



The Puente Project Budget and Funding Proposal

Background

The PUENTE Project is a national award-winning program that for more than 30 years has improved the college-going rate of tens of thousands of California's educationally underrepresented students. Its mission is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations. The program is interdisciplinary in approach, with writing, counseling and mentoring components.

Started in 1981 at Chabot Community College in Hayward, California, the program has since expanded to 4 middle schools, 38 high schools and 65 community colleges throughout the state. PUENTE staff train middle school, high school and community college instructors and counselors to implement a program of rigorous instruction, focused academic counseling, and mentoring by members of the community. PUENTE's staff training programs have benefited approximately 300,000 students across the state. **PUENTE is open to all students.**

The PUENTE Project is an inter-segmental program that is co-sponsored by the University of California and the California Community College Chancellor's Office. The Program headquarters are at UC Berkeley and site team partners — consisting of an instructor and counselor at each school/campus site — help to implement the program at middle schools, high schools and community colleges across the State.

Puente Project Success Outcomes

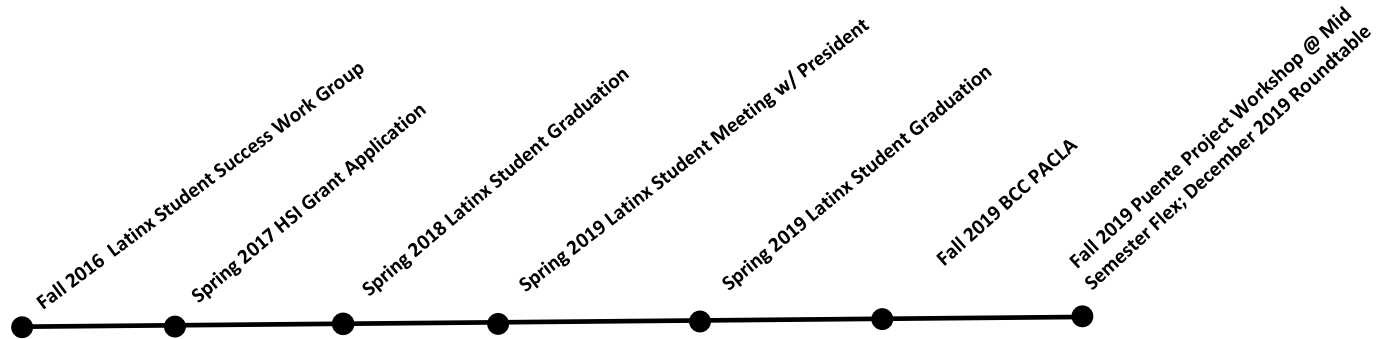
See Attachments

BCC Latinx Demographics

See Attachments



BCC Time-Line



Program Components

- .50 Reassigned Full Time Counselor
- .50 Reassigned Full Time English Instructor
- Puente Program Activities
 - Puente Student Orientation
 - Puente Family Night
 - Puente Student Community Engagement Activities
 - Puente Mentor-Mentee Mixer
 - Puente State-Wide Conference
 - Puente End of Year Celebration
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Program Expenses

	Salary	Benefits	Total	Funding Source
.50 FT English Instructor	\$43,139	\$15,876	\$59,015	Measure E Parcel Tax
.50 FT Counselor	\$38,560	\$9,556	\$48,116	AB 19 - CA Promise Program
Activities Budgets (Per MOU)			\$7,000	AB 19 – CA Promise Program
Total	\$81,699	\$25,432		
		GRAND TOTAL	\$114,131	



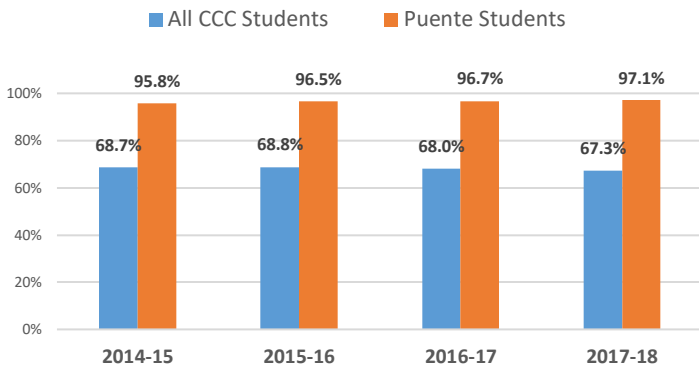
Funding Source

AB 19 – California College Promise Program

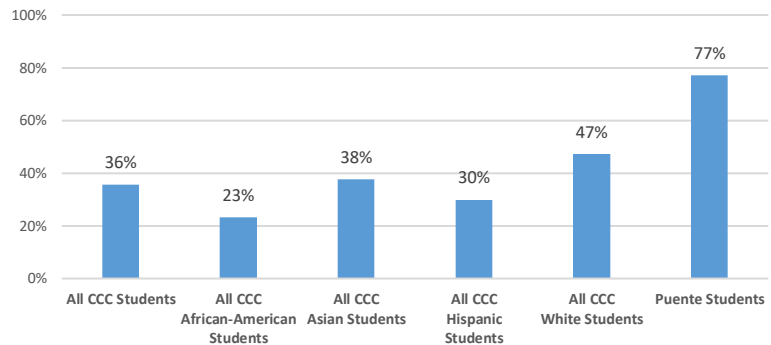
The intent of AB 19 is to accomplish all of the following goals:

- a) Increasing the number and percentage of high school students who are prepared for and attend college directly from high school and increasing the percentage of high school graduates who are placed directly into transfer-level mathematics and English courses at a community college.
- b) Increasing the percentage of students who earn associate degrees or career technical education certificates that prepare them for in-demand jobs and increasing the percentage of students who report being employed in their field of study.
- c) Increasing the percentage of students who successfully transfer from a community college to the California State University or the University of California and increasing the percentage of students who graduate from college with a baccalaureate degree.
- d) Reducing and eliminating regional achievement gaps and achievement gaps for students from groups that are underrepresented at the California Community Colleges, including, but not limited to, underrepresented students, low-income students, students who are current or former foster youth, students with disabilities, formerly incarcerated students, undocumented students, students meeting the requirements of Assembly Bill 540 of the 2001–2002 Regular Session of the Legislature, and students who are veterans.

Percentage of all CCC Students and Puente Students Retained from Fall to Spring, 2014-15 to 2017-18



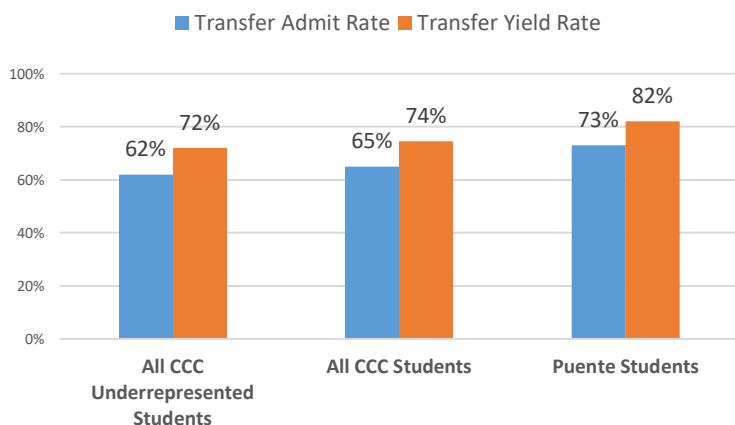
Percentage of All CA Community College Students and Puente Students Completing Transfer Level English within One Year



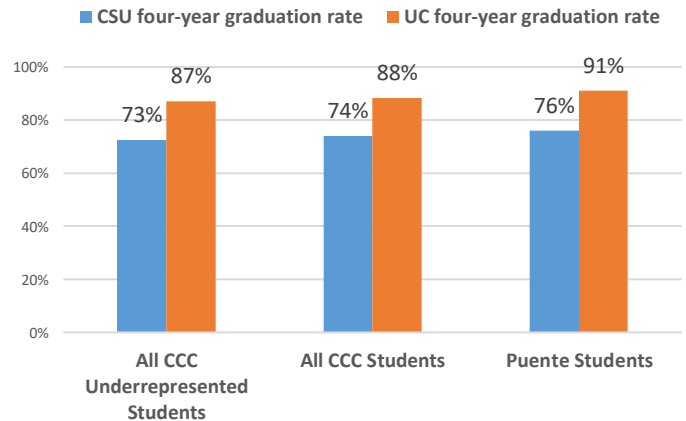
Retention and Graduation

- ◆ Puente students maintain enrollment continuity more often than all California Community College (CCC) students statewide. 97% of Puente students were retained from fall 2017 to spring 2018 compared with 67% of all CCC students statewide. [Sources: CCCC; Puente Project]
- ◆ Research supports the importance of early completion of transfer level English and has been identified as a milestone achievement that improves the chances of community college students transferring or earning a college credential. An evaluation of the Puente participants' success in transfer level English indicates that Puente students pass transfer level English at rates well above the statewide average. In 2013-14, 77% of Puente students completed transfer level English within one year of college entry. That rate for all CCC students is 36%. [Sources: CSU Institute for Higher Education Leadership and Policy; CCCC; Puente Project]
- ◆ Puente community college students are admitted to UC at appreciably higher rates than all CCC underrepresented transfer applicants. In 2016, 73% of Puente transfer applicants were admitted and 82% of admitted students enrolled. By comparison, 62% of all CCC underrepresented transfer applicants were admitted to UC the same year; 72% of these enrolled. [Sources: UC Info center; Puente Project]
- ◆ Puente community college students maintain the benefits of program participation, and are as apt to attain undergraduate degrees as students of ethnic groups with well-established patterns of academic achievement at both the UC and CSU systems. On average, 91% of Puente transfers to UC and 76% of Puente CSU transfers graduate within four-years. The Puente four-year graduation rates for UC and CSU compare favorably to those of CCC Asian (88% and 73%) and CCC White students (89% and 77%). [Sources: UC Info center; CSU Chancellor's Office; National Student Clearinghouse ;Puente Project]

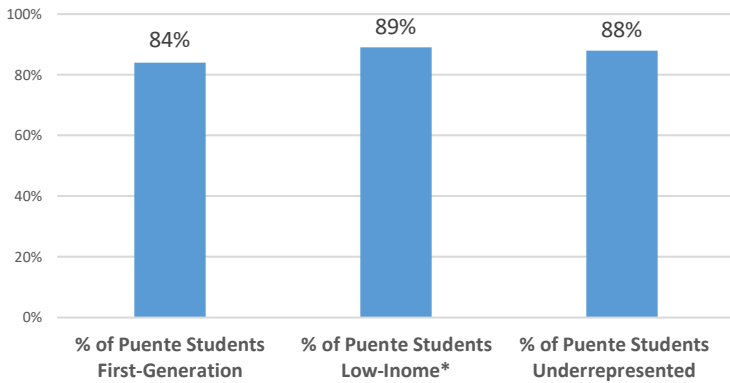
Percentage of all CA Community College Students and Puente Students who are UC Admitted and Enrolled in 2016



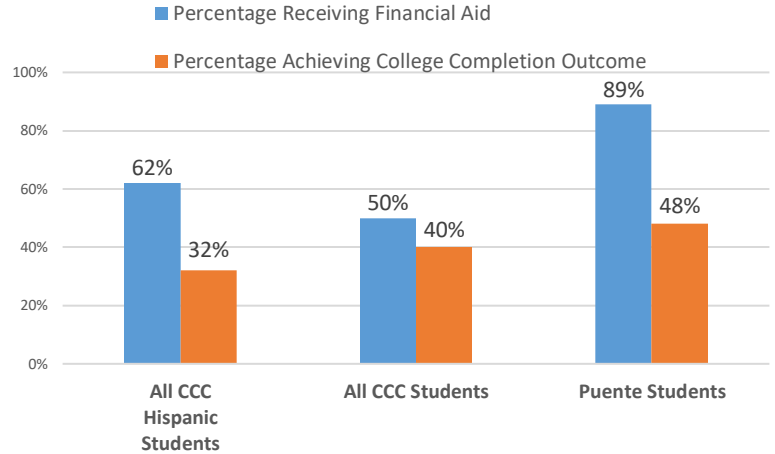
UC/CSU Graduation Rates of CA Community College Transfer Students and Puente Students



Puente Student Demographics



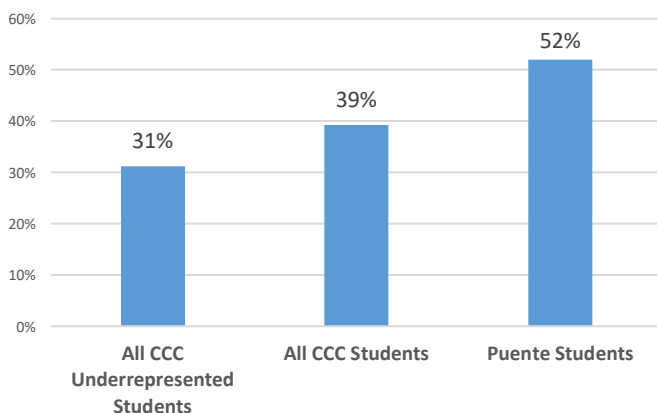
Percentage of all CA Community College Students and Puente Students Receiving Financial Aid who Achieve College Completion Outcome (Outcomes by 2014-15)



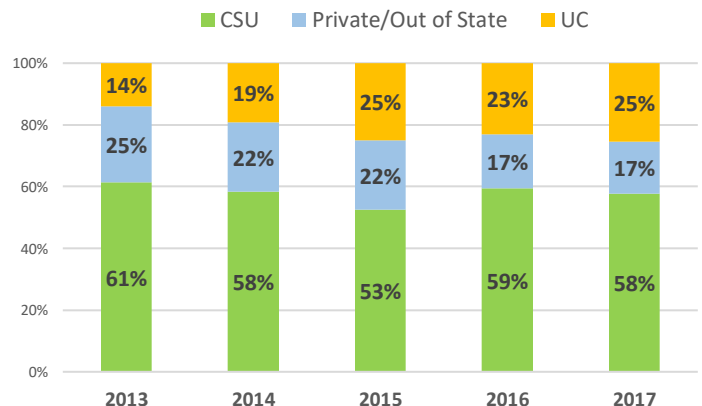
Puente Student Characteristics and College Completion Outcomes

- ◆ The vast majority of Puente students (84%) come from families in which neither parent holds a BA degree and nearly nine in ten participants are low-income students. [*Low-income status is determined by whether students receive a fee waiver or a Pell Grant]
- ◆ About nine in ten, or 89%, of Puente students who entered community college in 2009-10 received need based financial aid. Of these, 48% achieved a college completion outcome within six years. Statewide, 50% of all CCC students and 62% of all CCC Hispanic students who entered college the same year received some type of financial aid; 40% and 32% of these, respectively, either graduated or achieved a transfer outcome by 2014-15. [Sources: Association of Community College Trustees; The Institute for College Access and Success, Aiding Success, The Role of Federal and State Financial Aid in Supporting California Community College Students (2017); Puente Project]
- ◆ Over half (52%) of Puente community college students transfer to four-year institutions. The rate Puente achieves compares favorably to CA statewide results which show that the transfer rates for all CCC students statewide and CCC underrepresented students are 39% and 31%, respectively. [Sources: CCCCO; Puente Project]
- ◆ The destination of most Puente transfer students is CSU, comprising about 58% of the program’s transfers to four-year institutions between 2013 and 2017. Over the same time period, the proportion of Puente students who transferred to UC increased from 14% to 25%. [Sources: National Student Clearinghouse ; UC Office of the President Corporate Student System Data Warehouse; Puente Project]

Six-year Transfer Rates of All CA Community College Students and Puente Students, 2010-11 Cohort (Transferred by 2015-16)



Distribution of Puente Transfers to Four-Year Universities 2013 to 2017





A National Model for Success

Planning Year for a New Puente Program

FALL 2019

- Puente Community College Executive Director visits with team and college administrators
 - prepares for and meets with Puente Team and leadership to provide informational session on Puente

Fall 2019 and Early Spring 2020

- Identify new Puente team members
- Meet with data manager on how to flag and identify Puente students
- Begin to discuss Memo of Understanding (MOU)
 - The agreement will reflect a two-cohort model.

Spring 2020

- Puente Team is identified
- Puente classes are included in college class schedule
- Puente classes are blocked and linked (as a learning community)
- Puente Counselor Coordinator meets w/counselors to discuss:
 - Student Recruitment
 - Student Orientation
 - Team responsibilities
- Prepares for presentation to Board of Trustees (optional)
- MOU is finalized and signed

Summer 2020

- **Puente Summer Institute:** Trains new Puente teams on program pedagogy and practices at 7 day intensive and residential training (approaches to supporting underrepresented college aspirants')