REQUEST FOR RENEWAL
CURRENTLY FUNDED MESA PROGRAMS ONLY
2011-12 Fiscal/Program Year

RFA SPECIFICATION
INSTRUCTIONS, TERMS AND CONDITIONS
11-101

APPLICATION DUE DATE: ON OR BEFORE JULY 11, 2011
RFA Specification Number: 11-101-004
RFA Specification Title: MESA
Division: Academic Affairs
Program Funding Source: Fund for Student Success
Funding Category: MESA
Funding Period: July 1, 2011 through June 30, 2012
Maximum Funds Available: $1,515,000 (Proposed for Fiscal Year 2011-12)
Match Requirement: 100% Match
Number of Awards: Up to 30 Awards, at up to $50,500 each

Purpose/Use of the Funds

The purpose of these funds is to support the renewal and management of community college MESA Programs. MESA Programs are designed to provide academic and support services for economically and educationally disadvantaged students majoring in calculus-based fields who seek to transfer to four-year colleges and universities. Community college faculty, staff, business leaders, students and four-year colleges and universities will work collaboratively to achieve the program objectives described in this RFA Renewal Application. Programs eligible for renewal of funding must be in compliance with program objectives and with the MESA model.

Eligible Community Colleges

The following currently funded community college districts/colleges with MESA Programs are eligible to apply:

<table>
<thead>
<tr>
<th>No.</th>
<th>Grant Number</th>
<th>College</th>
<th>District</th>
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<tbody>
<tr>
<td>1</td>
<td>11-101-001</td>
<td>Allan Hancock College</td>
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<td>2</td>
<td>11-101-010</td>
<td>American River College</td>
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<td>3</td>
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<td>Bakersfield College</td>
<td>Kern County CCD</td>
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<td>4</td>
<td>11-101-002</td>
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<td>Butte-Glenn CCD</td>
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<td>5</td>
<td>11-101-003</td>
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<td>6</td>
<td>11-101-020</td>
<td>Cañada College</td>
<td>San Mateo County CCD</td>
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<tr>
<td>7</td>
<td>11-101-023</td>
<td>College of the Canyons</td>
<td>Santa Clarita CCD</td>
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<td>8</td>
<td>11-101-004</td>
<td>College of the Desert</td>
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</tr>
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<td>9</td>
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<td>College of the Siskiyous</td>
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<td>Cosumnes River College</td>
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<td>11</td>
<td>11-101-009</td>
<td>East Los Angeles College</td>
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Eligible Community Colleges - Continued

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<td>11-101-006</td>
<td>Gavilan College</td>
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<td>11-101-007</td>
<td>Hartnell College</td>
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<td>Mendocino College</td>
<td>Mendocino-Lake CCD</td>
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<td>11-101-029</td>
<td>Mission College</td>
<td>West Valley – Mission CCD</td>
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<td>30</td>
<td>11-101-030</td>
<td>Yuba College</td>
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**Program Objectives**

1. Increase the number of economically and educationally disadvantaged students pursuing degrees in mathematics, sciences, engineering, or computer science who are eligible to transfer to a four-year college or university;

2. Fully utilize existing transfer agreements, mechanisms, and practices that enable MESA students to transfer to four-year colleges and universities;

3. Implement strategies to increase the rate at which MESA students are deemed transfer ready in STEM (science, technology, engineering, and mathematics) majors.

4. Improve the academic performance of MESA students;

5. Increase the leadership skills and raise the educational expectations of MESA students;

6. Strengthen the relationships among educators, prospective employers in business and industry, and MESA students; establish student internships, and other career opportunities.

7. Establish and maintain partnerships with MESA Engineering Programs (MEP), MESA Schools Programs (MSP), and California Alliance for Minority Participation, in order to provide students with optimum internship and scholarship opportunities.
**Procedures/Activities**

The Chancellor’s Office of the California Community Colleges is authorized by the State of California to fund only community college MESA program applications that follow the 13 MESA components. The following program components were developed collaboratively by the Chancellor’s Office of the California Community Colleges and the MESA Statewide Office of the University of California. Topics that must be addressed in the work plan are included for each component.

I. **Administrative Component**

Provide a detailed description of your plan for managing the MESA Program. At a minimum, the plan must include the following elements:

- A full-time director with no other responsibilities outside of directing the MESA Program, is required as part of the district/college match. The director’s position is to be a full-time permanent position.

- Grant funds may be used to support a clerical position.

- A responsible administrator, and/or a faculty sponsor from the mathematics, science, computer science, or engineering departments.

- Adequate time and resource allocation to support transportation, lodging, and meal costs for MESA staff to attend two statewide meetings and costs for office space and supplies;

- Appropriate staffing to meet all reporting requirements;

- Staff development activities that provide the director and other appropriate staff with a working knowledge of the MESA software program for data collection;

- Maintenance of a MESA student file for each current/active student that consists of a MESA application/intake form, *Student Educational Plan*, contact sheet, and other relevant information. Aspects of these files (e.g. the *Student Educational Plan* or student transcripts) may be maintained electronically.

II. **Student Center**

Identify the location for the MESA Student Center and describe the room or rooms. The campus is required to provide a dedicated, MESA Center/meeting space for MESA students. The space is intended to serve as a place for individual quiet time and group study, tutorial services, book and equipment loan activities, computer lab work, general communication center, gathering area/lounge, and a location to house student lockers or adequate space for students to store books and personal items. Ideally, the MESA Center should be located in or near the math, engineering and/or science areas and must be designated for MESA students and be equipped with dedicated computers if funding permits.
III. Student Clustering
Describe how students will be clustered in specific courses. An important element of the MESA model expects that participants are clustered together in the same mathematics, science, computer science, and engineering class. In addition, students are clustered together in labs, workshops, and discussion groups that may or may not be linked to specific classes. The campus may choose to cluster MESA students in courses outside of the math and science areas. Clustering students in the same classes facilitates the formation of study groups and Academic Excellence Workshops outside the classroom.

IV. Academic Excellence Workshops
Describe your plan to offer Academic Excellence Workshops (AEW’s) to MESA students. Include information about who will facilitate these workshops, what kind of training will be provided for the facilitators, a description of workshop content, and when the workshops will be offered. Please indicate if workshops will be offered during spring or fall semester. AEW’s should be led by peer facilitators or upper division/graduate students, whenever possible. Faculty facilitators may be utilized, but they must be trained in, and follow, the same MESA AEW format. MESA and ASEM students should be encouraged to attend AEW’s.

It is expected that workshops will be offered in math, chemistry, physics and other sciences, following the MESA Community College model developed by Drs. Susan Tappero and Derrick Booth, and based on the UC Berkeley research of Uri Treisman. Technical assistance is available through the Chancellor’s Office Project Monitor.

V. Academic Counseling
A designated MESA counselor shall be available to MESA students for a specified number of hours per week.

Describe how the academic counseling services accomplish the following:

- Provide each MESA student with a three-year Student Educational Plan that is designed to minimize the amount of time necessary for students to transfer and complete their degree;

- Update academic plans each semester. MESA staff and/or a designated MESA Counselor are required to meet with students at least once each semester to monitor progress and update academic plans;

- The designated MESA Counselor schedules MESA students together in classes, labs, and workshops, whenever possible;

- Establish an early alert system that identifies MESA students who are experiencing academic difficulty, and provide effective intervention strategies to ensure that these students succeed;

- Coordinate efforts with the campus Matriculation and Articulation Officers and Transfer Center Directors in order to facilitate community college MESA student transfers to four-year colleges and universities;

- Work with the Director to offer or support the offering of a MESA Orientation Program.
VI. MESA Orientation Program
Describe in detail your plan to develop and offer a MESA Orientation Program. Each center is required to offer an orientation program or course (usually one unit per semester or quarter for first year or new students) taught by MESA staff or faculty that describes the basic elements of the program, informs students of their responsibilities, and creates a sense of community among program students. The orientation program/course creates a sense of community among MESA students and with the greater MESA network, cultivates study skills, promotes personal and professional development, provides an overview of technical careers, four-year colleges, and corporations, and encourages timely completion of transfer programs.

VII. Student Support Services
Identify the services and activities that will be beneficial to MESA students and describe how you plan to proceed with the implementation of this component. In your description include information on responsible staff, timelines, processes, procedures, etc. The following student support services represents standard MESA practices across the state:

- Tutorial services are available in the following areas: mathematics, chemistry, physics, engineering, and computer science. The MESA Director acts as a coordinator who assists students with the information on student study groups and monitors their progress.

- Personal advising is available to assist students with transitional, nonacademic problems that may impact academic performance.

- Assistance is offered to students regarding four-year college and university applications for admission and completion of financial aid forms. Information about scholarships is also made available to students.

- Leadership, and other skills development training is offered both at the local and regional level.

- Staff should encourage family participation in program activities whenever possible.

VIII. Student Outreach and Identification of MESA Participants
Describe your plan for outreach and recruitment. It is expected that a strong effort will be made to recruit and enroll students who have the lowest eligibility for successful transfer to the university in mathematics, engineering, sciences and computer science. Outreach should include both efforts to recruit students currently enrolled at the community college, as well as to seek out high school seniors from low performing high schools within the college service area. Middle school/junior high school outreach is not a function of MESA and funding may not be used for this purpose.

IX. MESA Campus Council
A campus-wide council will be formed including the MESA director, faculty sponsor, and representatives from the following campus departments: Articulation, Matriculation, Counseling, Tutorial Services, EOPS (Equal Opportunity Programs and Services), and federal programs such as TRIO, Financial Aid, and any others which might impact the success of MESA students. Once a year, preferably in early spring, the group will meet to discuss the progress of the MESA program and MESA students. Input from the participants will assist the director in planning for subsequent semesters or for the renewal process. Other participants can include administrators, industry board members, and student representatives.
X. Professional Development (staff, faculty, workshop facilitators, mentors, student aides)
Describe staff development activities that will be offered to professional level staff involved with
the MESA program. MESA Directors are required to participate in the collection and
submission of CCCCO MIS data as it pertains to MESA students.

Use the Budget Summary and Budget Detail Sheet forms to list budget requests that support
professional development activities. All center directors are required to include budget line
items that accommodate travel and lodging for the MESA Director or responsible administrator
to attend two MESA statewide meetings in Sacramento. There may be other conferences and
workshops that you wish to accommodate in your budget.

XI. Student Organizations
Describe strategies that are designed to foster the development of a MESA student club on
campus, or other similar student organization. It is highly desirable to establish connections with
groups that serve students underrepresented in engineering and the sciences, such as SACNAS
(Society for the Advancement of Chicanos and Native Americans in Science), SHPE (Society of
Hispanic Professional Engineers), NSBE (National Society of Black Engineers), and SWE,
(Society of Women Engineers).

XII. Local Business and Industry Council
Include a plan to establish or maintain a local business and industry council. Members of the
council are invited to participate from small and large businesses located near the community
college. The council is charged with raising additional funds from sources within the college
service area to support the MESA Program. Typically, these funds provide support for
enrichment activities that contribute to creating a more comprehensive program for students.
Examples of enrichment activities include field trips, award banquets, special summer programs,
and funding scholarships or equipment purchases. Programs may wish to work with their MESA
Regional Alliances to strengthen their connection to local industries.

XIII. Pro-Active Liaisons with MSP/MEP and similar programs
It is essential that MESA Directors incorporate into the work plan strategies for developing clear
lines of communication with local MESA CSU and UC Engineering Programs (MEP) and
MESA K-12 Schools Programs (MSP). Strong linkages with MEP directors will facilitate the
transfer of MESA students transferring to a four-year college campus.

Evaluation/Performance Outcomes
Each project is required to produce a tangible and useable MESA program plan. The Workplan is
separate and distinct from the interim or final report. The MESA program will begin participating in
the CCCCO MIS Data Collection summer 2010 with mandatory reporting summer 2011; data will
be monitored and evaluated through the California Community College Chancellor’s Office and
results will be made available on the CCCCO MIS Data Mart system and to the University of
California Office of the President MESA staff. The MESA program is expected to fulfill the
following outcomes:

- Programs must recruit and serve 100 MESA students. Students must declare calculus-based
  major in mathematics, engineering, science or technology. MESA programs serving less
  than the required number of students will jeopardize future funding for the program.
• Academic Excellence Workshops must be offered in tandem with at least 2 to 4 applicable classes. The required AEW’s must be written into the project workplan.

• Each student will have a three-year Student Education Plan, or the requisite amount of time necessary to transfer on file with the MESA Director or Counselor.

• An Orientation Plan for incoming MESA students must be written into the Project Workplan; A student must be ready for elementary algebra to qualify for the community college MESA program and must follow an educational plan that includes at least two sequential courses of calculus (pre-calculus is acceptable). As part of the students’ educational plan, students entering at the elementary or intermediate algebra level should be enrolled in the appropriate math class each and every semester.

**Legal Terms and Conditions**
The legal provisions contained in Articles I and II below will govern the grant applications under this RFA Specification for Grant Renewal.

**Information**
If you have questions or need more information regarding this Grant Renewal, please contact the Chancellor’s Office State Project Monitor: Sally Montemayor Lenz by phone at (916) 327-1260 or by email at slenz@cccco.edu.
Appendix A

Program Director’s Job Description

1.0 Description of Position

The MESA Program Director is responsible for day to day management of the MESA Community College Program/MCCP. With programmatic guidance from the Chancellor’s Office Project Monitor, the MESA Program Director maintains communications between the MESA Program, engineering, mathematics and science faculty, unit heads of student support services, engineering mathematics, and science department chairpersons/deans, MESA students, student organizations, related professional societies and campus administrators; coordinates planning of all student services which include admission, financial aid, scholarships, housing (if applicable), summer programs and jobs, and academic, career and student advising. The MESA Director maintains program records, coordinates evaluation of program activities and accomplishments, participates in MESA training, evaluation and other activities, and works with the Faculty Sponsor to ensure successful implementation of the program.

This is a 12-month full-time position. If the district should choose to make the MESA Director’s position a faculty assignment, a 10 month contract is allowable - submit a waiver to the Chancellor’s Office Project Monitor for approval.

2.0 Required Communications

2.1 Meet regularly with the responsible administrator to plan implementation of the MESA program at the community college campus.

2.2 Meet regularly with the faculty sponsor to report on progress of program and to consult on plans for further implementation and improvements.

2.3 Consult with faculty, teaching assistants, and administrators of support services to assist in improved delivery of services to students.

2.5 Maintain contact with MESA students through personal discussions, regular meetings and other activities.

2.6 Maintain regular contact with Instructional Office, deans and faculty members to promote an understanding of MESA services, and to build a program of academic rigor.

3.0 Program Management

3.1 Collect and compile data and prepare status reports as required by the California Community College Chancellors Office (CCCCO) and participate in campus activities that lead to the collection and submission of MESA student data for the CCCCO Management Information System.
3.2 Prepare mid-year and annual programmatic and financial reports of MESA generated funds.

3.3 Maintain a file on each MESA student and transfer student with information on students’, enrollment, academic performance, participation and current status.

3.4 Provide ongoing evaluation of the campus MESA program and recommend steps to improve it.

3.5 Process budget items, monitor expenses and work with the Dean and Faculty Sponsor in planning.

3.6 Review all student applications for admission to MESA and make recommendations, as appropriate.

3.7 Work with department faculty to select best available mathematics, science, computer science, and engineering teaching assistants and/or tutors for MESA students.

4.0 Coordination

4.1 Develop plans for implementation of program in cooperation with the Faculty Sponsor, CCCCCO Project Monitor, deans and other members of the faculty.

4.2 Develop tutoring and study program for MESA which includes the recruitment and training of tutors (peer, volunteer, and community college sources), and which incorporates a mix of individual small and large group study activities.

4.3 Recruit and schedule speakers for meetings of MESA students.

4.4 Plan, schedule and coordinate career advising and job orientations for students.

4.5 Plan, schedule, and coordinate activities related to academic advising, including advocacy and selection of a designated MESA counselor.

4.6 Develop, plan and coordinate activities related to student retention.

4.7 Maintain contacts and encourage the formation of a pipeline and pathway for students between MESA and four year colleges and universities.

4.8 Work with the local campus staff and/or regional MESA colleagues in order to research and prepare grant proposals for collaborative submissions.

5.0 Other Activities and Responsibilities

Maintain regular contact with the CCCCCO MESA Monitor, complete reports and evaluations as requested and attend in service, orientation, trainings for MESA Directors.

6.0 Supervision Exercised or Received

6.1 Report to the Responsible Administrator who is responsible for oversight, supervision and evaluating performance.

6.2 Coordinate and supervise MCCP activities of MESA students and other volunteers.
7.0 Minimum Qualifications

7.1 At least a bachelor’s degree from an accredited college or university, preferably in mathematics based field (one requiring calculus, or equivalent).

7.2 Ability to work in a multicultural environment with African-American, Native American, Mexican-American and other Latino American undergraduate students pursuing degrees in engineering, computer science, mathematics, science, or technical fields.

7.3 Experience for one year or more in delivering to students academic services aimed at improving academic, study, test taking, and other skills where the students are majoring in mathematics based fields.

7.4 Successful work experience for a minimum of three years in education, industry or other profession involving work with postsecondary students in mathematics based fields.

7.5 Experience in directing activities requiring management and leadership skills.

7.6 Experience with public and/or private postsecondary institutions.

7.7 Familiarity with organizational, operational, and structural functions of post-secondary institutions.

7.8 Ability to work independently, assume responsibility, and take initiative in carrying out assignments.

7.9 Strong writing and communication skills.
Appendix B

Responsible Administrator’s (RA) Role

1.0 Description of Position

1.1 The Responsible Administrator’s (RA) is the campus academic representative who oversees the MESA Program, and ideally is the dean of mathematics/ science instruction; however, a chief instructional officer or senior faculty member may be appointed to this position, as long as the MESA program is housed under the Office of Instruction. The RA directly and personally supervises the MESA Director and is principle advocate and monitor for the MESA Program and its activities.

1.2 The RA is to maintain a working relationship with the Chancellor’s Office Project Monitor.

2.0 Planning/Communications

2.1 Accept written and/or oral reports on program’s status and progress from the MESA Director, and review/edit reports submitted to the CCCCO.

2.2 Review and advise on the MESA Director’s plans for the further implementation and improvement of the program, and supervise preparation of the annual MESA Grant renewal proposal.

2.3 Communicate directly with faculty, administrators, and other key campus personnel to publicize and promote program, or assist the MESA Director in efforts to do so.

2.4 Communicate or consult with the CCCCO Project Monitor as necessary.

2.5 If the RA is not the Dean of Mathematics/Science Instruction, the RA shall keep the Dean of Mathematics/Science Instruction current and well informed on the status and progress of the program.
3.0 Administration

3.1 Assure that all program information and reports are submitted on schedule by the MESA Director or appropriate campus personnel.

3.2 Conduct periodic internal program reviews to monitor the MESA Director’s performance, the faithful implementation of the MESA model at the community college, and the program’s compliance with this agreement.

3.3 Regularly review program resources and assist in efforts to augment them from both on-and-off campus sources. Insure MESA facilities, personnel, in-kind and financial support is fully adequate and in compliance with the grant terms.

3.4 Regularly review program’s financial status with the MESA Director, or regularly arrange that all necessary fiscal reports, printouts, ledgers, etc., be made available for review by the MESA Director. This includes accounts of all funds committed to the program regardless of source, and includes funds and scholarships from CCCCCO MESA, National Action Council of Minorities in Engineering, Inc. (NACME), National Aeronautics and Space Administration (NASA), Alliance for Minority Participation (AMP) and/or other organizations.

4.0 Coordination

4.1 Assist the MESA Director when necessary to coordinate with other programs, offices or agencies whether on-or off campus.

4.2 Assist the MESA Director in coordinating efforts between community college and four year colleges and universities. Promote collaborative efforts among MESA program with other segments.
Appendix C

Faculty Sponsor’s Role

1.0 Description of Position

1.1 The faculty sponsor serves as a liaison with other faculty in the fields of mathematics, engineering, and the sciences. In this role, the faculty sponsor encourages faculty to participate and support the MESA Program, and is the principle advocate for MESA among the math and science departments at the college.

1.2 The faculty sponsor shall be a tenured faculty member from one of the following disciplines: mathematics, engineering, computer science, or physical or biological sciences.

1.3 The faculty sponsor develops formal and informal working relationships with the MESA Director and participates in field trips, college days, academic competitions, and other activities requested by MESA Director.

2.0 Planning/Communications

2.1 Encourages other faculty in the sciences (i.e., biology, physics, chemistry, computer sciences) to participate and support the MESA program.

2.2 The faculty sponsor can be instrumental in providing tutorial assistance and academic advisement, identifying internships, and connections to the world of work.

2.3 Communicate directly with faculty, and other key campus personnel to publicize and promote program, or assist the MESA Director in these efforts to do so.

2.5 Support, encourage, and assist the MESA Director in strengthening the pipeline/pathway from community college and on to the university MESA partners such as MEP, CAMP and AMP at the university level.