



California Community Colleges

California College Promise Certification Form for 2018-19 Funding Allocation

AB 19 (Santiago), Chapter 735, Statutes of 2017, established the California College Promise with the defined policy goals focused on increasing college attendance and graduation rates and reducing and eliminating achievement gaps for students in the California Community Colleges (Education Code §76396.1). The 2018 - 19 Budget Act allocates \$46 million to support the establishment and expansion of programs and practices to meet the aforementioned policy goals; districts are also authorized, but not required, to use funding to waive fees for one academic year for first-time, full-time students (EDC §76396.3). To participate in the California College Promise, districts are required to advance the aforementioned policy goals and comply with outlined practices (EDC §76396.2). Districts wishing to participate in the California College Promise for 2018-19 must complete this certification form to verify compliance with minimum requirements of the program.

1. Early Commitment to College Program

Districts must partner with one or more local educational agencies (LEAs) to establish an Early Commitment to College Program (ECCP) that includes, but is not limited to, learning about college opportunities, visiting campuses, taking and completing college prep courses, and applying for college and financial aid (Early Commitment to College Program established in EDC commencing with § 57410).

Please indicate if the district currently participates in an ECCP:

☒ Yes ☐ No

Please indicate the LEAs currently participating in the ECCP:

Azusa Unified School District, Baldwin Park Unified School District, Bassett Unified School District, Bonita Unified School District, Charter Oak Unified School District, Chino Valley Unified School District, Covina Unified School District, Hacienda-La Puente Unified School District, Pomona Unified School District, Rowland Unified School District, Walnut Valley Unified School District. West Covina Unified School District.

- High School Outreach Connect 4 program: college information and application sessions; assessment and orientation; campus tours; priority registration
- Cash4College: students and families provided 1:1 assistance in applying for federal and state aid through FAFSA and CA Dream Act, Promise Grants
- Senior Day; Junior Day: students invited to campus for tours, presentations, advisement sessions
- Mt. SAC Early College Academy: Mt. SAC has partnered with West Covina Unified School District in the creation of an Early College High School
- Pomona Regional Learning Collaborative (RLC): a partnership with Pomona Unified, Bright Prospect (CBO), Cal Poly Pomona, and Mt. San Antonio College

Please outline in the space provided below the activities conducted pursuant to the ECCP:

2. Partnerships to Improve College Readiness

The district must partner with one or more LEAs to support and improve high school student preparation for college and reduce postsecondary remediation through practices that may include, but shall not be limited to, small learning communities, concurrent enrollment, and other evidence-based practices.

Please indicate if the district currently participates in partnerships to improve college readiness:

☒ Yes ☐ No

Please indicate the partner LEAs:

Upward Bound: Pomona Unified School District, Hacienda-La Puente Unified School District

Mt. SAC Early College Academy: West Covina Unified School District

Dual Enrollment: MOUs for both AB 288 and non-AB 288 agreements in place with Azusa Unified School District, Bassett Unified School District, Bonita Unified School District, Pomona Unified School District, Rowland Unified School District, West Covina Unified School District.

Special Admission Enrollment: Azusa Unified School District, Baldwin Park Unified School District, Bassett Unified School District, Bonita Unified School District, Charter Oak Unified School District, Chino Valley Unified School District, Covina Unified School District, Hacienda-La Puente Unified School District; Pomona Unified School District; Rowland Unified School District, Walnut Valley Unified School District, West Covina Unified School District.

Please outline in the space provided below the activities conducted to improve college readiness:

- Offer college preparatory courses to students enrolled in high school through Dual Enrollment (both 288 and non-288 MOU agreements)
- Upward Bound grants serving Ganesha High School (Pomona Unified) and La Puente High School (Hacienda-La Puente Unified)
- Summer Bridge: learning communities/transition program focusing on college readiness for recently graduated high school students enrolling in English and/or math, counseling and speech communication during summer preceding the fall freshman first year
- STEP to College: summer counseling program to prepare entering first time freshmen students for college

3. Assessment and Placement Practices

Mt. San Antonio College implemented research-based (MMAAP and local data) multiple measures placement in April of 2018. As of August 2018, over 13,000 students had completed the multiple measures assessment process.

Co-requisite support classes have been developed, approved through the curriculum process, and scheduled for English and math. The following are examples of paired co-requisite classes:

- English 1A (4 units) core course + English 80 (1 unit) support course
- Math 130 College Algebra (4 units) core course + Math 13 (2 units) support course

Course modifications have been developed and approved through the curriculum process in English and credit ESL (known as AmLa – American Language). These courses consolidate more than one course and enable the student to advance to a transfer-level course upon completion.

The multiple measures tool, known as “The AQ” or Assessment Questionnaire, has embedded guidance and advisory information, including links to course content and counseling information and resources.

Initial results show a 35% increase in placement recommendations into transferable English (Freshman Composition -- English 1A) and a 23% increase in placement recommendation into transferable level math courses.

The following resources are available to students to assist them in successfully completing transfer level English and math courses in their first year in college: supplemental instruction and tutors-in-the-classroom, tutorial services, English Writing Center and Math Activities Resource Center, Math Success Lab. Counseling is available at all times for students seeking assistance with course enrollment based on multiple measures.

The Research Department is conducting ongoing student and faculty satisfaction surveys as well as quantitative studies to determine appropriateness in placement and success rates for students based on their placement. A pilot of the co-requisite course paired with English Freshman Comp. has indicated initial positive results. Research related to students’ success rates by student groups will be conducted to assess any particular disproportionate impacts.

Ongoing professional development and informational meetings will be maintained with faculty teaching the co-requisite classes and with counselors working with students on the interpretation of their placement recommendations and success strategies.

Through the College’s governance structure, compliance with Ed Code 78213 (AB 705) will be monitored and maintained. This includes the requirement to complete transfer level English and math in the first year and not placing students into below transfer level math and English.

4. California Community Colleges Guided Pathways Program

Each district must participate in the California Community College Guided Pathways Program established pursuant to Part 54.81 (commencing with Section 88920) in order to clarify the academic path for students, help students enter a pathway, help students stay on an academic path, and ensure students are learning.

The Chancellor's Office will verify that each district is participating in the Guided Pathways Program. Districts are encouraged to ensure the integration of Promise programs into the Guided Pathways framework. The Chancellor's Office will seek to identify and disseminate best practices in this area. The space below is provided to allow districts to share current activities or best practices for integrating Promise programs into the Guided Pathways framework.

Mt. San Antonio College is one of the 30 national AACC Guided Pathways colleges and has been an early implementer of Guided Pathways. In addition to previously implemented pathways efforts (onboarding, educational planning, success monitoring) additional efforts have been developed and will continue to be developed.

- Outreach efforts with local K-12 districts have been developed through a collaborative process which enables the development of high school students' knowledge and preparation to enter the community college
- In addition to specific activities directly serving students and parents, counselors and principals from high schools meet face to face with college counselors and instructional faculty in English and math for articulation and collaboration on assessment issues
- Incoming students from local high schools all complete the multiple measures assessment and an abbreviated education plan and orientation with a counselor prior to enrolling
- Incoming 12th grade Dual Enrollment students also use the Assessment Questionnaire (AQ) for math.
- Specialized instructional and student support programs are in place to assist students transitioning from high school to college such as Summer Bridge, Freshman Experience, STEP to College. The Summer Bridge program boasts success and persistence rates ranging from 85% to 100% in English and math classes
- All students participate in career development activities with counselors through the orientation process
- All students complete a Mountie Academic Plan (MAP) with a counselor as part of onboarding services through Orientation and Advisement
- Completion of comprehensive educational plans detailing specific course requirements to meet goals (certificate, degree, transfer)

- Development of 1st semester advisement workshops for new incoming students (Mountie Academic Planning-MAP-Workshop) integrating career awareness and major educational preparation that include completion of an abbreviated plan
- Update online orientation program to include Guided Pathways to Success (GPS) information and website
- Development of an online 1st semester advisement tool to pre-inform new incoming students about career, major and educational planning before attending in-person MAP workshop.
- Over 2,330 new students have been introduced to MAPs or pathways by Counseling faculty during Mountie Academic Planning (MAP) workshops.
- Professional development workshops that include career theory, best practices, and other related topics that are attended by full-time counseling faculty, adjunct counseling faculty, and K-12/Transfer Universities partners.
- Mt SAC is the newest chapter for California Career Development Association (CCDA) for the San Gabriel Valley area.
- Current agenda: Tracking of student progress toward goals through automated messaging (check lists and push notifications), caseload interventions at key momentum points to enhance completion, students ability to track and monitor their own progress, connecting educational plan requirements with course enrollment and scheduling, and re-assessing Career and Transfer Services to better serve our students through more targeted offering of services

Optional description of best practices for integration of Promise and Guided Pathways:

- Guided Pathways efforts have resulted in the development and modification of 9 career clusters using the RIASEC (Holland Code) that include all Mt. SAC program information and MAP templates
 - 365 Map templates are available in Degree Works for students to follow
- Development of Guided Pathways to Success (GPS) website that stores career clusters to MAP templates for majors/programs, enrollment process, how to search for classes, textbook information, and link to program website
- In-reach activities to increase student appointments for continuing students that includes Counselor Day, Counselor on the Go, program-specifics workshops, program Counselor Liaison, etc.
- Provide daily Undecided Workshops that include a career instrument and research information on major/careers related to outcomes of the assessment; follow-up counseling appointments are scheduled to develop comprehensive plan.

5. **Maximize Access to Need-Based Financial Aid Programs**

The district must maximize student access to need-based financial aid by leveraging other financial aid opportunities for students.

Please indicate the district ensures all students complete the Free Application for Federal Student Aid or Dream Act application:

☒ Yes ☐ No

Please indicate if all colleges in the district currently participates in the federal Direct loan program:

☒ Yes ☐ No

If any college in the district *does* not currently participate in the federal Direct loan program authorized under Title IV of the federal Higher Education Act of 1965, as amended (20 U.S.C. Sec. 1070 et seq.) the district is required to ensure that all colleges in the district participate in the program by January 1, 2019. All colleges in the district must participate in the federal loan program. A district risks their entire allocation of funds if one or more colleges in the district does not participate in the Direct loan program.

Please indicate if all colleges in the district do not currently participate in the federal loan program, whether all colleges in the district will re-enter the program by the January 1, 2019 deadline:

☐ Yes ☐ No

A community college district must be certified by the chancellor as meeting the aforementioned requirements to receive funding provided in the 2018-19 Budget Act (EDC §76396.3).

Funding should be used to advance the outlined policy goals (EDC §76396.1). Funding may, but is not required to, be used to waive some or all of the fees for first-time community college students who are enrolled at the college full time, and complete and submit either a Free Application for Federal Student Aid or a California Dream Act application. A fee waiver that a student receives shall only be for one academic year. Fees shall only be waived for the summer term and each semester or quarter of that year in which the student maintains full-time status. A fee waiver shall not be available to a student who is charged a nonresident tuition fee (EDC §76140).

Please outline in the space provided below on the plans to use funding provided in the 2018 - 19 Budget Act and how those expenditures advance the policy goals of the California College Promise:

- Provision of textbook resources to first time freshmen qualifying for Promise Grant but not qualifying for Pell or Cal Grant
- Caseload follow-up for low income students to assure qualification and receipt of both state and federal financial aid resources – increase successful completion of financial aid processing including verification
- Caseload follow-up for AB 540 students to assure qualification and receipt of CA Dream Act and Promise Grant
- Caseload approach in providing intensive counseling interventions for students “Close to Completion” within three semesters of reaching degree and/or transfer goals
- Grant support for students “Close to Completion”: transportation assistance, instructional materials (including textbooks), child care, basic assistance
- Priority registration for students Close to Completion and in good standing
- Provision of intensive support services for under-represented students based on income and other at risk factors including students who are undocumented, foster youth, disabled, veterans, identify as LGBTQ.
- Support for the college’s Food and Basic Needs efforts
- Pathways for entering freshmen to complete transfer level English and math in their first year of college that include specialized outreach services, intensive counseling and instructional support, course materials, supplemental activities
- Development of a newsletter for high school students and families highlighting student successes and pathways to college
- Expansion of summer programs to prepare students for the first semester fall enrollment including Summer Bridge, specialized learning communities, boot camps, STEP to college, and extended new student orientation efforts
- Collaboration between Guided Pathways and Multiple Measures to ensure under-represented and under-prepared students receive necessary support, enroll in and complete transfer level English and math in their first year in college, successfully complete courses on first attempt, define their career pathways, and make progress toward completion in a timely manner

I certify under penalty of perjury of the laws of the State of California that the above statements are true and correct.

Contact Information

Mt. San Antonio College

Name of District

Audrey Yamagata-Noji

District Contact

Vice President, Student Services

Title

909.274.4505 ayamagata-noji@mtsac.edu

Phone and email

District Certification

We hereby certify the foregoing information to be accurate. We agree to complete and submit reports (under development by the Chancellor's Office) regarding the development of Promise programs and the use of these funds as a condition of receiving funding.

The following signatures are required:

		8/31/18
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Audrey Yamagata-Noji		
Chief Student Services Officer	Signature	Date
Michael Gregoryk		8/31/18
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Chief Business Officer	Signature	Date
William Scroggins		8/31/18
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Chief Executive Officer	Signature	Date

Please email completed and signed form to Terence Gardner, tgardner@cccco.edu by **September 1, 2018**. Send any questions to Bryan Dickason, bdickason@cccco.edu. You are only **required** to submit the form if you are requesting California College Promise funding for 2018-19.