere on campus via promotional walls, on kiosks, department offices, common spaces like dining services and libraries, including the coffee shop. We also post bigger poster sizes via A Frames mostly by parking lot entrances.</p> <p>4010, 4013- Events usually require miscellaneous materials, promotional materials aka swag such as t shirts, or give away items with our office logo or campus logo, culturally relevant decorations and office /stationary supplies</p> <p>2310, 3200- labor, benefits are central to hiring students we center in our State Equity Plan as way to appropriately and fairly compensate to lead the work that eventually impacts them directly. Because many are the first in their families to be in college and or be the first sibling to be bread winners, sometimes they are the only sole bread winner. We understand the students can be at their utmost potential having their basic needs met and that means they can bring in their creativity, their vision for a better world and participation in decision making process that can continue to make De Anza a more equitable campus and community anchor for our students, their families and citizenry.</p> <p>Since this is money collected from the student’s fees, we strongly believe, that it should be for direct services for our students. We think that the financial burden that college has on students, especially those that are from lower income brackets, can be navigated with offering on campus jobs and with having food in our events. This is essential to meeting their basic needs while they study, work and learn here at De Anza. As we bring in speakers and performers to share their experiences and motivate our students and campus community to advance equity and create an</p>
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	Question / Inquiry	Program Response
		<p>inclusive campus (inclusive of race, gender, sexuality, ability, faith/religion, language, socioeconomic status, civic status etc). If you are funding with an equity lens, then prioritizing the disproportionate population groups on campus would be ideal and are typically who we hire and who we serve and work with. Per the latest Student Equity Plan, the following student populations are the ones most needing equity in our campus:</p> <ul style="list-style-type: none"> <li>• African American</li> <li>• Disabled</li> <li>• Foster Youth</li> <li>• Latinx</li> <li>• LGBTQQI+</li> <li>• Pacific Islander</li> <li>• Veterans</li> <li>• Native American</li> </ul>

## Data Sheets/Attachments

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

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

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

	Question / Inquiry	Document Name / Additional Response
1.	<p>ENROLMENT</p> <ul style="list-style-type: none"> <li>• Number of total AND new active students over the past 3 years</li> <li>• Number of enrolments retained (stayed for more than a quarter)</li> <li>• Number of students enrolled in online services</li> <li>• Does your program serve a certain demographic or the whole De Anza population?</li> <li>• Racial demographics (if possible)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Event Attendance</a>: We do not have documentation of attendance for events that occurred 2021-2023 at this time other than flyers.</li> <li>• <a href="#">Student Interns</a>: We had students interns from 2021-2022, most of them have graduated. When our program coordinator resigned in summer 2022, no new student interns were hired. We hired one student intern per limited DASG funds this Fall Quarter (Starting date October 11, 2023). We are looking at other sources of income for funding future student interns.</li> <li>• Our DASG funded program outreaches, promotes and welcomes the entire DAC student body and per the <a href="#">State Equity Plan 2022-2025</a>, we strategically focus on programming that centers the following communities. <ul style="list-style-type: none"> <li>9. <a href="#">African American</a></li> <li>10. <a href="#">Disabled</a></li> <li>11. <a href="#">Foster Youth</a></li> <li>12. <a href="#">Latinx</a></li> <li>13. <a href="#">LGBTQQI+</a></li> <li>14. <a href="#">Pacific Islander</a></li> <li>15. <a href="#">Veteran, male:</a></li> <li>16. <a href="#">Native American</a></li> </ul> </li> </ul> <p>We are doing a better job of documenting attendance and following up with evaluation forms.</p>
2.	<p>STUDENT FEEDBACK</p> <ul style="list-style-type: none"> <li>• Attach student feedback forms, surveys, etc.</li> <li>• How has your program responded to suggestions made by students in the previous year?</li> </ul>	<p>We had low capacity to do surveys and evaluations during the pandemic but pre pandemic surveys are here- <a href="#">link</a></p> <p>We have responded to suggestions made by students in the previous year to continue holding space, as many communities were victims of violence. Also, students really love the art, visual and literary, that our office brings to the campus. As a result, we are hoping to bring back the Artist in Residence program in partnership with CHC, which requires a new budget of its own, and with generous partners. Students responded really well to</p>

	Question / Inquiry	Document Name / Additional Response
		<p>someone who had a racial, queer and gender intersectional identity that included disability, Desi diaspora, mixed racial, multi racial and multi ethnic identities as well as multiple forms of expression, visual and literary and multimedia (Spoken word, poetry, hip hop, video, photos, textile, and more).</p> <p>We are still supporting last year’s formation of a new student organization, CASA, Central American Student Association which is currently in its membership recruitment phase.</p> <p>Other student ideas in the Filipino community are to support new student groups such as bringing back PUSO, plan community-campus collaborations such as Pinoytown and Manilatown site visits.</p> <p>Our office is identifying Pacific Islander (PI) colleagues to develop positive relationships with our PI students and have started building a relationship with the current professors who are teaching and or in solidarity with this group population.</p> <p>We hope to bring back the Disability Justice taskforce created during the pandemic considering DSPS has increased staff capacity and hopefully allows for creative activities that support our students with Disabilities. We want to stay true to the tenet that the taskforce students always emphasized, which is increase visibility of student voice in all decision making for students with disabilities.</p> <p>In regards, to the Latinx students, many are interested in forming a Mexican Folklorico group, a MEChA Chapter and an Aztec dance group.</p> <p>In regards to the Native American student population, they would like to see more campus- community collaborations, art workshops, bring in Native scholars and authors, and be introduced to Native community events.</p> <p>In regards to Foster youth, the Program Coordinator will be reaching out to Guardian Scholars faculty coordinator to meet the students and identify ways to support them, many of whom are Latinx and or African ancestry.</p>

	Question / Inquiry	Document Name / Additional Response
		<ul style="list-style-type: none"> <li>• Some Fall 2023 events so far are <ul style="list-style-type: none"> <li>• Latinx Student Welcome/Bienvenida and Mural Appreciation Panel (Chicano muralism, Latino graffiti) as part of Raza/Latinx Heritage Month</li> <li>• KaPuso Conference, Pistahan as part of Filipino American Heritage Month</li> <li>• We do have sign in sheets for this respective events.</li> </ul> </li> </ul> <p>And what is to come for 2023-2024 is</p> <ul style="list-style-type: none"> <li>• Native American Heritage Month</li> <li>• Women’s History Month</li> <li>• Black, Afro diaspora programming</li> </ul> <ul style="list-style-type: none"> <li>• And other Multicultural/Diversity events that focus on specific cultures outside the State Equity Plan student populations are: <ul style="list-style-type: none"> <li>• Annual Diwali</li> <li>• Eid</li> <li>• Asian and Asian American programming</li> <li>• Remembrance Day (Honoring the history of Japanese communities in internment camps) in partnership with VIDA</li> <li>• And other events/ideas brought forward by students and colleagues.</li> </ul> </li> </ul>
	<p><b>FUNDING</b></p> <ul style="list-style-type: none"> <li>• List any funding from the college, sources of income, any grants, and any other source (include ALL Account Numbers, Account Names, Account Balances, and Account Purposes/Restrictions)</li> <li>• Attach account reports of all sources of funding</li> </ul>	<ul style="list-style-type: none"> <li>• We have an Office of Equity B budget, and the amount is \$9,000.00</li> <li>• Our IFOP is <ul style="list-style-type: none"> <li>I 240107</li> <li>F114000</li> <li>O232016</li> <li>P 676000</li> </ul> </li> </ul> <p>B Budget Budgeter – Hernandez, M.</p>



**Signatures are not Required for this Application**

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

**Signatures that are Required for Utilizing Funds**

All future financial documents, forms, requests, requisitions require the signature of the budgeter(s) and the administrator responsible for the program of the account. The budgeter and administrator responsible for the program of the account shall sign designating this is an appropriate expenditure of DASG funds and in the best interest of the student body. Administrators are responsible for any expenditures exceeding budget allocations. **The Budgeter and Administrator cannot be the same person.**

**Budgeter and Administrator Information**

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

Budgeter’s Name: [Adriana Garcia](#)\_\_\_\_\_

Phone Number: [408-864-5746](#)\_\_\_\_\_

Email: [GarciaAdriana@deanza.edu](mailto:GarciaAdriana@deanza.edu)\_\_\_\_\_

Relationship to Project: Budgeter\_\_\_\_\_

Position on Campus: Program Coordinator II for the Office of Social Justice, Multicultural Education

Administrator’s Name: [Michelle Hernandez](#)\_\_\_\_\_

Phone Number: [408-864-8365](#)\_\_\_\_\_

Email: [HernandezMichelle@deanza.edu](mailto:HernandezMichelle@deanza.edu)\_\_\_\_\_

Relationship to Project: Supervisor/Administrator\_\_\_\_\_

Position on Campus: Dean, Division of Equity and Engagement\_\_\_\_\_