

[View results](#)

Respondent

16 Liliانا Rivera

01:54

Time to complete

Program Information

1. Program or DASG Account Name: *

2. Is this a new DASG account? *

Yes

No

3. Please enter your DASG Account Number: *

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 *

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

4060 Printing

(Flyers, posters, programs, etc.)

10. 4060 Printing Amount *

Please round up to the nearest whole number.

Please enter a whole number

11. 4060 Printing Description *

We print student memoirs in a book. Students write their memoirs in English 1000/1001 and then we publish them in a book at the end of the year. This is sent to a print shop.

12. What is the next Line Item you need to request funding for? *

- 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).

13. Please provide a thorough description of your program. *

The components of the Puente Program include the following: three quarters of English instruction as a cohort that stays together through English 1000/LART250, and English 1001; Counseling, including one course (COUN 5) 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 English 1000/1001 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.

14. 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.

With the DASG funding, we have consistently been able to provide English tutoring (peer to peer) and print the memoirs in a book format.

15. 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.

1) 100 students (Total number of active students and newly enrolled students)
 2) 85 students (Total number of students retained)
 3) Typically, first-year students who identify as Latinx or who want to learn more about this population (Latinx)

16. 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.

17. 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 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/high school conference held at De Anza college every year. The counselor and Puente 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, friends, cousins and nieces/nephews from former students. Our program fills fast and has a waitlist every year.

18. 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?

The Puente statewide office requires us (Puente counselor and English Faculty) to administer a survey to all students at the end of the year. We gave this survey to students in May 2025. Attached is our survey results from 2024-2025.

19. Attach any relevant student feedback forms, surveys, etc.

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 [De Anza College Liliانا Rivera.pdf](#)

20. Does your program offer any online services? *

- Yes
- No

21. 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 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. Both the English and Counseling faculty offer the options to meet online or in-person with students individually. Our student tutors provide tutoring via zoom/in-person for English. 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 with mentors which are in person this year. These events consist of game nights and mixers with community members (mentors). The Puente project has been actively engaged on social media platforms since shelter in place and we have an Instagram and Linktree. We plan to continue using the strategies described above in the future.

22. 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.

Puente Project B Budget (114000 222006 601000)
 \$7,000 for 2025-2026

- Food and supplies
- Field trip transportation

DASG Budget (4156675)
 \$7,875.00 for 2025-2026

- \$7,160 student payroll
- \$115 Hourly Benefits
- \$600 printing

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

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

The program teaches 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. 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. Students also work closely with the Puente counselor throughout their 2-3 years at De Anza College. The Puente counselor meets individually to work on student's educational plan, plan for transfer, apply for transfer and degrees. 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.

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

The Puente Program is deeply committed to cultivating student leaders who not only succeed academically but also contribute meaningfully to their communities. One of the program's foundational goals is to empower students to return to their communities as mentors and advocates for future generations. This begins with the cohort-based structure, where students build strong peer relationships and often take on leadership roles within their group, organizing events, facilitating discussions, and supporting one another.

Mentorship plays a central role in leadership development. Puente connects students with professionals—many of whom are Puente alumni—who model leadership and civic responsibility. These mentors guide students through academic and career planning while encouraging them to engage in community service and advocacy work. Through these relationships, students gain confidence, communication skills, and a clearer sense of their potential impact. About 90% of our current mentors are former Puente alumni from De Anza College.

Puente doesn't just prepare students for college—it prepares them to lead.

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

The Puente counselor actively encourage students to participate in leadership roles and cultural events in the personal development classes. These experiences help students build confidence, develop public speaking skills, and connect with their culture. We offer 4-6 college visits per year. Students are taken on field trips to universities across California, giving them exposure to college environments and helps them visualize their academic futures. Required by the CA statewide Puente organization, we have a mentorship program embedded in our program. Puente offers students group mentoring with mentors—often professionals or Puente alumni—who guide them through academic and career planning. We have annual mentor mixers, dinners, game nights and career nights. These relationships foster personal growth and builds networks beyond the classroom. Students are encouraged to return to their communities as leaders and mentors, reinforcing a cycle of support and empowerment. This year, about 90% of our mentors are former Puente alumni from De Anza College. Summer Bridge is another required event for our Puente students. In summer, students are included in a 3-day gathering where students engage in workshops, keynote addresses and team-building exercises that foster community and ease the transition into college life. Our annual Noche de Familia event helps build a support system at home, reinforcing students' engagement in school and extracurricular activities. Families are invited to the campus to meet the Puente team and we provide a workshop to parents. The program's emphasis on cultural identity and leadership helps students feel seen and valued, which translates into higher motivation and participation in campus life

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

The Puente Program at De Anza College promotes student engagement and improves retention by creating a supportive and culturally responsive academic environment. At its core, Puente combines English instruction with personalized counseling and professional mentorship, forming a learning community that encourages students to stay committed to their educational goals.

Students begin their journey in a cohort, taking linked courses that emphasize Latinx literature, identity, and social justice. This shared academic experience fosters strong peer connections and a sense of belonging, which is critical for engagement. The curriculum is designed not only to meet transfer-level requirements but also to reflect students' lived experiences, making education feel relevant. Students even write memoirs and we print them in a book at a local print shop.

Beyond the classroom, the Puente counselor work closely with students throughout their time at De Anza, offering consistent guidance on educational plans, transfer, and personal development. This continuity builds trust and helps students navigate challenges that might otherwise derail their progress. Mentorship from professionals in the community further enriches the experience, exposing students to career possibilities and reinforcing their sense of purpose.

Puente also organizes cultural events (Dia De Los Muertos Play), leadership retreats (ropes course and annual motivational conference), and university visits that connect students to the broader academic world and affirm their place within it. These activities are not just add-ons—they're integral to the program's philosophy of holistic education. By weaving together rigorous academics, personal support, and meaningful engagement, Puente creates a powerful framework that keeps students motivated, connected, and on track to graduate and transfer.

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

The Puente Program promotes and ensures accessibility, equity, and inclusion by intentionally designing its structure to serve students who have historically been underrepresented in higher education, particularly those from Latinx backgrounds.

Accessibility begins with the program's open invitation to students who may be the first in their families to attend college. We are a first come first serve program. We do not have income, GPA nor immigrant status requirements. All students are welcomed to join. Puente removes barriers by offering English courses, personalized counseling, and mentorship—all within a supportive cohort model. These academic support is paired with culturally relevant curriculum that reflects students' lived experiences, helping them see themselves in the material and feel validated in their identities.

Equity is embedded in Puente's approach to guidance and mentorship. Each student receives consistent, individualized counseling that addresses not just academic planning, but also personal challenges and long-term goals. Mentors from the professional world—often from similar backgrounds—offer real-world insights and encouragement, helping students envision futures that may have once felt out of reach.

Inclusion is cultivated through community-building activities such as university visits, ropes course, and cultural events that celebrate heritage and identity. By integrating academic rigor with emotional support and cultural affirmation, Puente ensures that students from diverse backgrounds are not only welcomed into higher education but also thrive.

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

We collaborate across all of our learning communities (FYE, IMPACT AAPI, Umoja and Pride) and share costs on activities. For example, we share bus transportation on university visits. Puente also reuses decorations for our events every year.

29. 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.

30. Are the Requester and Budgeter the same person? *

Yes

No

31. Budgeter's Name *

Liliana Rivera and Christine Chai

32. Budgeter's Email Address *

rivaliliana@fhda.edu and chaichristine@fhda.edu

33. Budgeter's Phone Number *

707-225-1602

34. Budgeter's Relationship to Project *

Co-Coordiators

35. Budgeter's Position on Campus *

English and Counseling Faculty

36. **Administrator's Name** *

Adrienne Hypolite

37. Administrator's Email Address *

hypoliteadrienne@fhda.edu

38. Administrator's Phone Number *

(408) 864-8289

39. Administrator's Relationship to Project *

Supervisor

40. Administrator's Position on Campus *

Associate Dean of Learning Communities