



For MESA Project Director or Counselor Use Only

MESA Program Applicant Checklist

Instructions: This checklist is an effort to specify and record the identifying indicators associated with being an underrepresented student that must be completed during initial interview with the student applicant and kept in the MESA program applicant file along with all verification documentation.

Name:	Student ID#:	Program Year:
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COMMUNITY COLLEGE INDICATORS (must meet all)

<input type="checkbox"/>	Student does not have a previous Bachelor's degree in any field
<input type="checkbox"/>	Student declared a transfer major in a calculus-based Math, Engineering or Science field
<input type="checkbox"/>	Student intends to transfer to a four-year institution
<input type="checkbox"/>	Student will complete an educational plan from current semester <i>through transfer</i> that includes Calculus I or above, <i>and</i> declares a STEM major as defined in title 5 section 56301 (d): Students pursuing calculus-based science, technology, engineering, and mathematics academic fields as evidenced by their declared field of study in their education plan. https://www.cccco.edu/-/media/CCCCO-Website/docs/regulatory-action/proposed-reg-text-mesa-program-v3-8-15-a11y.pdf?la=en&hash=790A3611196A9098BC43C01A075AA97FC7961589
<input type="checkbox"/>	Student agrees to participate in Community College MESA Program activities and signs the student contract

EDUCATIONAL INDICATORS (must meet 1)

<input type="checkbox"/>	1 st Generation Student: (Parent(s) does not have a Bachelor's degree or higher level of education in any country).
<input type="checkbox"/>	High School Graduation or Math Performance rates are red or orange. (Documentation included in student file) (California School Dashboard): https://www.caschooldashboard.org/ School _____ Graduation Rate _____ Math Performance _____
<input type="checkbox"/>	Qualified by special circumstances and approved by the college district MESA project director and their supervising administrator (documentation included in student file). *No more than 10 percent of students per college. International students excluded.

FINANCIAL INDICATORS (must meet 1)

<input type="checkbox"/>	Recipient of BOG (CA Promise grant), PELL grant, Cal grant, CA Dream Act, Federal Work Study, Cal Fresh, GI Bill or other need-based/subsidized Financial Aid.
<input type="checkbox"/>	EOPS/CARE/CalWORKs Program participant.
<input type="checkbox"/>	TRIO Program participant (Talent Search, Upward Bound, Student Support Services).
<input type="checkbox"/>	Household income at or below 150% of federal poverty guidelines. (US Dept. of Health & Human Services): https://aspe.hhs.gov/poverty-guidelines
<input type="checkbox"/>	Parent/Guardian/Student is a TANF (Welfare) recipient.
<input type="checkbox"/>	Current or former foster youth.
<input type="checkbox"/>	Qualified by special circumstances and approved by the college district MESA project director and their supervising administrator (documentation included in student file). *No more than 10 percent of students per college. International students excluded.

SUPPLEMENTAL INFORMATION (Student Interest/Participation)

Yes	No	Teaching Math or Science? Indicate level: Middle High School Community College University
Yes	No	Graduate degree?
Yes	No	Professional degree? Pre-Med Pre-Vet Pre-Dental Pre-Pharmacy Other: _____

Student Equity and Achievement Plan Data

Identify the disproportionately impacted student group(s) for the "Transferred to a Four-Year Institution" metric identified in the _____ (year) college *Student Equity Plan*.

<input type="checkbox"/>	African American	<input type="checkbox"/>	Hispanic	<input type="checkbox"/>	Asian American	<input type="checkbox"/>	Filipino
<input type="checkbox"/>	American Indian	<input type="checkbox"/>	Pacific Islander	<input type="checkbox"/>	White (non-Hispanic)	<input type="checkbox"/>	Other _____

Supplemental Student Data

Prospective student is from one of the following group(s)

<input type="checkbox"/>	African American	<input type="checkbox"/>	Hispanic	<input type="checkbox"/>	Asian American	<input type="checkbox"/>	Filipino
<input type="checkbox"/>	American Indian	<input type="checkbox"/>	Pacific Islander	<input type="checkbox"/>	White (non-Hispanic)	<input type="checkbox"/>	Other _____

Date:	Student is: MESA	ASEM	Project Director's Signature:
Project Directors Comments:			