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.
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:The Puente Project

2. Is this a new DASG account? Yes ☐ No ☑ DASG Account Number: 41-56675

3. Amount requested for 2023-2024 $ 25,058

4. Total amount allocated for 2023-2024 $ 7,875

5. How long has this program existed?   23 years/40 years statewide

6. Number of students directly served in this program: 110

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 encourage all Puente students to pay the $10 student body fee. For the past years, we asked College Life if we could send all of our SSRS students to get an ID card/VTA card during our summer bridge program.

8. What would be the impact if DASG did not completely fund this request?   Without funding from DASG, the Puente program will not be able to hire student tutors or mentors who provide one-on-one help for new Puente students. With the implementation of AB 705, our tutors have assisted our students with more support for EWRT 1a/2. To address these concerns, we required all Puente students to meet with a tutor in their English courses during fall, winter, and spring quarters until they consistently performed at a B level or higher for their first two major assignments in each class. The reason for required tutoring is that due to various reasons, many students don't meet with a tutor if doing so is merely optional. They might be intimidated; they might feel stigmatized; they might not recognize what a large jump it is to the next level; and so forth. By having the entire class meet with a tutor, we can ensure that the students who need the resources are tapping into them.

If we lose funding for tutors/mentors, our program and student success will suffer and thus will not be able achieve the student equity goals our campus has set. We would also like to restore the full range of Puente activities and university campus visits so that we can meet the goals of the Student Success Act at the end of the first year of implementation. University campus visitations are a critical component to deciding academic majors and transfer plans. Since many of our students are first generation college students and have not had the privilege of having parents with college degrees or

resources to visit colleges they are unfamiliar with what many local universities have to offer. Many students come from schools that historically underperform. For example, some students have shared that they only wrote 1-3 essays in their <u>entire</u> high school career, which leads to an under-preparedness for college-level writing. Trying to have students build a foundation of reading and writing basic skills within just one quarter-length term in their EWRT1A/LART250 courses is unrealistic considering that we are trying to cover skills that are usually covered over a span of four years or more. Thus, we need to keep the practice of individualized attention in the EWRT1A/LART250 and even into the EWRT2 course.

9. **Total amount being requested for 2023-2024 (from page 3)** $_____25,058_____

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

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
1. Peer Tutor	5 X $19.42 per hr X 8 hrs/wk X 30 weeks	$23, 304
	TOTAL:	$23,304

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
1. Peer Tutor	1.52% X $23,304	$354.22
	TOTAL:	$354.22

Supplies (4010)

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

Item	Intended Use	Cost
1. Various supplies such as pens, pencils, USB drives	Outreach and student supplies	$600.00
	TOTAL:	$600

Printing (4060)

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

Item	Intended Use	Cost
1. Puente que Nos Conecta memoir anthology by students		$ 800.00
	TOTAL:	$800.00

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

$25,058.22

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

Request For Information (RFI)
Everything submitted will be publicly available online.

	Question / Inquiry	Program Response
1.	Please provide a **thorough** 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?	The components of the Puente Program include the following: three quarters of English instruction as a cohort that stays together through EWRT 1A/LART250, ELIT41, and EWRT 2; Counseling, including two courses (HUMA20 and CLP5) that focus on student academic skills, academic and career exploration, academic planning, regular meetings, and guidance until transfer; and individual mentoring with a professional from the community and with student mentors/tutors who serve as peer tutors for the program. In addition, the program hosts many cultural and academic events throughout the year. The program's goals include increasing the number of Latinx students who transfer to a 4-year institution and providing support for those students to become leaders in their communities. We have been continuing to implement student tutors for our first year Puente students in the subject of English. We are also able to continue to print the memoir for our students. Our students write about their life stories in EWRT1/2 as an assignment in class. Their stories get printed in the memoir at the end of the year. Our program is unique by offering all of our first-year students a mentor and printed memoir of their lives. Mentors are volunteers within the Santa Clara community and must have graduated from a four-year university. Students and mentors are required to attend events throughout the academic year; such as, mentor/student mixers, game nights, and career nights.

	Question / Inquiry	Program Response
2.	How will your program expand students' perspectives and positively impact their lives and the community? (250 words max)	The program expands students' perspectives by teaching critical thinking skills in the English and Counseling courses. More specifically, about the challenges and lived experiences of the Latinx community. Students learn they can be agents for social change in their communities. Many of our students come to college with a variety of doubts. For example, often students have imposter syndrome, thinking they don't belong in college, because people in their lives (including former teachers, counselors, and peers) have told them that they will never succeed. The program helps students gain confidence by celebrating their culture and their individuality. We work on an asset-based model, which focuses on what students' strengths are rather than a deficit-model, which tells students that they are lacking in so many areas. With the newfound confidence, students begin to believe in themselves and raise their expectations and success. One of the main highlights of the year is an anthology of students' memoirs that is published, which is shared at national and Statewide meetings. Students begin to believe that they, their stories, and their lives are important and matter. Not only do they celebrate their own cultures, but they also explore other cultures and see commonalities with other marginalized groups. Through this, they are able to see that communities need to work together to break the bonds of oppression. The program's impact on students is so great that many of them become Puente mentors after graduating from their 4-year institutions and become leaders in their communities.

3.	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 www.deanza.edu/dasg/budget	1) Fund programs that help students succeed and enable them to achieve their academic and personal goals at De Anza College: Our program provides an English instructor and counselor throughout the entire first year of their college experience. After their first year is done, students still receive services from their counselor and receive transfer application help. Every year, students attend a statewide motivational conference at a local UC or CSU campus where they are able to envision themselves doing something for their communities. Every year, the conference focuses on social change and social justice. 2) Fund programs that promote leadership, civic engagement, and student advocacy among all students: As said above, our students are required to attend the motivational conference every year, which has a theme of social change. Our students are able to apply to student worker positions during their second year—they can apply to be peer mentors or tutors for the program. Student are also exposed to mentorship during their first week because they are paired with a mentor from the Santa Clara community. These mentors are models for success for our students and teach them of the importance of giving back to their communities. We also assist with the Spring Latinx Student Conferences through the Outreach office. Peer tutoring and mentoring, both as a student receiving services and as a student serving in the leadership role of tutor or mentor. Mentor events are required throughout the year for our students to attend (Learning Networking). Fund programs that promote diversity, equity, and inclusion among all students: The Student Services and Retention Services (SSRS) programs are Umoja, FYE, IMPACT AAPI and Puente. All of our programs collaborate with each other so that our students can all meet each other and model for them the importance of diversity and inclusion. The Puente Program provides academic support, counseling, and mentorship to historically underserved students, helping them reach their academic goals at a rate of 20-30% higher than

their non-Puente Latinx counterparts. Cultural events and author visits.

3) Fund programs that benefit students during the 2024-2025 fiscal year: Our program directly serves approximately 120 students who are generally all first-generation, many of whom come from low-income backgrounds. All Puente activities are held during the academic year.

4) Fund programs that benefit DASG Constituents: The Puente Project benefits DASG constituents by diversifying leaders in the community and specifically De Anza College student body.

5) Fund programs that promote student retention by enhancing the quality of education at De Anza College: Our program coordinators/instructors are required to attend yearly Puente conferences that train us on culturally responsive pedagogy and ensure our classrooms are responsive to the population that we serve. We are also under the SSRS, and we do case manage our students. Every week, the Puente coordinators meet to discuss the progress of all of our students. The Puente counselor calls/emails students who may have missing work or several absences. The program offers a wide variety of resources with very little funding, and its success rates for the past 10 years have always exceeded campus success rates. The program has a cohort format so that students want to continue on each quarter with their classmates. The program also provides curriculum that not only meets the required course outline but also reflects the students' lives and cultures. These practices highly increase retention rates with the program averaging 99-100% retention over the past several years.

6) Fund unique programs that fall outside the purview of what should normally be funded by the college: Our program prints the "El Puente" memoir book at the end of each academic year. Our student's stories are written inside this printed book. We hand out the book to our incoming students and also to the students who wrote the stories. At the end of each year, we hand out the printed memoirs during graduation season and have our students

	Question / Inquiry	Program Response
		present their stories to their peers and instructors.
4.	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.	The Puente Project promotes itself to the general population through our counselors, faculty, word of mouth, and in-reach events. The student's then fill out an interest form on our website and the Puente counselor follows up with the student. We advertise the program on the De Anza college website and outline the program components. The Puente project is heavily advertised at the Latinx conference held at De Anza college every year. The counselor and students provide a presentation to high school students that inform students on how to join the program. We also get many referrals from previous Puente students. We get a lot of siblings, cousins and nieces/nephews from former students. Our program fills fast and has a waitlist every year.

5.	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.	Our program uplifts the Latinx community by offering English and College Success classes that honor Latinx experiences and authors. Our students identify as Latinx (but all are welcomed to join). According to our equity plan, the Latinx community continues to have large gaps and the Puente Project continues to help this student population directly.
		The Puente Program organizes many events, including visits to several transfer universities, participation in the Puente Transfer Motivational Conference (held at a UC/CSU campus in the region) and other student conferences, outings to live theater, volunteer projects in local schools, cultural events on campus and prominent guest speakers.
		    For the past 9 years, we have published an anthology of the Puente students' memoirs.
		    We are also multi-generational; former Puente students from our own program who are now successful professionals have come back to De Anza to mentor new Puente students. This is the mark of a mature and highly successful program.

	Question / Inquiry	Program Response
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.	The Puente program has adapted to providing services online very well. We offer our English and Counseling courses in-person now, but still offer support virtually. Our student tutors provide tutoring via zoom/in-person for English and Math. Both our English and Counseling faculty meet with Puente students individually via zoom apart from class time. Counseling one-on-one focuses on personal, academic and career topics via zoom and in-person. English one-on-one meetings focus on English skills and development. We also hold events in the evenings which will be in person this year. These events consist of game nights and mixers with community members (mentors). Each Puente student gets paired with a community member (mentor) during their first year in college. The Puente statewide office holds virtual events with well renowned speakers for students to engage with. The Puente project has been actively engaged on social media platforms since shelter in place and we have started (Instagram and Linktree). We plan to continue using the strategies described above if needed in the future.
7.	Please indicate which object codes are critical for DASG to fund this year. Please do NOT list down all of the object codes.	The object codes that are most critical are: • Student Payroll • Benefits • Printing The student tutors for English are a key component in creating successful study habits for our students and supporting them in successfully completing their first year of English at De Anza. The printing object code allows us to print the student memoir anthologies at the end of the year.

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.	ENROLMENT • Number of total AND new active students over the past 3 years • Number of enrolments retained (stayed for more than a quarter) • Number of students enrolled in online services • Does your program serve a certain demographic or the whole De Anza population? • Racial demographics (if possible)	• 120 students • 100 students • 100 students • Typically, first-year students who identify as Latinx or who want to learn more about this population Latinx
2.	STUDENT FEEDBACK • Attach student feedback forms, surveys, etc. • How has your program responded to suggestions made by students in the previous year?	
3.	FUNDING • 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) • Attach account reports of all sources of funding	**Puente Project B Budget (114000 222006 601000)** $5,000 for 2022-2023 • Food and supplies • Field trip transportation **DASG Budget (4156675)** $7,875.00 for 2022-2023 • $7,110 student payroll and benefits • $600 printing **Puente Transfer Foundation 844540 551000 999200** $2,500 for 2022-2023 • Student scholarships Food and supplies

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: Liliana Rivera and Lydia Hearn

Phone Number: X8780

Email Address: RiveraLiliana@FHDA.edu   HearnLydia@FHDA.edu

Relationship to Project: Co-Coordinators

Position on Campus: English Department Faculty and Counseling Faculty

Administrator's Name: Michelle Hernandez

Phone Number: x8365

Email Address: Hernandezmichelle@FHDA.edu

Relationship to Project: Supervisor

Position on Campus: Dean of Equity and Engagement