



New Classified Staff and Administrator Request Justification

Complete One Per Program/Area

Date: April 30, 2024

Division: Equity and Engagement

Program/Area: VIDA/HEFAS

Number of Positions Requiring New Funding (does not apply to refilling existing positions):

2

Requested Position	Classified or Administrative Position	Salary Schedule or Position Grade	Area Ranking*
Program Coordinator I-VIDA/HEFAS	Classified	C1-55 (I)	4
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* if requesting more than one position within the same area, please provide the area's priority ranking for each position to help inform RAPP of the priority preferences as determined by the area.

Guiding Principles

De Anza College's [mission](#) and [Educational Master Plan](#) serve as guiding principles for programs to facilitate continuous development, implementation, assessment and evaluation of their program effectiveness as part of ongoing planning efforts.

De Anza identified the following areas within its educational master plan:

- *Outreach, Retention, Student-Centered Instruction and Services, Civic Capacity for Community and Social Change.*

Through its [Equity Plan Re-Imagined](#), it identified the following framework to work towards narrowing long-standing equity gaps:

- **Racial Equity:** Faculty members, classified professionals and administrators should: recognize the realities of race and ethnicity for students of color. Develop intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students.
- **Student Success Factors:** The College should ensure students: Feel connected to the college; Have a goal and know what to do to achieve it; Actively participate in class and extracurricular activities; Stay on track – keeping their eyes on the prize; Feel somebody wants them to succeed and helps them succeed; Have opportunities to contribute on campus and feel their contributions are appreciated.

Based upon these guiding principles, please provide information for each of the following areas:

A. Program Information

1. Provide a brief job description of the position in 3-4 sentences so the committee can better understand the scope and duties of the position.

Designs and develops program activities, objectives, and procedures pursuant to District, state, and/or federal regulations and guidelines for HEFAS; monitors and coordinates the delivery of program services; develops and administers program budget; applies for and administers grants and other funding sources; reports to various agencies regarding program activities; ensures that program reporting and recordkeeping is performed in compliance with applicable guidelines; and performs related duties as assigned.

Performs routine program coordination duties for HEFAS including assisting with the oversight of the program, events and activities; policies and procedures pursuant to pertinent laws, codes, and rules specific to undocumented students and community members; assists with program accountability and reporting to governing agencies regarding program activities.

2. Provide a brief overview of the services the program provides and how they align with the mission of the college. How does the program facilitate continuous development, implementation, assessment, and evaluation of program effectiveness and goal attainment congruent with institutional [mission](#), the [Educational Master Plan](#), and the [Equity Plan ReImagined](#)?

HEFAS (Higher Education for AB 540 Students) is an institutional and educational program that provides **free services**, reduces financial stress, and creates a **safe space** for all – with an emphasis on students with an undocumented, low income, or AB 540 status. We are dedicated to **empowering** students, **building** leaders, **promoting** social justice, and **advocating** for higher education. Our vision is to give students, parents, educators, and community members the tools to support students in reaching higher education regardless of the barriers that may exist.

HEFA's mission aligns with the values of equity in access and student success and provides a safe environment for a diverse group of students.

3. What are the historical staffing patterns within the program over the last few years?

The program currently resides under the umbrella of VIDA which is led by a faculty director and a program coordinator. The program coordinator is shared support for VIDA and HEFAS. HEFAS has one dedicated program coordinator-I and 12 paid student interns serving 360 core members. An additional 200 students are served in a

variety of ways including workshop, trainings, events, etc. HEFAS provides institution-wide resources that help our estimated 1,000 undocumented students.

4. What types of disaggregated data are used to address the program's goals and objectives?

Data is limited due to restrictions on access to immigration status of students.

5. What evidence does the program use to create strategies for improving student learning, development and success?

VIDA and the accompanying programs, along with HEFAS, address the college's mission to provide "civic capacity for global, cultural, social and environmental justice." Through specialized programming, UndocuSTEM, HEFAS Summit, UnDocuSolidarity Training, Undocumented Student Week of Action, educator trainings, student internships and fellowships, students can build community and more broadly access resources and support services.

HEFAS averages 15-20 classroom presentations each quarter to assist faculty in creating a welcoming environment for students who are undocumented. HEFAS provided Undocumented train-the-trainers faculty professional development as well as Undocumented Solidarity training for campus allies.

Through HEFAS, students have access to a myriad of free [resources](#) including but not limited to financial, legal, entrepreneurial, etc.

A counselor with additional pay is provided to support advise students, though the number of hours provided is insufficient for the population served.

6. What assessment plans and processes does the program use to document progress toward achievement of its mission, goals, outcomes and objectives?

HEFAS surveys students on their sense of being welcome and well served by each of these programs and departments

7. How does the program respond to the needs of individuals, constituents, and populations with distinct needs to ensure equitable access for all students?

Through collaboration with all campus services and departments and the community at-large to increase success for our student population.

8. How does the program develop, adapt and improve programs and services in response to the needs of changing environments, populations served and evolving institutional

priorities?

B. Justification for EACH requested position, please respond in 300 words or less.

1. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program?

The Program Coordinator contributes to the growth and vitality of the HEFAS program by facilitating communication and collaboration among stakeholders. They serve as a liaison between faculty, staff, students, and external partners, fostering partnerships and promoting engagement with the program. By building relationships and connecting resources, the Program Coordinator helps expand the reach and impact of HEFAS within the college community to support undocumented students.

The Program Coordinator position is crucial for the health, growth, and vitality of the HEFAS program through their administrative support, communication efforts, and student-focused initiatives, they contribute significantly to the advocacy and success of students.

2. How does the position support on-going college operations and/or student success?

The Program Coordinator plays a central role in coordinating various programs and initiatives within the college for undocumented students and allies. They facilitate opportunities for greater understanding of the culture and expressions of empathy and solidarity with the undocumented community. They advocate for policies and procedures that with consideration of local, state and federal legislation that impacts the community.

3. How does this request align with the program's needs as detailed in the program review or CAS form?

Given that the funding is temporary, ending and at the very least, uncertain from the community agencies that support the programming and services provided by HEFAS, using District funds to offset the Dreamer Resource Liaison allocation for the program coordinator I will assist in solidifying the services will continue.

HEFAS was created by undocumented students for undocumented students.

4. Explain how the work will be accomplished if the position is not filled.

The incumbent will continue to function in the capacity of the program coordinator and funding for the position is derived from the [Dreamer Resource Liaison](#) state funded allocation.

5. Other information, if any.

As funding from outside sources is tentative due to the sunseting of historical dollars; the

program continues to search for financial support from the campus and the community to sustain the specific work of social justice and undocu advocacy. The programs can take advantage of the LAEP program to support interns working within their chosen fields as aligned with VIDA and HEFAS.