

DASB Budget Request 2020-2021

For All Programs Excluding Athletics

Budget Request due to the Office of College Life by 4:00 pm Tuesday, November 12, 2019

Applications and attachments must be submitted via email to Dennis Shannakian at ShannakianDennis@fhda.edu.

The Subject must be in the following format: "DASB Budget Request - DASB Account/Program Name - DASB Account Number"

For Example: "DASB Budget Request - DASB 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: Puente Project
2. Is this a new DASB account? Yes No DASB Account Number: 4156675
3. Amount requested for 2019-2020 \$ 15,485
4. Total amount allocated for 2019-2020 \$ 7,810
5. How long has this program existed? 18 years at De Anza; 36 years Statewide
6. Number of students directly served in this program: 130 (3 new)

Please ACCURATELY and THOROUGHLY complete numbers 7 – 10 and use additional sheets if necessary.

7. List ALL other accounts and/or sources of income (list ALL Account Numbers, Account Names, Account Balances, and Account Purposes/Restrictions) also list ALL Co-Sponsorships for the Program; include anticipated future sources and co-sponsorships. Accounts and amounts will be verified.

Failure to disclose ANY and ALL non-DASB Funding Sources will result in the immediate disqualification of your request and/or the freezing of your DASB Account if already approved.

B Budget Accounts: Puente Project B Budget (114000 222006 601000) \$5,000

Trust Accounts: _____

Fund 15 Accounts: _____

FHDA Foundation Accounts: Puente Transfer Foundation 844540 551000 999200 \$4,500

Grant Funded Accounts: _____

Other District Accounts: _____

Off-Campus/Off-District Accounts: _____

On-Campus Co-Sponsorships: _____

Off-Campus Co-Sponsorships: _____

8. How have you been meeting or how do you plan to meet the budget stipulation of requiring that all students benefiting from DASB funds allocated to you have paid the \$10 DA Student Body Fee and are DASB Members (DASB Budget Stipulation # 1)? We encourage all Puente students to purchase a DASB card

9. What would be the impact if DASB did not completely fund this request?____
Without funding from DASB, the Puente program will not be able to hire student tutors or mentors who provide one-on-one help for Puente students. We would also be unable to bring the speakers and authors to campus who meet with and present their work to ALL De Anza students. Outreach for the program would be less effective, since we would not be able to produce a high-quality brochure, and we would not be able to offer Puente students and other under-served students the highly motivational campus visits to universities in the region. In fall 2015, the campus implemented the state mandated Student Success Act 2012 and it is critical that students identify an academic major and transfer plan by the end of the first year. 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 entire 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.

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.

10. Total amount being requested for 2020-2021 (from page 3) \$ 14,102.27

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

Student Payroll (2310)

MUST ALSO COMPLETE THE BENEFITS (3200) SECTION

	Job Title	# of emp. x \$ Per hr x # hrs/wk x # of wks	Cost
1.	Peer Tutor	2 X \$13.00 per hr X 8 hrs/wk X 30 weeks	\$6,240
2.	Peer Mentor	1 X \$13.00 per hr X 8 hrs/wk X 30 weeks	\$3,120
TOTAL:			\$9,360

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 \$6,240	\$ 94.85
2.	Peer Mentor	1.52% X \$3,120	\$ 47.42
TOTAL:			\$142.27

Supplies (4010)

(Non-capital, general office supplies or as specified)

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

Printing (4060)

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

	Item	Intended Use	Cost
1.	El Puente que Nos Conecta memoir anthology by students		\$ 700.00
2.	Outreach to high schools, mentor recruitment, parent information		\$ 300.00
TOTAL:			\$1,000.00

Technical and Professional Services (5214)

(Independent Contractor amounts, Consultants/Guest Speakers/Entertainment (list programs).

For contracted speakers the fee shall not exceed \$1,200 per speaker per event.

For performances the fee shall not exceed \$1,800 per performance.)

	Item	Intended Use	Cost
1.	Author visit _____	Cultural event _____	\$1,500.00 _____
TOTAL:			\$1,500.00 _____

Domestic Conference and Travel (5510)

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

	Item	Intended Use	Cost
1.	Bus Rental	Travel to regional transfer university	\$1,500.00
TOTAL:			\$1,500.00

Total amount requested (also complete line 10 at bottom of first page) \$ 14,102.27

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

Request For Information (RFI)

	Question / Inquiry	Program Response
1.	Please provide a thorough description of your program (250 words max)	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 CLP75) 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.
2.	Please provide how many students are actively engaged in the program. Backing it up with data will help.	There are 120 students actively engaged in the Puente program on campus. Puente students continue to enroll in courses at De Anza college upon completion of their first year. Students actively use our resources on campus; such as, counseling, computer usage, printing, tutoring, cultural events and university visits.
3.	Why is your program important and what is the rationale behind having this program on campus? (250 words max)	<p>De Anza College's success rates for Latinx students has consistently been 11-14% (percentage points) lower than the highest performing demographics (Asians and Whites) over the past several years. We need to do better in ensuring all students have the support they need to succeed in their courses and accomplish their educational goals.</p> <p>To this end, De Anza's Puente Program provides the support and resources Latinx students need. Also, the Puente Program helps De Anza to move closer to our equity goals by increasing success rates for historically underserved students: Puente students succeed in their courses, persist in college, and transfer to universities at a much higher rate than non-Puente students. According to our 2018-19 Comprehensive Program Review data,</p> <ul style="list-style-type: none"> • our persistence rates have been 87-100% over the past several years • our retention rates have been 99-100% over the past several years • our success rates have been 90-98% over the past several years.

4.	How will your program expand students' perspectives and positively impact their lives and the community? (250 words max)	<p>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.</p>
5.	How is your program working to improve itself every year? Do you receive student feedback? Implementing a student survey and sharing the results with DASB will be beneficial for our review process.	<p>Each year, we participate in a program review process to review whether students' progress is continuing at high levels or whether it is decreasing. For the past several years, the program has maintained high success rates.</p> <p>We also conference individually with students at least once a quarter to check in with the student, and one of the questions we regularly ask is "What is working for you particularly well in the program and what are some things you would like to change?"</p> <p>In the past year, we had robust conversations about the program as we prepared for the implementation of AB705. We had to restructure certain aspects of the program in order to comply with the new State mandate, and we surveyed students as to their preferences for the program's curriculum.</p>

6.	<p>What are all of your sources of funding? Please include funding from the college, any sources of income, any grants, and any other source. If there are no other sources, has your program taken the initiative to search for other sources? (list ALL Account Numbers, Account Names, Account Balances, and Account Purposes/Restrictions)</p>	<p><u>Puente Project B Budget (114000 222006 601000)</u> \$5,000 for 2019-2020</p> <ul style="list-style-type: none"> • Food and supplies • Field trip transportation <p><u>DASB Budget (4156675)</u> \$7,810 for 2019-2020</p> <ul style="list-style-type: none"> • \$7,110 student payroll and benefits • \$100 supplies • \$600 printing <p><u>Puente Transfer Foundation 844540 551000 999200</u> \$4,500 for 2019-2020</p> <ul style="list-style-type: none"> • Student scholarships • Food and supplies
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7. Go through the DASB budget goals for the current academic year and explain how your program fits each of them or as many as possible. (250 words max) The DASB budget goals are available at www.deanza.edu/dasb/budget

- 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. (academic and personal goals, equity).
- Cultural events and author visits. (diversity and equity)
- Assisting with the Spring Latinx Student Conferences. (leadership, campus community development)
- Peer tutoring and mentoring, both as a student receiving services and as a student serving in the leadership role of tutor or mentor. (academic skills development, leadership)
- UC personal statement workshop. (academic goals)
- Mentor events. (leadership, personal and academic goals, civic engagement)
- All Puente activities are held during the academic year. (fiscal year)
- All Puente students are encouraged to purchase DASB cards. (DASB students)
- The program offers a wide variety of resources with very little funding, and its success rates for the past 10 years have always exceed campus success rates. (efficiency and quality)
- 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. (retention)

<p>8.</p>	<p>Explain how your program is unique. Are there any programs on campus that are similar or is there any duplication of services? (250 words max)</p>	<p>The Puente Project is unique in several ways:</p> <ul style="list-style-type: none"> • Dedicated counselor until transfer • Same English instructor for entire first year • Published anthology of student memoirs • One-on-one mentoring with community and college leaders • Students take courses together for the entire year • Students have access to Statewide Puente opportunities like a student leadership conference at UC Riverside and a Writer’s Workshop in the summer • Pipeline from high schools who also have Puente programs as well as from high schools who might not have Puente programs but who have counselors who specifically direct students to attend De Anza’s Puente Program • One-on-one weekly tutoring with a second- or third-year Puente student <p>There are a few other learning cohort programs across campus that have similar goals as Puente; however, the majority of the features listed above are unique to Puente, and the student demand for these types of programs exceeds the number of programs we offer.</p>
<p>9.</p>	<p>Explain how your program advertises and promotes itself to the general student population. Provide a clear plan for the current academic year as well as any marketing material you will or have used. (250 words max)</p>	<p>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. This year we will create a flyer to advertise all the learning communities apart of the Student Success & Retention Services (SSRS). The flyer will inform the general population about the unique services Puente offers to first-year students.</p>

10.	Explain how your program promotes equity on campus. (250 words max)	<p>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 such as the Dia De Los Muertos exhibit and prominent guest speakers. Last year, our guest speaker, Reyna Grande drew a crowd of 150 students from across the campus, and she also made a special visit to the Puente classroom to talk more in-depth about her work.</p> <p>For the past six years, we have published an anthology of the Puente students' memoirs. In recent years, these memoirs were used as part of a presentation by the De Anza College President and Associate Vice President for Instruction at national conferences that highlight equity and civic engagement.</p> <p>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.</p>
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Signatures that are required for utilizing funds

All 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 DASB 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’s Name: _____ Lydia Hearn and Liliana Rivera _____

Phone Extension: _____ x5785 and x8780 _____

E-mail: _____ hearnlydia@deanza.edu rivera liliana@deanza.edu _____

Relationship to Project: _____ Co-coordinators _____

Position on Campus: _____ English department faculty Counseling faculty _____

Administrator’s Name: _____ Alicia Cortez _____

Phone Extension: _____ x8365 _____

E-mail: _____ cortezalicia@deanza.edu _____

Relationship to Project: _____ Supervisor _____

Position on Campus: _____ Dean of Equity and Engagement Division _____