

## Student Services Council Meeting

Wednesday, October 14, 2015

2:30 p.m. – 4:15 p.m.

Room 10-401

### Minutes

#### Attendees:

Jennifer Hughes	x	Claudia Menjivar	x	Aaron Schaefer	x
Sylvia Aguirre-Alberto	x	Michael Mitchell		Laura Skaff	
Sharon Bartels	x	Eileen O'Brien		Niruba Srinivasan	x
Karen Chadwick	x	Charles Phan	x	Dennis Tordesillas	x
Gloria D'Ambra	x	Louise Piper	x	Ruth Turner	
Rob Dean	x	Marsha Ramezane	x	Makiko Ueda	x
Catherine Firpo		Danni Redding-Lapuz		Carol Ullrich	x
Estela Garcia		Krystal Romero		Henry Villareal	x
Fauzi Hamadeh	x	Michele Rudovsky			

The meeting was called to order at 2:36 p.m.

Jennifer introduced Rob Dean as the new chief of public safety.

#### **Title IX – Supporting the Academic Success of Pregnant and Parenting Students**

Document: Supporting the Academic Success of Pregnant and Parenting Students

Jennifer went over the Frequently Asked Questions section of the document and emphasized the college's obligation to provide assistance to pregnant and parenting students. Students who are nursing babies should be directed to the Health Center for accommodations.

#### **Updates on Student Equity/ Student Success and Support Program (SSSP) (Marsha and Henry)**

Marsha will email to Student Services the draft of the 2015-16 Student Success and Support Program plan for review and feedback.

Henry reported that the State Chancellor's Office provided statewide funding in the amount of \$1 million for the Student Equity Plan program. The funds allocated to CSM will be used to develop a three-year program to resolve the equity gaps that exist in the college's student population. Henry and Theresa Martin will meet with the Academic Senate and IPC to present the plan before implementation.

**Student Services Fall Retreat Date – Friday, December 11, 12:00 - 3:30 p.m.**

The Office of Student Life and Leadership will host the fall retreat. As of October 14, the office and program that will be highlighted are Student Life and the Health Center's Food Pantry program.

**SSC Goals for 2015-16**

SSC will select goals to complete. The goals' progress will be evaluated and submitted to IPC at the end of the academic year. At the next meeting, SSC members will propose goals for discussion and selection. The goals must align with CSM's current institutional priorities.

**Program Updates**

**Documents:** See attached

**Next meeting:**

Tuesday, December 1, 2015, 2:15 – 4:15 p.m., 10-468



U.S. DEPARTMENT OF EDUCATION

# Supporting the Academic Success of Pregnant and Parenting Students

Under *Title IX* of the  
Education Amendments of 1972

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**Supporting the Academic  
Success of Pregnant and  
Parenting Students**

**Under *Title IX* of the Education  
Amendments of 1972**

**U.S. Department of Education  
Office for Civil Rights**

June 2013

**U. S. Department of Education**

Arne Duncan  
*Secretary*

**Office for Civil Rights**

Seth Galanter  
*Acting Assistant Secretary*

First published in July 1991. Revised June 2013.

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This publication is available on the Department's Office for Civil Rights website at <http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>. Any updates to this publication will be available at this site.

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**Content Contact:**

Office for Civil Rights  
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Email: [ocr@ed.gov](mailto:ocr@ed.gov)

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## Introduction

The Office for Civil Rights (OCR) in the U.S. Department of Education (ED) is responsible for enforcing laws prohibiting discrimination in federally assisted educational programs and activities. These laws include *Title IX* of the Education Amendments of 1972 (*Title IX*), which prohibits discrimination based on sex in education programs or activities. All public and private educational institutions that receive any federal financial assistance (“schools”) must comply with this law. (Note, however, that an educational institution that is controlled by a religious organization is exempt from *Title IX* when the law’s requirements would conflict with the organization’s religious tenets.<sup>1</sup>) *Title IX* protects students in all of the academic, educational, extracurricular, athletic, and other programs or activities of schools. This includes prohibiting discrimination against pregnant and parenting students.

President Obama has set the ambitious goal that by 2020 the United States will lead the world in the proportion of persons who graduate from college.<sup>2</sup> In order to achieve this goal, we must support every student in completing high school, so he or she is ready for college or a career. To this end, it is imperative that we all work to ensure that pregnant and parenting students are not discriminated against as they strive to stay in school. With our help, young parents can graduate from high school ready for further success, instead of dropping out of school as a result of practices that make it difficult for them to succeed. OCR is committed to helping achieve this goal.

This pamphlet has been prepared for secondary school administrators, teachers, counselors, parents, and students.<sup>3</sup> The first section provides background on school retention problems associated with pregnant and parenting students.

The next two sections, “*Title IX* Requirements Regarding Pregnant and Parenting Students” and “Frequently Asked Questions Pertaining to *Title IX* Requirements Regarding Pregnant and Parenting Students,” provide information on the law’s specific requirements regarding pregnancy and parenthood. The final two sections, “Strategies to Assist Educators in Supporting Pregnant and Parenting Students” and “Programs Designed to Support Pregnant and Parenting Students,” include strategies that educators can use and programs that schools can develop to address the educational needs of students who become pregnant or have children. These strategies and programs have been implemented by some school districts to address those needs while complying with *Title IX*. They are recommendations and are not legally mandated by *Title IX* or its regulations.

Although this pamphlet focuses on secondary schools, the underlying legal principles apply to all recipients of federal financial assistance, including postsecondary institutions.

## Effect of Pregnancy and Parenthood on the Dropout Rate

**A**s of October 2009, approximately 3 million 16-through 24-year-olds living in the United States were not enrolled in high school and had not earned a high school diploma or alternative credential.<sup>4</sup> Students give a range of reasons for dropping out of high school, both school- and family-related.<sup>5</sup> Pregnancy is consistently the most common family-related reason given by female students.<sup>6</sup> According to the Centers for Disease Control and Prevention, more than 329,000 young women ages 15 to 19 years in the United States were reported to have given birth in 2011.<sup>7</sup> Data collected by the National Center for Education Statistics in spring 2004 show that 27.8 percent of the female students who were high school sophomores in 2002 and subsequently dropped out did so due to pregnancy.<sup>8</sup> Similarly, a 2006 report found that, of 467 survey respondents ages 16 through 25 who had dropped out of public high schools in 25 different locations across the country, 26 percent of young men and young women combined — and one-third of young women — said that becoming a parent was a major factor in their decision to leave school.<sup>9</sup> Many of these young people reported that, before they became parents, they had been doing reasonably well in school; they also had a strong belief that they could have graduated had they stayed in school.<sup>10</sup> And according to the National Longitudinal Survey of Youth, only 51 percent of young mothers surveyed in 2007–08 who had children before age 20 earned their high school diplomas by age 22, while 89 percent of their peers who did not have children as teenagers earned their diplomas by that age.<sup>11</sup>

The economic and career prospects for students who drop out of school are limited. In 2010 adult women without a high school diploma earned on average only a little more than \$17,000 for the year — approximately \$8,000 less annually than women with a high school diploma.<sup>12</sup> A 2007 report found that having a high school diploma lowered the probability of needing benefits from Temporary Assistance for Needy Families by 40 percent and from food stamps by 19 percent.<sup>13</sup> And a 2006 report found only about 2 percent of mothers who had a baby before age 18 obtained a college degree by age 30.<sup>14</sup>

Before Congress passed *Title IX* in 1972, students who became pregnant or had children were often treated poorly and sometimes were dismissed from high school. Since the passage of *Title IX*, sex discrimination — including discrimination on the basis of pregnancy, childbirth, and parental status has been prohibited. Encouraging pregnant and parenting students to stay in school will have a positive effect on their lives and their children's lives. The nation as a whole will benefit from having a generation of young adults who are better educated and more economically self-sufficient.

## ***Title IX* Requirements Regarding Pregnant and Parenting Students**

*Title IX* provides that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

ED's regulation implementing *Title IX* specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions.<sup>15</sup> The *Title IX* regulation also prohibits a school from applying any rule related to a student's parental, family, or marital status that treats students differently based on their sex.<sup>16</sup>

Under *Title IX*, it is illegal for schools to exclude a pregnant student from participating in any part of an educational program.<sup>17</sup> This prohibition applies to specific classes such as advanced placement or honors classes, extracurricular programs, interscholastic sports, honor societies, and opportunities for student leadership, among other activities. Schools may implement special instructional programs or classes for a pregnant student, but participation must be completely voluntary on the part of the student, and the programs and classes must be comparable to those offered to other students.<sup>18</sup>

In addition, a school must excuse a student's absences because of pregnancy or childbirth for as long as the student's doctor deems the absences medically necessary. When a student returns to school, she must be allowed to return to the same academic and extracurricular status as before her medical leave began.<sup>19</sup>

Any special services provided to students who have temporary medical conditions must also be provided to a pregnant student.<sup>20</sup> Therefore, if a school provides special services, such as homebound instruction or tutoring, for students who miss school because they have a temporary medical condition, it must do the same for a student who misses school because of pregnancy or childbirth.<sup>21</sup>

A school may require a pregnant student or student who has given birth to submit medical certification for school participation only if the school also requires such certification from all students with physical or emotional conditions requiring the attention of a physician.<sup>22</sup> Thus, for example, a student who has been hospitalized for childbirth must not be required to submit a medical certificate to return to school if a certificate is not required of students who have been hospitalized for other conditions.

## **Frequently Asked Questions Pertaining to *Title IX* Requirements Regarding Pregnant and Parenting Students**

**May a school require a pregnant student to participate in a separate program for pregnant students?**

No. Any such requirement would violate *Title IX*. A school may offer separate programs or schools for a pregnant student, but participation in those programs or schools must be completely voluntary.<sup>23</sup> A school may provide information to its students about the availability of an alternative program, but it may not pressure a pregnant student to attend that program. A pregnant student must be allowed to remain in her regular classes and school if she so chooses.

If a school offers a voluntary alternative program, that program must provide academic, extracurricular, and enrichment opportunities comparable to those provided to the students in the regular school program.<sup>24</sup> Although an alternative program need not be identical to the regular school program in the specific courses or range of courses, if it provides only vocational-track courses, with no opportunity for advanced academic or college-preparatory classes, it would not be considered comparable. It is critical to provide clear information about what courses are available, how credits are transferred between the regular program and alternative program, and how the student can meet graduation requirements. This helps ensure that any separate programs offered to a pregnant student are both voluntary and comparable to the regular program.

**May a school require a pregnant student to obtain a doctor's permission before allowing her to attend school late in her pregnancy if the school is worried about the student's health or safety?**

Schools cannot require a pregnant student to produce a doctor's note in order to stay in school or participate in activities, including interscholastic sports, unless the same requirement to obtain a doctor's note applies to all students being treated by a doctor.<sup>25</sup> That is, schools cannot treat a pregnant student differently from other students being cared for by a doctor, even when a student is in the later stages of pregnancy; schools should not presume that a pregnant student is unable to attend school or participate in school activities.

**Can harassing a student because of pregnancy violate *Title IX*?**

Yes. *Title IX* prohibits harassment of students based on sex, including harassment because of pregnancy or related conditions. Harassing conduct can take many forms, including verbal acts and name-calling, graphic and written statements, and other conduct that may be humiliating or physically threatening or harmful. Particular actions that could constitute prohibited harassment include making sexual comments or jokes about a student's pregnancy, calling a pregnant student sexually charged names, spreading rumors about her sexual activity, and making sexual propositions or gestures. Schools must take prompt and effective steps reasonably calculated to end pregnancy-related harassment, prevent its recurrence, and eliminate any hostile environment created by the harassment. The school violates *Title IX* if sexual harassment or other pregnancy-related harassment by employees, students, or third parties is sufficiently serious that it interferes with



a student's ability to benefit from or participate in the school's program,<sup>26</sup> and the harassment is encouraged, tolerated, not adequately addressed, or ignored by school employees.

**What types of assistance must a school provide to a pregnant student at school?**

To ensure a pregnant student's access to its educational program, when necessary, a school must make adjustments to the regular program that are reasonable and responsive to the student's temporary pregnancy status. For example, a school might be required to provide a larger desk, allow frequent trips to the bathroom, or permit temporary access to elevators.<sup>27</sup>

**In addition to allowing a pregnant student to attend classes, does a school need to allow her to participate in school clubs, class activities, interscholastic sports, and other school-sponsored organizations?**

Yes. *Title IX* prohibits a school from excluding a pregnant student from any part of its educational program, including all extracurricular activities, such as school clubs, academic societies, honors programs, homecoming court, or interscholastic sports.<sup>28</sup> A pregnant student must also be eligible to hold leadership positions in these activities. In addition, a pregnant student may not be excluded from an activity that is part of the school's educational program even if the activity is not operated directly by the school.<sup>29</sup> For example, an after-school program run by a local nonprofit agency that rents the school's facilities at a reduced rate and is advertised and promoted by the school may not exclude a pregnant student from enrolling.

**Does a school have to excuse a student's absences due to pregnancy or childbirth?**

Yes. *Title IX* requires a school to excuse a student's absences due to pregnancy or related conditions, including recovery from childbirth, for as long as the student's doctor deems the absences to be medically necessary.<sup>30</sup> When the student returns to school, she must be reinstated to the status she held when the leave began, which should include giving her the opportunity to make up any work missed. A school may offer the student alternatives to making up missed work, such as retaking a semester, taking part in an online course credit recovery program, or allowing the student additional time in a program to continue at the same pace and finish at a later date, especially after longer periods of leave. The student should be allowed to choose how to make up the work.

If the school requires students with other medical conditions to submit a doctor's note, it may require the same from a pregnant student.<sup>31</sup>

**Does a school need to provide special services to a pregnant student?**

*Title IX* requires a school to provide the same special services to a pregnant student that it provides to students with temporary medical conditions.<sup>32</sup> For example, if a school provides at-home instruction or tutoring to students who miss school because of temporary medical conditions, it must do the same for a student who misses school because of pregnancy or childbirth.

**What if some teachers at a school have their own policies about class attendance and make-up work?**

Every school that receives federal financial assistance is bound by *Title IX*.<sup>33</sup> Schools must ensure that the policies and practices of individual teachers do not discriminate against pregnant students. For example, a teacher may not refuse to allow a student to submit work after a deadline that she missed because of absences due to pregnancy or childbirth. Additionally, if a teacher's grading is based in part on class attendance or participation, the student should be allowed to earn the credits she missed so that she can be reinstated to the status she had before the leave. Schools should ensure that their teachers and staff are aware of and follow *Title IX* requirements.

**What procedures must a school district have in place related to discrimination on the basis of sex, including discrimination related to pregnancy and parental status?<sup>34</sup>**

School districts must adopt and publish grievance procedures for students to file complaints of sex discrimination, including discrimination related to pregnancy or parental status.<sup>35</sup> The grievance process should provide a mechanism for school districts to investigate and evaluate complaints and must provide for prompt and equitable resolution of complaints. School districts should make sure that their grievance procedures are widely distributed and understandable by students, parents, and employees.

A school district must also designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under the law.<sup>36</sup> The coordinator's responsibilities include overseeing all *Title IX* complaints, including those alleging discrimination against pregnant and parenting students, and identifying and addressing any patterns or systemic problems that arise during the review of such complaints. The *Title IX* coordinator must have adequate training in *Title IX* requirements and must be able to explain the operation of the district's grievance procedures. A school district must notify all students and employees of the name, office address, and telephone number of its *Title IX* coordinator(s).

In addition, a school district must publish a notice that it does not discriminate on the basis of sex in its educational programs or activities.<sup>37</sup> The notice must also state that inquiries concerning the application of *Title IX* and its implementing regulations may be referred to the *Title IX* coordinator or to OCR. The notice must be displayed prominently in each announcement, bulletin, catalog, or application form used in connection with the recruitment of students or employees.<sup>38</sup> *Title IX* does not require a school district to adopt a policy specifically prohibiting discrimination against pregnant or parenting students, but OCR recommends that a school district's nondiscrimination policy makes clear that prohibited sex discrimination covers discrimination against pregnant and parenting students.

### How do I enforce my rights under *Title IX*?

If you wish to file a complaint of discrimination with OCR, you may use the online complaint form available at <http://www.ed.gov/ocr/complaintintro.html>. If filing your complaint online, you will need to provide an original signature by mail, which may be done by printing and mailing the consent form linked at the bottom of the online complaint form.

Alternatively, you may send a letter to the OCR enforcement office responsible for the state in which the school is located. To find out which enforcement office is responsible for your state and to get contact information for it, call 1-800-421-3481, or check OCR's website at <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>. In your letter, you should provide us with the name of the school or school district you are complaining about, the name of the person who has been discriminated against, a description of the events or actions that you believe constitute discrimination, and the date(s) on which the events or actions occurred. You should sign and date your letter and provide your contact information so we can reach you by phone, letter, and email.

The complaint must be filed with OCR within 180 days from the date of the incident that is the basis of your complaint, although there may be limited exceptions that would allow additional time. You are not required to use a school district's grievance procedures before filing a complaint with OCR. Note that it is unlawful for a school to retaliate against an individual for bringing concerns about the rights of a pregnant and parenting student to a school's attention, making a complaint to OCR, or otherwise participating in an OCR investigation or proceeding.

You also may have the right to file suit in court claiming that a school violated *Title IX*. You need not file a complaint with OCR before filing a suit in court. If you file a suit in court, OCR will close any complaint you filed with OCR that involves the same allegations against the same school. OCR cannot represent you in court. Thus, if you wish to file a court action, you must do so through your own attorney or on your own through the court's clerk's office. You may re-file your complaint with OCR within 60 days following the termination of the court proceeding if there was no decision on the merits or settlement of your complaint allegations.

## **Strategies to Assist Educators in Supporting Pregnant and Parenting Students**

Going beyond their basic legal obligations under *Title IX*, administrators, teachers, and school counselors often seek ways to best help pregnant and parenting students to continue their education and maintain their academic progress. Schools can provide direction in coordinating the education, child care, and health care needed by pregnant and parenting students. Schools can also provide leadership in combating the myths surrounding pregnancy and parenting. Listed below are approaches implemented by some secondary schools to address the educational issues associated with pregnant and parenting students. These are examples of possible strategies; unless otherwise stated, they are not legally mandated by *Title IX* or its regulations. They are provided to assist educators in developing effective approaches to addressing these issues in their schools.

### **Administrators**

- Contact other school administrators to learn about effective approaches that they have implemented to address the needs of pregnant and parenting students.
- Develop policies and procedures to address the needs of pregnant and parenting students. If your school district does not already provide services such as at-home instruction for students who have temporary medical conditions, consider implementing policies to do so and remember that if homebound instruction is made available to students with temporary medical conditions, it must also be provided to pregnant students. Allowing pregnant students to receive such support services could encourage them to remain in school. Additionally,

consider allowing excused absences for parenting students (both male and female) who need to take their children to doctors' appointments or to take care of their sick children. By treating the absences as excused, you give these students the opportunity to make up the work they missed without being penalized, and you prevent them from falling behind.

- Prepare guidance materials to assist teachers, school nurses, counselors, and other staff in responding to the needs of pregnant and parenting students so they can stay in school. Be mindful of issues facing male students who are parenting and opportunities to reach out to them.
- Have the school district's attorney, *Title IX* coordinator, or another knowledgeable person provide workshops for administrators, teachers, and other school staff on federal, state, and local laws related to the provision of services to pregnant and parenting students.
- Have the *Title IX* coordinator provide training to students to ensure that they know that *Title IX* prohibits discrimination against pregnant and parenting students.
- Follow up to determine the reason behind any student's decision to leave school before graduation. Collect and analyze this information to see how pregnancy and parenthood affect your district's dropout rate, and how those issues can be addressed or resolved.
- Consider asking pregnant and parenting students to share their views on ways that the school district can help them stay in school.
- Designate a private room for young mothers to breastfeed, pump milk, or address other needs related to breastfeeding during the school day.



- Establish policies expressing a commitment to the equal treatment of all students, regardless of their pregnancy or parenting status.
- Consider allowing pregnant or parenting students to engage in online course work to complete high school courses at home during an excused leave of absence.

### **Teachers**

- As required by *Title IX*, assist pregnant and parenting students who have excused absences by providing them with make-up assignments and exams. As long as the absences are excused, schools should allow pregnant students to make up the work that they missed.
- Encourage pregnant and parenting students to seek the assistance of school counselors who can provide the support needed to help the students remain in school.
- Contact pregnant and parenting students who have dropped out of school and encourage them to return.
- Request to participate in workshops, or to hear from speakers who can share information, on how to provide support to pregnant and parenting students, including addressing the challenges that they may face trying to juggle work, complete school, and care for their children.

### **Counselors**

- Recognize that pregnant and parenting students are more likely to drop out of school than are other students. Advise them of the importance of staying in school. Let them know of any school assistance that may be available to them for this purpose.

- Work with pregnant and parenting students individually and come up with a graduation plan tailored to each student's needs. This plan may include an academic credit-recovery component for pregnant and parenting students who have fallen behind.
- Contact pregnant and parenting students who have dropped out of school to see if you can offer them advice and encouragement to return.
- Whenever possible, conduct follow-up counseling with pregnant and parenting students after they drop out of school, providing them information about programs, services, and support that will help them return to school.
- Encourage the establishment of school policies and programs for pregnant and parenting students, particularly those at high risk of dropping out of school. Take a leadership role in determining what policies and programs can address students' various needs.
- Set up support groups to help pregnant and parenting students stay in school.
- Advise librarians, teachers, and pregnant and parenting students of books and materials that may be useful for keeping their education on track.
- Advise pregnant and parenting students of the availability of programs and services to help them stay in school and maintain their educational progress.
- Provide parents with information regarding the availability of programs and services that help all students stay in school and maintain their educational progress regardless of pregnancy or parenthood.

## **Programs Designed to Support Pregnant and Parenting Students**

While not required by *Title IX*, some school districts have established programs to help pregnant and parenting students stay in school, graduate, and acquire the skills needed for parenting. Schools can provide leadership in coordinating the education, health care, counseling, and child care needed by pregnant and parenting students. These programs can provide these students with peer support and encouragement to help prevent the feelings of isolation that they may experience. These programs also can reduce the dropout rate, provide comprehensive prenatal care, and improve the health of student parents and their children.

Programs such as those described below can supplement pregnant and parenting students' regular academic course work. This is not an exhaustive list of suggested programs and may not be applicable to every specific setting in a particular school. The programs discussed in this section are provided only as examples and are not legally mandated by *Title IX*.

### **Prenatal, Parenting, and Life Skills Programs**

Pregnant students may need prenatal programs to learn about nutrition, exercise, and caring for themselves while pregnant. Some schools have developed courses for credit, special classes during free periods, and after-school prenatal care programs. Schools can assist students in accessing such programs provided by other entities, such as community-based nonprofits, and can even offer course credits to students who take part in such programs.

Prenatal care programs may include not only pregnant students but also their partners, who can give invaluable support during pregnancy and after birth. Other programs may provide information and training in parenting skills and child development, including courses in child health and infant stimulation. Some of these programs include school nurseries, where students gain practical experience diapering, feeding, and bathing infants. Schools may also provide life-skills courses to teach pregnant and parenting students (both young men and young women) lessons on time management, including balancing schoolwork and parenting, and handling finances, so that they can continue and complete school. These programs also help prepare pregnant and parenting students for the challenges posed by higher education and work, such as by providing job-readiness training and mentoring services. They also may facilitate access for pregnant and parenting students to many health and social service programs.

### **Child Care and Early Learning Programs**

These programs help keep parenting students in school by offering child care and early childhood education. They also enhance parenting skills and may provide transportation for students and their children. Even schools that cannot house a child care center can help pregnant and parenting students locate and secure high-quality, affordable early learning programs and services and connect parenting students with available resources in the community.

## **Dropout Prevention Programs**

These programs identify students at a higher risk of dropping out, contact them, and encourage them to remain in or return to school. The programs can provide flexible academic options for pregnant and parenting students, so that they do not fall too far behind in earning credits towards graduation. They may also include an academic credit recovery component to help students who have already fallen far behind get back on track.

To obtain additional assistance, contact the OCR regional office responsible for the state in which the school is located. To find contact information for that office, call 1-800-421-3481 or 1-800-877-8339 (TDD) or check OCR's website at <http://www.ed.gov/ocr>.



## Endnotes

<sup>1</sup> *Title IX* does not “apply to an educational institution which is controlled by a religious organization if the application of this subsection would not be consistent with the religious tenets of such organization.” 20 U.S.C. § 1681(a)(3). *See also* 34 C.F.R. § 106.12(a). For application of this provision to a specific institution, please contact the appropriate OCR regional office.

<sup>2</sup> <http://www.whitehouse.gov/issues/education/higher-education>.

<sup>3</sup> This pamphlet replaces the pamphlet entitled *Teenage Pregnancy and Parenthood Issues Under Title IX of the Education Amendments of 1972* issued by the Office for Civil Rights in 1991.

<sup>4</sup> The 3 million 16- through 24-year-olds referred to are out of a total population of 38 million non-institutionalized civilians in that age range. *See* Chris Chapman et al., *Trends in High School Dropout and Completion Rates in the United States: 1972–2009* (National Center for Education Statistics, U.S. Department of Education, October 2011), available at <http://nces.ed.gov/pubs2012/2012006.pdf>. The statistics in this paragraph refer to the status dropout rate, which is the percentage of individuals in a given age range who are not in school and have not earned a high school diploma or alternative credential. It focuses on the overall age group as opposed to individuals in the U.S. school system. This rate is different from the event dropout rate, which estimates the percentage of public and private high school students who left high school between the beginning of one school year and the beginning of the next without earning a high school diploma or its equivalent. The national event dropout rate for the year beginning in October 2008 was 3.4 percent. The status dropout rate is also different than the averaged freshman graduation rate (AFGR), which estimates the percentage of public high school freshmen who graduate on time with a regular diploma four years after starting ninth grade. The national AFGR for U.S. public school students in the class of 2008–09 was 75.5 percent.

<sup>5</sup> Ben Dalton et al., *Late High School Dropouts: Characteristics, Experiences, and Changes Across Cohorts* (National Center for Education Statistics, U.S. Department of Education, June 2009). The study is based on a population of young women who were high school sophomores in 2002 who subsequently dropped out of school, and is available at <http://nces.ed.gov/pubs2009/2009307.pdf>.

<sup>6</sup> Ibid.

<sup>7</sup> The more than 329,000 young women referred to are out of a total population of approximately 10.7 million women in that age range. See Brady E. Hamilton et al., *Births: Preliminary Data for 2011*, National Vital Statistics Reports, Volume 61, Number 5 (National Center for Health Statistics, U.S. Department of Health and Human Services, October 3, 2012), available at [http://www.cdc.gov/nchs/data/nvsr/nvsr61/nvsr61\\_05.pdf](http://www.cdc.gov/nchs/data/nvsr/nvsr61/nvsr61_05.pdf).

<sup>8</sup> See note 5.

<sup>9</sup> John M. Bridgeland et al., *The Silent Epidemic: Perspectives of High School Dropouts* (Bill & Melinda Gates Foundation, March 2006), available at <http://www.gatesfoundation.org/united-states/Documents/TheSilentEpidemic3-06Final.pdf>.

<sup>10</sup> Ibid.

<sup>11</sup> This figure is based on data from Round 11 of the National Longitudinal Survey of Youth 1997 cohort. The 1997 cohort includes nearly 9,000 persons who were born between 1980 and 1984. At the time of the data collection for Round 11, respondents were 22-28 years old. Center for Human Resource Research, The Ohio State University, National Longitudinal Survey of Youth 1997 Cohort, (Round 11) (Bureau of Labor Statistics, U.S. Department of Labor, 2007), available at <http://www.bls.gov/nls/nlsy97.htm>.

<sup>12</sup> U.S. Census Bureau, Current Population Survey: 2011 Annual Social and Economic Supplement, PINC-03 (2011), available at [http://www.census.gov/hhes/www/cpstables/032011/perinc/new03\\_253.htm](http://www.census.gov/hhes/www/cpstables/032011/perinc/new03_253.htm).

<sup>13</sup> Henry Levin et al., *The Costs and Benefits of an Excellent Education for All of America's Children* (Teachers College, Columbia University, January 2007), available at <http://cbcse.org/wordpress/wp-content/uploads/2013/03/2007-Levin-Excellent-educatin-for-all-of-america%C2%B4s-children.pdf>.



<sup>14</sup> Saul D. Hoffman, *By the Numbers: The Public Costs of Teen Childbearing* (The National Campaign to Prevent Teen Pregnancy, October 2006), available at [http://www.thenationalcampaign.org/resources/pdf/pubs/btn\\_full.pdf](http://www.thenationalcampaign.org/resources/pdf/pubs/btn_full.pdf).

<sup>15</sup> 34 C.F.R. § 106.40(b)(1). References to pregnancy include all of the related conditions covered by the regulation.

<sup>16</sup> *Ibid.*, § 106.40(a).

<sup>17</sup> *Ibid.*, § 106.40(b)(1).

<sup>18</sup> *Ibid.*, § 106.40(b)(3).

<sup>19</sup> *Ibid.*, § 106.40(b)(5).

<sup>20</sup> *Ibid.*, § 106.40(b)(4).

<sup>21</sup> OCR also enforces *Title II of the Americans with Disabilities Act (Title II)*, 42 U.S.C. § 12131 *et seq.*, and its implementing regulations, and Section 504 of the *Rehabilitation Act of 1973* (Section 504), 29 U.S.C. § 794, and its implementing regulations. An uncomplicated pregnancy, by itself, does not constitute a physical impairment and therefore is not considered a disability under *Title II* or Section 504. Complications resulting from pregnancy may be impairments. Whether a student with a complication resulting from pregnancy is protected under Section 504 and *Title II* depends on whether the complication is an impairment that substantially limits a major life activity, or alternatively, whether the student has a record of or is regarded as having such impairment. *See* 34 C.F.R. § 104.3(j); 28 C.F.R. § 35.104. *See also* 29 C.F.R. Part 1630, App. § 1630.2(h).

<sup>22</sup> 34 C.F.R. § 106.40(b)(2).

<sup>23</sup> *Ibid.*, § 106.40(b)(3).

<sup>24</sup> *Ibid.*

<sup>25</sup> Ibid., § 106.40(b)(2).

<sup>26</sup> OCR considers the conduct from both a subjective and objective perspective. For more information on the *Title IX* requirements related to sexual harassment, see OCR's *Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties* (January 19, 2001), available at <http://www.ed.gov/ocr/docs/shguide.html>; *Sexual Harassment: It's Not Academic* (Revised September 2008), available at <http://www.ed.gov/ocr/docs/ocrshpam.html>; Dear Colleague letter on Harassment and Bullying (October 26, 2010), available at <http://www.ed.gov/ocr/letters/colleague-201010.pdf>; and Dear Colleague letter on Sexual Violence (April 4, 2011), available at <http://www.ed.gov/ocr/letters/colleague-201104.pdf>.

<sup>27</sup> 34 C.F.R. § 106.40(b)(1).

<sup>28</sup> Ibid. A school may, however, require a pregnant student to obtain a doctor's certification to continue participation as long as such certification is required of all students for physical or emotional conditions requiring the attention of a physician. *See* 34 C.F.R. § 106.40(b)(2). *See also* page 8, *supra*.

<sup>29</sup> Ibid., § 106.31(a), (b)(6), (b)(7).

<sup>30</sup> Ibid., § 106.40(b)(5).

<sup>31</sup> Ibid., § 106.40(b)(2).

<sup>32</sup> Ibid., § 106.40(b)(4).

<sup>33</sup> Ibid., § 106.11.

<sup>34</sup> For more information on the procedural requirements of *Title IX*, see the sources listed in note 26.

<sup>35</sup> Ibid., § 106.8(b).

<sup>36</sup> Ibid., § 106.8(a).

<sup>37</sup> Ibid., § 106.9(a).

<sup>38</sup> Ibid., § 106.9(b).



The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

*[www.ed.gov](http://www.ed.gov)*

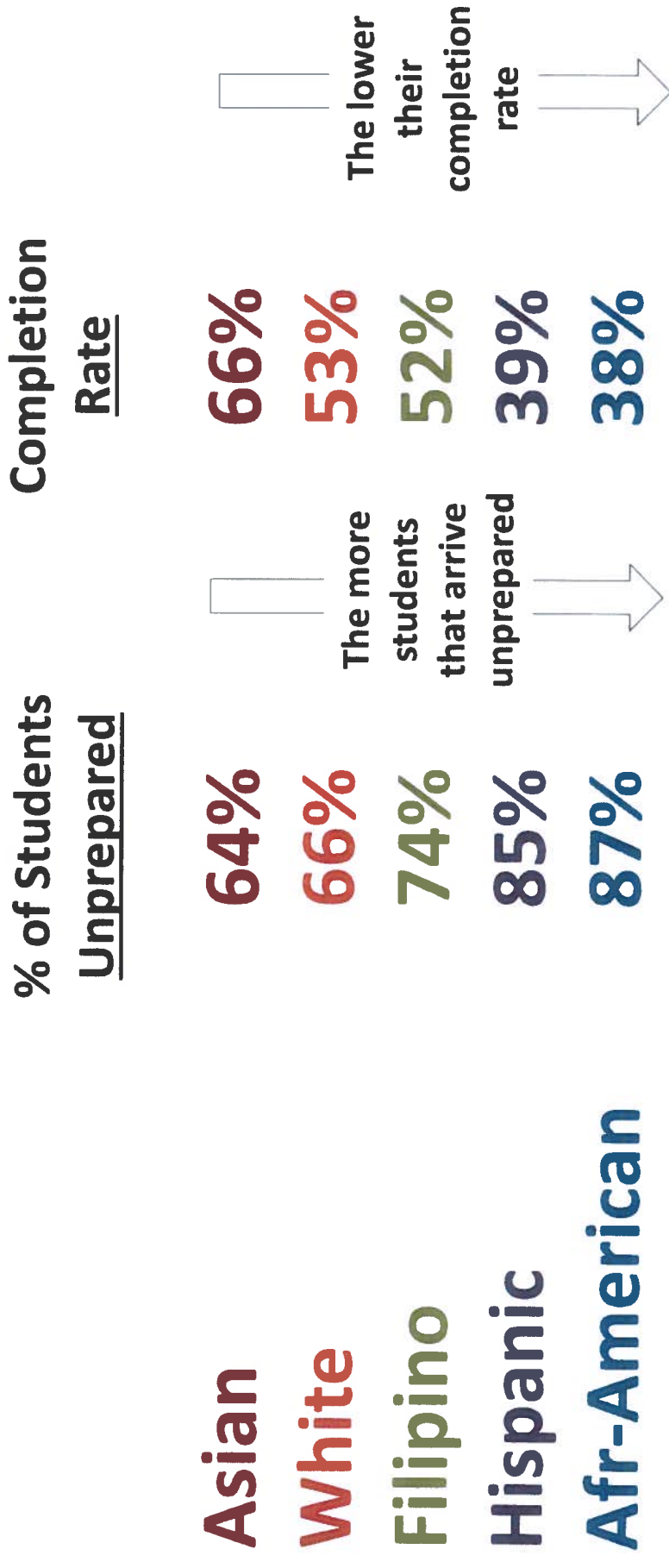
# The preparedness challenge

“College preparedness is *the*  
major determinant of inequities in  
educational attainment”

-Equity & Excellence in American Higher Education  
by Bowen, Kurzweil & Tobin



# Equity and preparedness



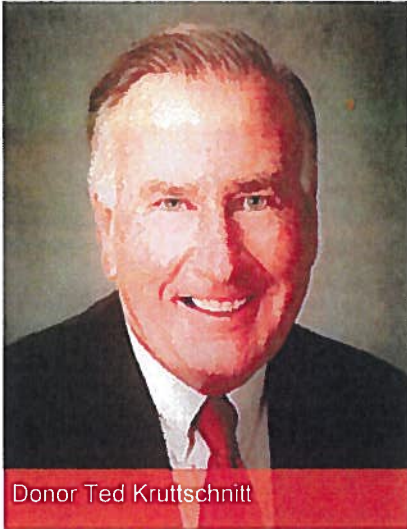
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“College preparedness is *the* major determinant of inequities in educational attainment”

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# THE KRUTTSCHNITT ASPIRE SCHOLARSHIP PROGRAM (KASP PROGRAM)



Donor Ted Kruttschnitt

## OUR FIRST SCHOLARSHIP PROGRAM

The objective of the Kruttschnitt Aspire Scholarship Program ("KASP Program") is to identify, select and support committed and academically-promising students with the highest financial need. The KASP Program seeks to provide these selected students with the opportunity (i) to expedite their studies at the District while minimizing their Student Loans, and (ii) to successfully transfer to four-year institutions.

The KASP Program will focus on traditionally underserved and underrepresented students, including students who have access to state financial aid through the California Dream Act ("Dreamers") but who are not eligible for federal financial aid. The students in the KASP Program ("KASP Scholars") will be provided the financial means to maintain full-time enrollment, which is a proven factor in increasing student persistence (continued enrollment to degree completion) rates.

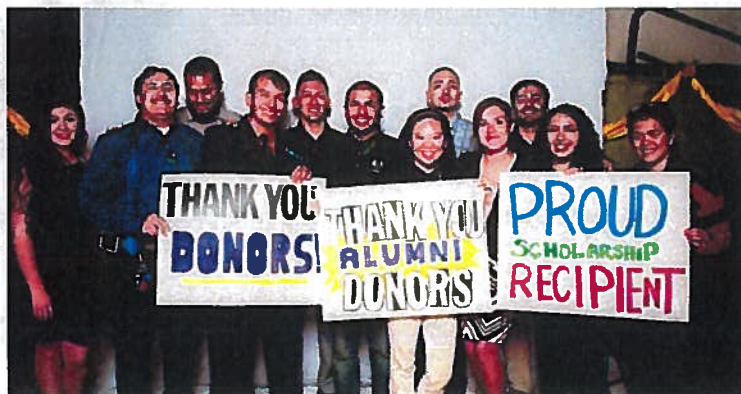
This gift is precedent-setting and transformative for a number of reasons. This is the most generous annual scholarship award currently administered by the Foundation in terms of the amount of the scholarship awards and the number of students receiving the awards from a single source. This gift will be the largest annual scholarship gift the Foundation has received in its almost 50 year history.

## WHAT KASP SCHOLARS RECEIVE

<b>SCHOLARSHIP</b>		<b>PROGRAM</b>
\$6,000 per year, renewable for 1 additional year (\$12,000 maximum)		Foundation's Program Coordinator will advise the KASP Scholars cohort, supporting them with wrap-around services. Connecting the cohort with existing services at the Colleges.

**KEY POINTS:**

- What is KASP?
- Who can be a KASP Scholar?
- Next Steps



*"We can't think of a better way to kick off the Foundation's 50th year in 2016 than the enrollment of the first cohort of 30 KASP Scholars!"*

*-Stephani Scott*

## ELIGIBILITY REQUIREMENTS

- Be a graduating high school student and:
  - Enroll >12 units, and
  - Resident of San Mateo County, and
  - Demonstrate financial need, and
  - Plan to transfer to a 4-year, and
- Be a high school student entering an SMCCCD College with a 2.5 GPA or better in a-g courses completed in grades 9-12.

OR

- Be a continuing SMCCCD student and:
  - Have completed at least 12 college units at an SMCCCD College, and
  - Are entering the Semester in good academic standing as defined by the colleges' Federal Satisfactory Academic Progress ("SAP") policy, and
  - Have a GPA of 2.5 or better, and
  - Not be in default on any Student Loans.

## TIMELINE

Time	Activity
September	Get folks excited and aware of the program Develop KASP Marketing tools and webpage
October	Develop application in Academic Works
November	Launch application Hire Scholarship Program Coordinator
February	Close application KASP Selection Committee will review applications
Fall 2016	First KASP Cohort enrolled

## DETAILS

The 60 applicants with the highest application scores will be selected as Finalists and be interviewed by the KASP Selection Committee. The Selection Committee will then award the KASP Award Scholarships based on an even weighting of each applicant's Application Score and Interview Score. Five (5) alternates will also be identified should an awarded applicant decline or otherwise be unable to accept the Scholarship.

First year cohort size: 30

Second year cohort size: 30, totaling 60 KASP Scholars

As long as students maintain eligibility, they will automatically continue in the program the following year, with the goal of transferring their 3rd year.

Distribution of the KASP Scholars within the three Colleges will not be taken into account during the selection process.



## ELIGIBILITY REQUIREMENTS

Be a graduating high school student and:

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- Resident of San Mateo County, and
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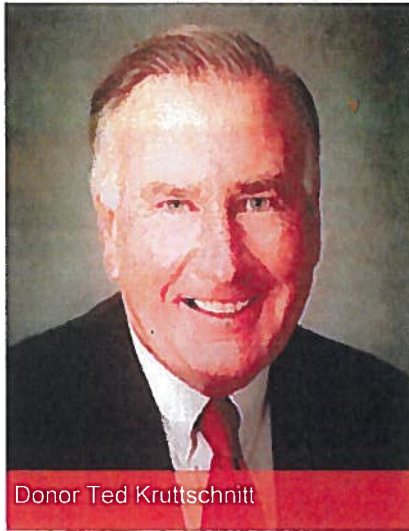
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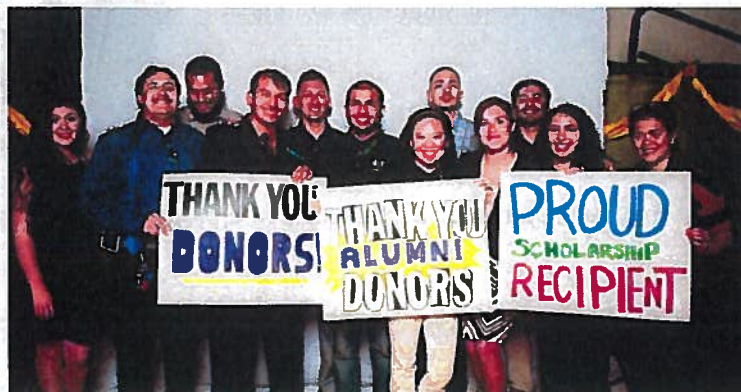


### PROGRAM

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### KEY POINTS:

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# WHAT'S NEW IN FINANCIAL AID

## 2016-2017



### FAFSA Verifications

Starting in 2016-2017, there are updates to selected verification items and some have been either removed or added. Students who are selected for verification may be moved from previously assigned groups V1, V4, and/or V6 to verification tracking group V5

Verification Group	Verification Items
V1	Verification worksheet <u>AND</u> 2015 tax return transcript or IRS Data Retrieval Tool on FAFSA
V2	Not used for 2016-2017
V3	Not used for 2016-2017
V4	High School Completion <u>AND</u> Identity/Statement of Educational Purpose
V5	All documents listed in V1 & V4 group
V6	Verification worksheet, All untaxed income, All W-2s 2015 tax return transcript or IRS Data Retrieval Tool on FAFSA Statement of income required for low-income

### Full-Time Student Success Grant (FTSSG) Program:

A new supplemental grant program, which started 2015-2016, for California Community College students who are Cal-Grant B full-time recipients.

Students can receive up to \$600 annually along with their Cal-Grant B award when they are full-time. The definition of full-time is **12 or more units in a term** regardless of the program that they're taking.

### FAFSA.com domain name transfer

Through a negotiated settlement agreement, *Student Financial Aid Services (SFAS)* will transfer FAFSA.com to the U.S. Department of Education (FAFSA.ed.gov).

### Prior-Prior year (PPY) Tax Information on FAFSA

President Barack Obama announced that beginning with the 2017-2018 school year, students can now complete the FAFSA using 2 years prior tax information. With the switch to PPY, FAFSA will be available on October 2016, rather than January 1, 2017.

- FAFSA available October 1<sup>st</sup>, 2016 for 2017-2018 AY
- 2017-2018 FAFSA will use 2015 tax year information

When a Student is Attending College (School Year)	When a Student Can Submit a FAFSA	Which Year's Income Information is Required
July 1, 2015 – June 30, 2016	January 1, 2015 – June 30, 2016	2014
July 1, 2016 – June 30, 2017	January 1, 2016 – June 30, 2017	2015
July 1, 2017 – June 30, 2018	October 1, 2016 – June 30, 2018	2015
July 1, 2018 – June 30, 2019	October 1, 2017 – June 30, 2019	2016

### Benefits of PPY

- Filing the FAFSA earlier so that the students can figure out what their financial aid package/award would look like.
- This can increase the application's accuracy and students won't have trouble using the IRS Data Retrieval Tool, decreasing the need for additional paper documentation, since tax data from 2 years prior would be readily available.

## **BOGFW Program Changes Effective Fall 2016**

- Students will have to maintain Academic and Progress Standards in order to keep receiving BOGFW and keep their enrollment priority
  - Academic Standard = Cumulative GPA of 2.0 or higher
  - Progress Standard = 50% Completion of your coursework
- Students who are placed on academic and/or progress probation or disqualified in two consecutive primary terms (Fall/Spring) will lose eligibility for BOGFW
- Disqualified students will be notified of probation and/or disqualification status within 30 days at the end of the term
- Students that lose eligibility will have access to options to regain BOGFW Program eligibility by:
  - Improving GPA and/or Completion Rate to meet the standards, **or**;
  - Appealing for the loss of the fee waiver, **or**;
  - Sitting out two consecutive terms

### **Exemptions:**

Foster Youth and Former Foster Youth who are 24 years and younger are not subject to loss of fee waiver under these new regulations.

*\*Please note that eligibility to receive support services such as EOPS and CARE are not affected.\**

### **Appeals**

Students will be able to appeal the loss of the Board of Governors Fee Waiver based upon the following verifiable circumstances:

- Extenuating circumstances – cases of accidents, illnesses, or other circumstances beyond a student's control.
- A change in a student's economic situation.
- Evidence that a student was unable to obtain essential support services.
- Special consideration of factors for CalWORKs, EOPS, DSPS, and veteran students.
- Students with disabilities who applied for but did not receive accommodation in a timely manner.
- Significant academic improvement.
- Successful appeal for enrollment priority extends to the fee waiver.







For more information:

# Full-Time Student Success Grant

A guide for Cal Grant B recipients attending a California community college full time.



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The California Community Colleges is the largest system of higher education in the nation, with 113 colleges serving 2.1 million students annually. For more information, visit [CaliforniaCommunityColleges.cccco.edu](http://CaliforniaCommunityColleges.cccco.edu).

Brought to you by the California Community Colleges, the "I Can Afford College" campaign informs current and prospective students and their families about the year-round availability of financial aid. For more information, visit [icanaffordcollege.com](http://icanaffordcollege.com).



10/27/15 (07/200)

[icanaffordcollege.com](http://icanaffordcollege.com)

[icanaffordcollege.com](http://icanaffordcollege.com)

## What is it?

The Full-Time Student Success Grant is a new financial aid program for Cal Grant B recipients attending a California community college full time.

## How does it work?

On top of the \$1,656 annual Cal Grant B award paid at community colleges, the Full-Time Student Success Grant pays full-time Cal Grant B recipients an additional \$600 annually. All full-time community college students receiving Cal Grant B will be offered this assistance, and only full-time students can receive this benefit.

## How does it help?

The Full-Time Student Success Grant is designed to encourage students to maintain full-time status. Full-time attendance speeds the completion of your degree and saves you money! Attending full time gets you out faster, and allows you to get on with your life and career!

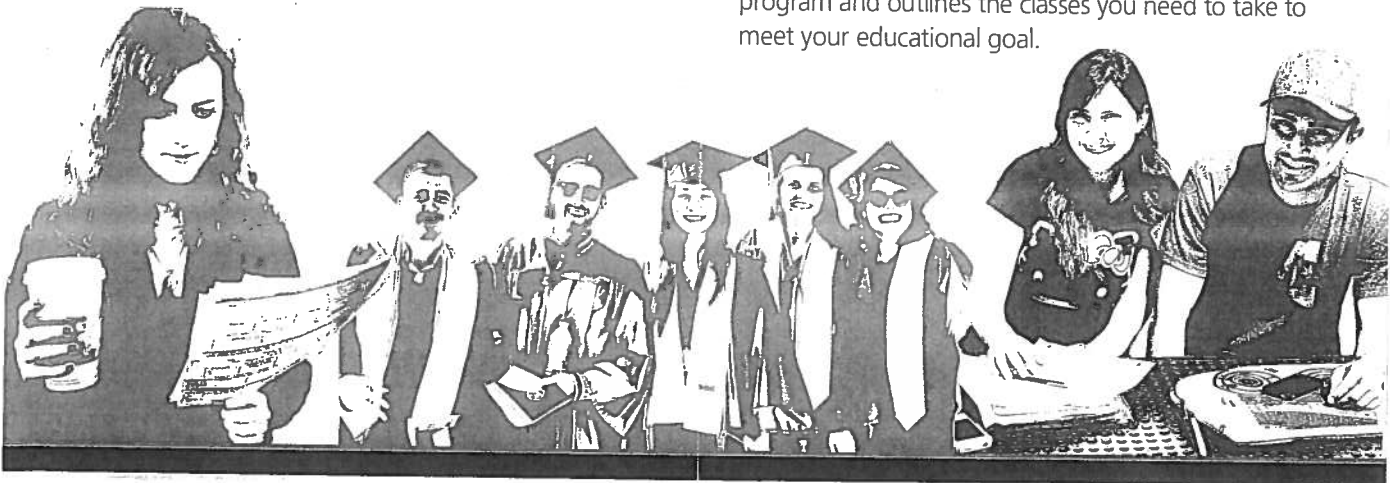
## How do I apply?

Cal Grants and the Full-Time Student Success Grant are just some of the financial aid programs that can help cover your college expenses. You apply for a Cal Grant by completing the Free Application for Federal Student Aid (FAFSA) or California Dream Act Application and have your current school submit your GPA to the California Student Aid Commission. Your completion of the FAFSA also enables consideration for federal grants and loans.

Community college students who are California residents and who miss the March 2 deadline can apply by September 2 to receive consideration for competitive Cal Grant awards. Students completing the Dream Act Application must apply by March 2 in order to receive Cal Grant consideration. But it is important to point out that students can apply year-round for the Board of Governors Fee Waiver.

## What else do I need to know?

Full-time attendance is 12 units per term. However, to earn a college degree in four years, you will need to take more than 12 units per term. Students should talk to their college counselor to set up an education plan. Your education plan is your path to completing your degree program and outlines the classes you need to take to meet your educational goal.





For more information:

# On track to achieve Fall 2016 BOG Fee Waiver Changes

*Everything you need to know to remain eligible for  
the Board of Governors (BOG) Fee Waiver.*

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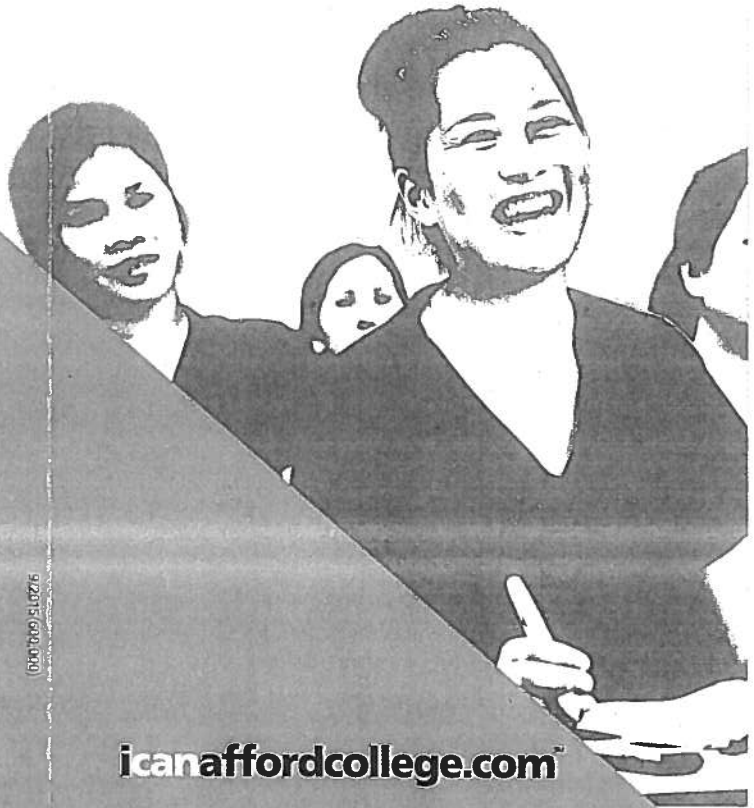
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## Minimum requirements for maximum success.

Whether you want to move into a career or move on to a four-year university, California community colleges want to help you achieve your educational goals. The Board of Governors (BOG) Fee Waiver, available to eligible students, will waive your per unit enrollment fee at any California community college throughout the state.

Once you've qualified for the BOG Fee Waiver, it's important to ensure that you're meeting the academic and progress standards in order to avoid losing it.

### **Academic — Sustain a GPA of 2.0 or higher**

If your cumulative GPA falls below 2.0 for two consecutive primary terms (fall/spring semesters, or fall/winter/spring quarters), you may lose your fee waiver eligibility.

### **Progress — Complete more than 50 percent of your coursework**

If the cumulative number of units you complete is not more than 50 percent in two consecutive primary terms (fall/spring semesters, or fall/winter/spring quarters), you may lose your fee waiver eligibility.

### **Combination of Academic and Progress Standards**

Any combination of two consecutive terms of cumulative GPA below 2.0, and/or cumulative unit completion of not more than 50 percent may result in loss of fee waiver eligibility.

## How will I know?

You'll be notified within 30 days of the end of each term if you are being placed on either academic (GPA) and/or progress (course completion) probation. Your notification will include the information that a second term of probation will

result in loss of fee waiver eligibility. After the second consecutive term of probation, you may lose eligibility for the fee waiver at your next registration opportunity.

## How to regain eligibility.

If you lose eligibility for the BOG Fee Waiver, there are a few ways that you can have it reinstated:

- Improve your GPA or course completion measures to meet the academic and progress standards
- Successful appeal regarding extenuating circumstances
- Successful appeal based on significant academic improvement
- Not attending your school district for two consecutive primary terms (fall/spring semesters, or fall/winter/spring quarters)

The appeals process for extenuating circumstances includes:

- Verified accidents, illness or other circumstances beyond your control
- Changes in economic situation
- Evidence of inability to obtain essential support services
- Special consideration factors for CalWORKs, EOPS, DSPS and student veterans
- Disability accommodations not received in a timely manner

If you have questions or need assistance, please contact the financial aid office or registrar at your college.

*Please note that foster youth and former foster youth (age 24 years and younger) are not subject to loss of the BOG Fee Waiver under these regulations.*

# International Choral Festival 2015

Sunday, November 1, 2015 starting 4:00pm

Theatre at the College of San Mateo

1700 W. Hillsdale Blvd., San Mateo, CA 94402

*Music ~ the Universal Language*



Choral groups from different cultural background are joining together to share songs from around the world. The event starts with "America the Beautiful" performed by over 200 singers. Don't miss this opportunity to witness what music can do to bring the world closer together!

**FREE ADMISSION**

College of San Mateo

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Sponsored by Japanese Choral Federation of Northern California (JCFNC) and College of San Mateo DIAG  
For more information: [uedam@smccd.edu](mailto:uedam@smccd.edu)

