



MCCKAYANTABE

The Community Extension Office of Mabalacat City College

Manual of Operations

2021

FOREWORD

MCC Kayantabe is one of the most important offices of MCC. It is through this office that we mark our significance in the local community.

It is in the extension services in which the welfare of the community is the primary goal. Through service, our students and faculty members attain the highest intended learning outcomes of the program as well as develop the character of benevolence, compassion, and patriotism.

The Mabalacat City College possesses a well-established program for community engagement and learning through service. This is undoubtedly valuable not only to our Institution but more so to the community. Hence, this program purely exemplifies not only the practical use of knowledge, but the very essence of why we seek knowledge which is to share in the development of the humanity.

With that, I invite you to entirely read and follow this manual to better execute the role of extension services unit. I hope that in all other centers of campus operations, we can persistently enhance our performance in this aspect of going beyond.

Michelle Aguilar -Ong, DPA

College President

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About the Manual

This manual intends to provide everyone an overview of Mabalacat City College (MCC), a local college funded by the city government of Mabalacat, and what it is doing with respect to the community at large. This manual discusses how MCC Kayantabe is the center for advocacy, service learning, and community engagement of the college in accord with its core values. It also includes the flagship projects of MCC and what members of the MCC community are doing in order to support and promote their inclusive development.

It will serve as a guide to the faculty, staff, students, and alumni who are willing to volunteer themselves in the worthy causes both inside and outside MCC. This document outlines the approaches that could be undertaken by MCC community in their desire to be of service to the local community.

As a whole, this manual encapsulates what MCC has been doing in the community as its major commitment to the betterment of the society in general. As MCC pursues to solidify its academic reputation, it is imperative that it qualify its position with regards to current issues of social concern and social involvement.

About Mabalacat City College

History

The battle cry to provide universal, quality and affordable education to high school graduates of the Municipality who are unable to enter college due to high cost of tuition fees was realized through the establishment of Mabalacat City College.

A feasibility study was undertaken by a technical group composed mostly of academicians and in September 2007, a decision was made that Mabalacat College will be opened in its temporary site at Northville 16 Resettlement, Barangay Atlu Bola, Mabalacat beginning June of 2008.

The legal foundation of the college was formulated by the SB (*Sangguniang Bayan*) members. On October 4, 2007, through Municipal Ordinance No. 2, series of 2007 entitled “An ordinance establishing a local college in the Municipality of Mabalacat to be known as the MABALACAT COLLEGE and granting its charter providing for the Rules, Regulations and Pertinent Guidelines for its establishment and operation thereof” was passed.

On January 14, 2008, Mayor Morales appointed Dr. Leonardo C. Canlas as the First Ad Interim President of the College. The initial courses offered were B.S in Elementary Education, B.S in Secondary Education with major fields in Mathematics and Biological Science, and B.S Information Technology.

The College officially had its first day of classes on June 9, 2008 with 35 enrollees in the Institute of Teacher Education and 27 in the Institute of Information Technology Education.

In June 2009, the Institute of Hospitality Management was opened with course offerings: B.S in Hotel and Restaurant Management.

In accordance with the pertinent provisions of Republic Act. No. 7722, otherwise Known as the Higher Education Act of 1994, and by virtue of Resolution No. 457-2008, series of 2008, of the Commission en banc; the Government Recognition was granted to Mabalacat College to operate the Bachelor of Elementary Education program (Areas of concentration: General and Pre-School Education) and the Bachelor of Second Education program (Major fields of Specialization: Biological Science, Mathematics, Filipino, MAPEH, and English) on February 8, 2011; and the Associate in Computer Technology on March 3, 2011.

The Government Authority was granted to Mabalacat College to operate the Bachelor of Arts in History program on November 16, 2011, the Bachelor of Science in Customs Administration program on

February 8, 2012, the Bachelor of Science in Biology on April 3, 2012, the Bachelor of Science in Tourism Management program on April 17, 2012, the Bachelor Science in Accountancy on January 22, 2013, the Bachelor of Technical Teacher Education, major in Food Service Management on February 20, 2013. The TESDA granted the Certificate of TVET Program Registration to offer the Finishing Course of Call Center Agents for 100 hours on December 9, 2011, and the Computer Hardware Servicing NC II for 392 hours on March 5, 2012.

By virtue of Republic Act. 10164 signed into a law by President Benigno Simeon C. Aquino III and the successful July 21, 2012 plebiscite favoring “Yes” to Cityhood, the Municipality of Mabalacat is converted into Mabalacat City, thus, the Board of Trustees, through its 41st Meeting resolved to change the name of the College to MABALACAT CITY COLLEGE.

MCC Vision and Mission

VISION

Mabalacat City College envisions itself to be the top choice in the community it serves for quality education and training by 2025.

MISSION

The Mission of Mabalacat City College is to meet the needs of its community as a center for learning aiming for open admission policy.

The MCC Kayantabe

The whole package of programs, projects, advocacies, and activities being undertaken by Mabalacat City College in relation to its community service is referred to as **Kyantabe**, which translates to companion, partner, or support system, which also represent the concrete support of the MCC community to worthy and notable causes for the communities outside its campus premises.

MCC Kayantabe seeks to fulfill the “Service” commitment of Mabalacat City College which is part of its core values. This office functions as the advocacy and community service arm of the institution that is focused on contributing to the solution of the society’s problems. It concentrates on three core advocacies which are **literacy development, cultural promotion, and environmental protection**. These three are set to serve as foundation that will foster service learning and community engagement for MCC stakeholders, and inclusive development to the community it serves.

In MCC's pursuit of academic excellence with a social conscience, MCC Kayantabe will be the lead office in initiating and implementing social services and support programs to the local community. Socially aware and imbued with a sense of civic responsibility, it also sets out to build partnership and linkages with other public and private agencies and organization. With these, MCC Kayantabe is clearly driven with synergy and solidarity in conducting high impact initiatives and actions on the communities it serves.

Strategic Direction of MCC Kayantabe

1. The advocacy and community extension thrust of the college shall be directed into becoming concrete programs and services that addresses general and particular needs of its target communities.
2. The advocacy and community extension thrust of the college shall focus on three themes: Literacy, Culture, and Environment.
3. Highly encourage the full participation and involvement of MCC administration, faculty, non-teaching personnel, students, and alumni in the community extension services by taking concrete research and training service that will deepen their understanding of the needs of the community they will be serving.

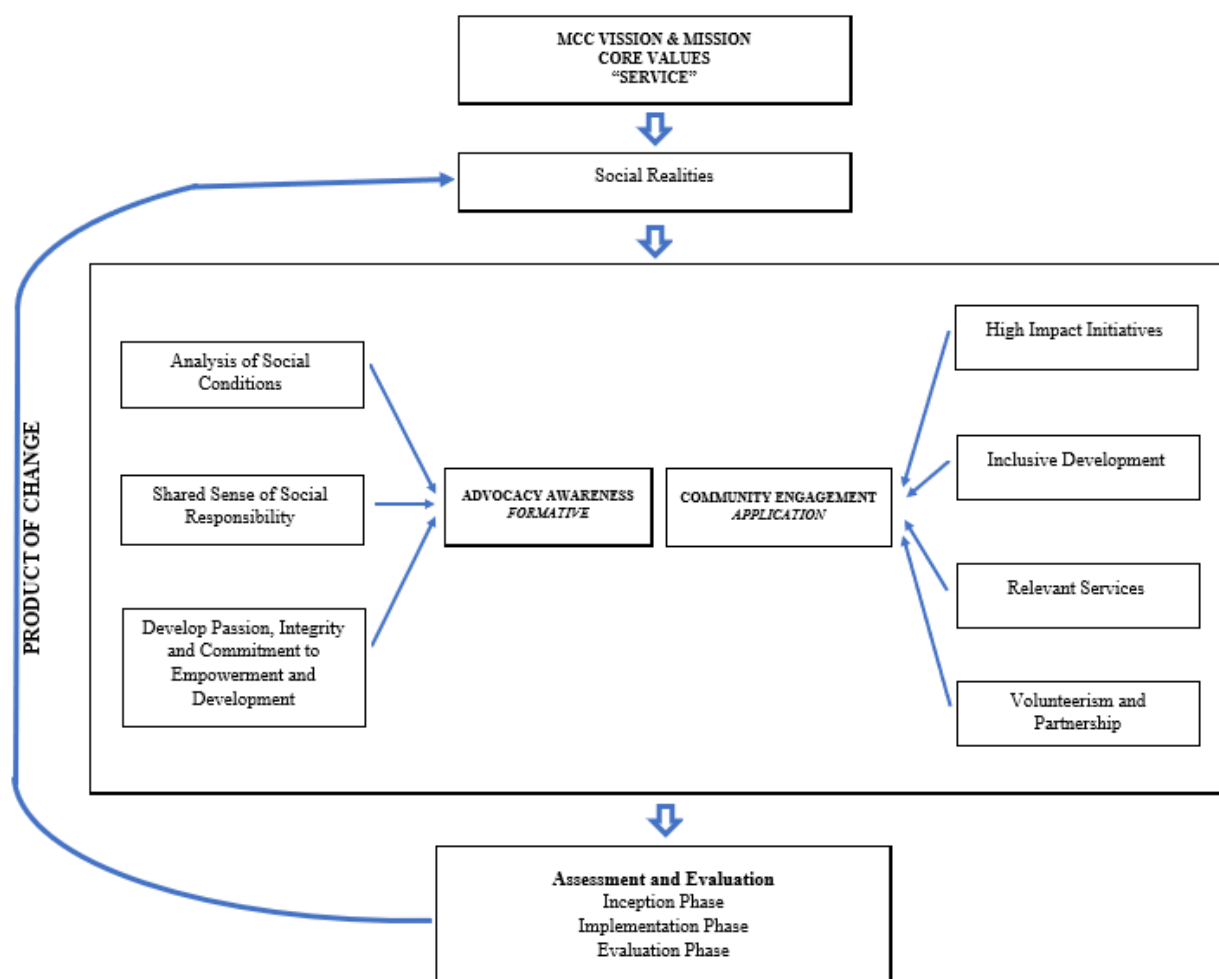
After three years (2021-2023), there should be:

1. Improved quality of life for the people in its adopted community particularly in the aspect of literacy, culture, and environmental concerns.
2. Established culture of volunteerism of students, faculty and staff for the benefit of the community the college serves.
3. Percentage increase in college's pooled resources that go to funding of flagship programs and projects.

The MCC Kayantabe Framework

The MCC Kayantabe serves as the advocacy and community extension arm of Mabalacat City College in accord with its core value of "Service." Its thrust is to promote inclusive development efforts and advocacies that MCC believes in, within the context of being an academic institution.

MCC Kayantabe's framework and principle will revolve on the concept of spirit of service and volunteerism, inclined in empowering and developing local communities which will be realized through the implementation of relevant community engagement, empowerment, and development programs and projects. For these to be met, MCC Kayantabe is guided by the following framework:



Focusing on the “Service” core value of Mabalacat City College, MCC Kayantabe is guided by a framework that focuses on advocacy awareness and community engagement. Social realities are at the top consideration come up with a more realistic and holistic advocacy and service the communities.

The advocacy awareness component serves as the formative platform in which the students and other members of the MCC community (administration, faculty, non-teaching personnel) are the focal point. Through the National Service Training Program which the students are required to undergo, and advocacy campaign activities/ information drives, social conditions are examined and analyzed which in turn becomes mechanism for developing a shared sense of social responsibility for the community and the development of spirit of volunteerism that seeks to normalize in the stakeholders the concept of freely sharing to the communities their knowledge, skills, and talents brought by genuine concern for the development of the society as a whole. For this to be translated into practical and actual service,

it must be guided by a uniform direction and planned response anchored in passion, integrity, and commitment. With these at hand, the end view would be a served community that attains inclusive development.

The community engagement component will provide a platform for the same stakeholders to be involved in the community service and inclusive development initiatives of MCC Kayantabe. This component will serve as an avenue for the stakeholders to apply the knowledge and skills they can share to help empower and develop communities. These applications can be realized by participating into high impact initiatives that will bring substantial improvement to the lives of the target beneficiaries; inclusive development that intends to utilize the current available resources of the community but at the same time preventing its exploitation; relevant service which means that the activities and programs that will be initiated are convincingly practical yet expected to bring maximum benefits and success. Community partnerships and linkages are also part of the framework as external factors and were also taken into consideration for it is an undeniable fact that these outside conditions also affect the overall implementation of the initiatives, programs, and projects of MCC Kayantabe.

The assessment and evaluation component of the framework will ensure that the objectives and standards are achieved through monitoring and evaluation to make relevant and necessary recommendations. This component will also serve as an avenue for determining the impact of the programs and projects initiated by MCC Kayantabe to its target community and to the society as a whole.

The MCC Kayantabe Core Advocacies

Literacy Development

MCC Kayantabe advocates on the improvement of literacy in the community it serves which is in harmony with the objectives of the government to invest in human capital development anchored on accessible education.

Cultural Promotion

MCC Kayantabe aims to provide avenues for the Indigenous Peoples (IPs) of Mabalacat City to reflect, explore, and develop collective means to strengthen their distinct cultural identity and nurture relationships with other communities in the city. This advocacy will focus on showcasing IP knowledge systems and skills for greater awareness and appreciation of its culture and tradition.

Environmental Protection

MCC Kayantabe devotes itself to community-based environmental preservation initiatives that intend to transform the locals to become effective partners in protecting the environment.

The MCC Kayantabe Story and Logo

THE KAYANTABE STORY

kasama
kaantabay
kaagapay

Inspired by the roots of Mabalacat and how its influence can develop modern communities in different rural areas.

The Official Logo



The Colors



The crimson and steel grey were utilized to represent the MCC spirit and values which equates to determination to succeed through strong foundation. A touch of green was used to represent progress and development. The green color was also used at the top part of the logo which symbolizes as a top priority of the office.

The Elements



Balacat Leaves

This symbolizes our deep respect for the heritage of Mabalacat City. It is the unifying symbol between the community and the academic institution.



Shape

The circle represents our dedication to sustain the development in our adopted community.



Hands

This symbolizes our sincere intention in creating meaningful partnerships with the community.



House

This represents the community that we serve, a community under one house, one mission, and one vision.

Vision and Mission Statement of MCC Kayantabe

Vision

MCC Kayantabe envisions itself to build sustainable local communities through advocacies and engagement initiatives driven by spirit of volunteerism and commitment to inclusive development.

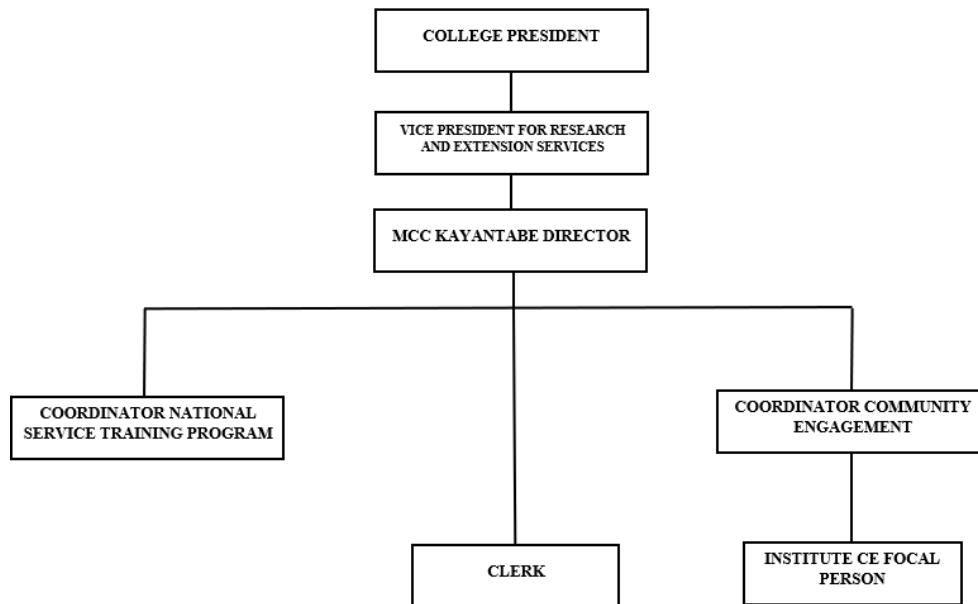
Mission

MCC Kayantabe commits itself in:

- Collaborating with local communities in the sharing of skills, knowledge, and expertise;
- Empowering communities through programs, projects, and activities that will lead to inclusive and sustainable development;
- Strengthening the involvement of MCC community in providing extension programs with the end in view of transforming lives and restoring human dignity; and
- Forging partnerships that promotes the same vision.

Organizational Chart

The MCC Kayantabe is composed of individuals that work hand in hand to operationalize the thrust of the office. The chart below illustrates its structure:



1. College President

The College President provides leadership in creating an atmosphere that ensures a functional and productive advocacy and community service unit for Mabalacat City College, which is the MCC Kayantabe.

The College President:

- Provides directions and evaluate institutional policies and plans pertaining to MCC Kayantabe.
- Oversees the Vice-President for Research and Extension in planning, implementing and evaluating its community engagement efforts.

2. Vice-President for Research and Extension

The Vice-President for Research and Extension is appointed by and reports directly to the College president on the planning, implementation, and evaluation of community engagement efforts of MCC Kayantabe.

The Vice-President for Research and Extension:

- Prepares the annual budget and operational plan of MCC Kayantabe in collaboration with the the Director.
- Monitors the implementation of plans pertaining to MCC Kayantabe.
- Supervises the Director of MCC Kayantabe in planning, implementing and evaluating its community engagement efforts.

3. Director

The Director of MCC Kayantabe is appointed by the College President.

The Director:

- The Director is responsible for the overall organization, management, and control of the operations of MCC Kayantabe. The Director formulates, implements, and evaluate plans, programs, and projects governing the advocacies and community engagement functions of the office.
- Ensures the delivery of effective and efficient student and academic support that meets the needs of the stakeholders of MCC community, accrediting and regulatory bodies, management, and other MCC units.
- Ensures the maximum participation of the faculty, employees, students, and alumni in the community extension projects through the dissemination of the community extension plan projects, and provision of opportunities for involvement.
- Manages the status of community projects and its documentation through the compilation of required documents and evidence.
- Manages the effective and efficient implementation of the National Service Training Program in accordance with the implementing rules and regulations of the Commission on Higher Education through periodic syllabus updating, faculty selection, orientation and training, program monitoring, and gathering of feedback.

4. Coordinator for Community Engagement

The Coordinator for Community Engagement is responsible for the organization and management of the community engagement initiatives of MCC Kayantabe.

The coordinator shall:

- Assists the Director in formulating, implementing, and evaluating the plans, programs, and projects governing the community engagement functions of MCC Kayantabe.
- Provide assistance to the organization and operation of the office at large including but not limited to proposals, implementation, and assessment and evaluation of community engagement activities.
- Acts as liaison between the Institutes and the community, including external agencies on matters regarding community extension and services.
- Coordinate and/or establish linkages with other agencies for purpose of tapping assistance/ resources and ensuring effective service delivery.
- Recommend appropriate measures to improve the implementation of extension programs and projects.
- Participate in the development of procedures and techniques in determining and assessing community needs.

5. Coordinator for National Service Training Program

The Coordinator for National Service Training Program supervises the operations of NSTP and other related initiatives.

The coordinator:

- Handles functions related to proposal, implementation, as well as assessment and evaluation of undertakings the NSTP unit and its students spearheaded.
- Provides assistance to the organization and operation of the office at large including but not limited to proposals, implementation, and assessment and evaluation of community engagement activities.
- Arranges the community service schedules of the students and keep all the record of all the students to the different activities.
- Assures that all logistical and preparatory requirements for the NSTP activities are taken care of.

6. Institute Community Engagement Focal Person

Reporting to their respective institute deans, the Institute Community Engagement Focal Person will be the point person in terms of coordinating with the MCC Kayantabe Director for community service concerns.

The Institute Community Engagement Focal Person shall be responsible for:

- Attending meetings facilitated by MCC Kayantabe.
- Assisting in mapping out of plans for MCC Kayantabe program and projects and other community service activities.
- Reporting to his/her counterparts in the institute the developments with regards to community service involvement of their respective institutes.
- Coordinating the requirements for their respective institutes in the delivery of community service programs, projects, and activities.

Functions of MCC Kayantabe

MCC Kayantabe seeks to build a platform on which various formation and application initiatives of Mabalacat City College would be consolidated, implemented, monitored, and continuously improved.

It also seeks to encourage MCC community members (administrators, faculty, non-teaching personnel, students, and alumni) to actively participate in the community service and development initiatives. This would promote collaboration in the context of social responsibility and nation-building process.

The functions of MCC Kayantabe have the following components:

1. Personal and Social Development

The emphasis of this function is geared toward promoting initiatives that would allow the people of MCC Community and its adopted communities to better understand their own selves. In the long run, this would allow them to realize the extent of their roles and responsibilities not just to the institution but to the society as well.

2. Leadership and Volunteerism

This function focuses on developing the leadership skills of the people both for the MCC Community and on its adopted communities. It is also geared toward promoting and keeping

the spirit of volunteerism alive. Initiatives under this function are all geared toward enhancing one's ability to facilitate and lead change within the institution.

3. Social and Ethical Responsibility

As functioning members of the society, it is of utmost importance to promote initiatives that would develop a sense of social and ethical responsibility among the students and employees of MCC. In as much as there is already an understanding of one's roles and responsibilities, there should be avenue from where students and employees can integrate these into the context of a workplace and society as a whole.

This function of MCC Kayantabe also allows everyone to everyone that each individual has a role to play in pushing forward effective and efficient change in the society; demonstrate an active involvement in the quest for sustainable and inclusive development through spearheading and participating in community engagement initiatives; develop a sense of shared responsibility by acknowledging that each of us is responsible for the growth and development of our own communities; and actively participate in the development of initiatives that would promote orderly change in the local, national, and international level.

4. National Service Training Program

As mandated by Republic Act 9163 or the NSTP Act of 2001, MCC provides a program that “aims to enhance civic consciousness and defense preparedness in the youth, by developing the ethics of service and patriotism while undergoing training in any of the following:

- Civic Welfare Training Service (CWTS),
- Literacy Training Service (LTS), or
- Reserve Officers' Training Corps (ROTC).

The implementation of NSTP in the institution is pursuant to RA 9163 and its corresponding Implementing Rules and Regulations:

A. Civic Welfare Training Service (CWTS)

CWTS focuses on contributing to the general welfare and betterment of life for the members of the community or the enhancement of its facilities, especially those devoted to improving health, education, environment, entrepreneurship, safety, recreation and morale of the

citizenry and other social welfare services. The course also covers topics on self-awareness, values development, and leadership training.

B. Literacy Training Service (LTS)

This course is a program component of the National Service Training Program which focuses on training the students to teach literacy and numeracy skills to school children, out-of-school youths, and other segments of the society in need of such services. The course also covers topics on self-awareness, values development, and leadership training.

C. Reserve Officers' Training Corps (ROTC)

ROTC aims to provide military education and training for students to mobilize them for national defense preparedness. Its specific objectives include preparation of college students for service in the Armed Forces of the Philippines in the event of an emergency and their training to become reservists and potential commissioned officers of the AFP.

5. Extension Services

As an institution that aims to actively participate in addressing the needs of the society through its academic and other related capacities, MCC Kayantabe supports the delivery of extension services. These types of engagements allow the MCC community (administrators, faculty members, and staff) to render a particular service for a specific organization/institution/association focusing on consultation, transfer of technical skills, knowledge, and the like for the benefit of a specific entity toward the attainment of collaboration, volunteerism, socio-capacity building, and sustainable and inclusive development.

Types of Project Delivered

1. Developmental Projects

Developmental projects refer to the components of the activities directed at empowering and developing people so that they themselves can decide the kind of development they wanted to attain to improve the quality of their life. These projects entail MCC Kayantabe to initially utilize its own resources until the targeted community residents are able to sustain the projects

themselves which can be translated to participatory development where the target beneficiaries' potentials, capabilities, and resources are tapped.

2. Facilitative Projects

Facilitative projects are those projects which are undertaken with other public or private agencies or organizations.

3. Supplemental Projects

Supplemental projects involve undertakings that comes in the forms of donation in cash or in kind, gift-giving, and other similar activities that intends to augment the beneficiaries' basic needs and requirements.

Classification of Extension Programs

1. College-wide Initiated Extension Programs

These programs are planned and implemented by the college administration, officials, and personnel that are geared towards empowering and developing a local community.

2. Institute Extension Programs

These programs are planned, organized, and implemented by the Dean of the Institute, Community Extension Coordinator of the respective Institute, and selected bonafide student to bring forth the Institute line of expertise, competence, and specialization to respond in the needs of a local community.

3. Student Organization Programs

These programs are planned, organized, and implemented by the various accredited student organizations which are in-line with their respective capabilities as an organization. These are supervised by their faculty advisers in coordination with MCC Kayantabe.

4. Partnership Programs

These programs are planned, organized, and implemented by MCC Kayantabe in conduit with external agency such as governmental units, non-government organizations (NGO), or private companies that promotes the same vision with MCC Kayantabe.

Assessment and Evaluation Tools

MCC Kayantabe uses various tools that would allow a relevant assessment of community engagement initiatives that are carried out. These assessment tools include the following:

A. Post-Activity Survey

The Post-Activity Survey aims to determine the perspective of the participants regarding a particular social issue in relation to the community engagement that they have conducted or participated in. It also aims to determine the specific contribution of the participants to the project or program that was implemented as well as its corresponding effect regarding social issues and development. The survey also aims to draw-out the life experiences and learning outcomes that was established through the initiative that was carried out. It is a way by which participants and/ or proponents can specifically state how the experiences affected their perspective on certain social issues.

B. Standard Assessment

The Standard Assessment aims to determine whether the objectives have been met by participants and/or other proponents in relation to the initiative that was implemented. The tool looks at how the participants were able to contribute to the program or project and how certain skills and outcomes were developed in the process.

Furthermore, this assessment tool is filled out by the faculty-in-charge and/or the proponent and is submitted to MCC Kayantabe after the conduct of the initiative. From the total student and/or other proponents, random participants representing all types of involvement (e.g., leader, member, sponsor, etc.) are selected and assessed accordingly.

C. Project Monitoring Monitoring and Evaluation

The monitoring plan will be crafted by laying out the objectively verifiable indicators to assess the achievement of the goals of the programs and activities. These shall be conducted in close

coordination with the proponents of the programs and activities as well as the concerned community.

Logical framework will also be set per program or activity composed of the project goals, outputs, outcomes, indicators, and the means of verification. In the process of monitoring, circumstances that prevents the successful implementation of the project objectives will also be monitored and shall be provided an action plan or strategy to address it.

D. Community Profile and Needs Assessment

The Community Profile and Needs Assessment are tools by which external partners are profiled and their needs are categorized accordingly. This assessment tool allows the department to keep an active database and tabs for the purpose of implementing relevant community extension initiatives.

E. Community Feedback

The Community Feedback aims to determine the immediate response and impact of an activity to its corresponding beneficiaries and/ or other relevant stakeholders immediately after its implementation. The goal of this assessment tool is to elicit reaction that would allow the proponents of an activity to assess its corresponding effectiveness. This would help in determining the aspects that are to be improved in future engagements.

Identification of Adopted Communities

In identifying adopted communities, the following procedures are observed:

1. Community visit for the conduct of profiling
2. Administration of community needs assessment
3. Initial meeting with concerned local government units (LGU), organizations, institutions, and individuals for possible partnership and determination of extent of initiatives to be conducted
4. Drafting of Memorandum of Agreement/Understanding between MCC-Kayantabe and the community, to be reviewed by the Legal Office of MCC.
5. Representatives from MCC and the adopted community will sign the Memorandum of Agreement (MOA) or Memorandum of Understanding (MOU).
6. The duration of partnership of MCC Kayantabe with the adopted community is always set for a minimum of two years.

Evaluation of Adopted Communities

In evaluating adopted communities, the following procedures are observed:

1. MCC Kayantabe reviews and evaluates the partnership for possible extension, renewal, or termination reflected through an evaluation report based on the initiatives or output and performance of the stakeholders throughout the duration of the partnership.
2. MCC Kayantabe reviews and evaluates the partnership for possible research projects as the need arises or as may be recommended. This is reflected through an evaluation report and recommendation/ endorsement submitted to the Research and Development Office of MCC.

Conduct of Community Engagement Initiatives

A. Inception Phase

The inception phase of a community engagement refers the point where the engagement or other related activities are conceptualized. The following are the detailed procedures to be followed:

1. Accomplish and submit Community Engagement Proposal
 - This form is to be accomplished by the faculty-in-charge/ coordinator/ or student proponents.
2. Accomplish and submit the Roster of Involvement
 - This is a list of all people involved or participating in the activity.
3. Accomplish and submit the pre-activity survey
 - This form is to be accomplished by the proponent/
4. Proposal Presentation
 - A presentation/ discussion of the community engagement proposal is scheduled with the Director of MCC Kayantabe
5. Approval/ Disapproval of the Proposal
 - The office shall inform the proponent of the project of the approval or disapproval after 5 working days.

B. Implementation Phase

The implementation phase of a community engagement initiative is the actual conduct of the conceptualized and approved project. This is the stage wherein the proponents and the expected

participants engage with and immerse in the community to provide services that will address particular issues or concern.

It is also at the implementation phase that the participants apply and share their technical knowledge and skills, as well as render time and service in order to actively engage with the people in the community, thus, making this phase the most crucial aspect of a community engagement. The following are the detailed procedures to be followed:

1. Accomplish and submit waivers and/or travel manifesto
 - These forms shall be submitted by the proponent/ implementor of the project
 - Submission shall be made at least a day prior to the conduct of the activity.
2. Get feedback from the community regarding the project and/or objectives of community engagement
 - This form shall be accomplished by the participants or beneficiaries immediately after the implementation of the community engagement.
 - The results of the feedback shall be generated by MCC Kayantabe which shall be disclosed to the proponents of the project in a meeting.
3. Accomplish and submit Community Engagement Progress Report
 - Most community engagement activities or projects are done within a day or week in terms of duration. However, for projects that have longer duration of implementation, a progress report shall be required by MCC Kayantabe from the proponents/ implementors of the project.
 - The frequency of submission/ updates shall be determined and agreed by the Director and the proponents of the project during the inception stage.

C. Monitoring, Assessment, and Evaluation Phase

This phase ensures that the objectives of the community engagement activity or project were met or achieved and that relevant recommendations are provided. Further, this phase also provides avenue in determining if the community engagement were able to bring forth high impact levels to the targeted community and to the society as a whole.

In addition, it is also in this phase where accountability and feedback mechanisms are facilitated.

This phase entails the following procedures:

1. Submission of Community Engagement Accomplishment Report
 - This report shall be accomplished by the proponent of the activity or project and shall be submitted to MCC Kayantabe not later than 10 days after the conduct of the activity or project.
2. Submission of Post Activity Survey
 - The post activity survey shall be accomplished by all participants after the implementation of the community engagement activity or project.
3. Submission of Financial Report (if applicable)
 - This report shall be accomplished by the proponent of the activity or project and shall be submitted to MCC Kayantabe not later than 10 days after the conduct of the activity or project together
4. Accomplishment of Standard Assessment
 - The standard assessment shall be accomplished by the Community Engagement Coordinator.
 - The standard assessment aims to evaluate the community engagement activity or project that was undertaken using a uniform gauging instrument.

Documentation of Community Engagements

It is necessary to gather all evidence pertinent to the community engagement carried out in the field.

These includes the following:

1. Brief project narrative reports must be prepared as proof of the activity.
2. Attendance of those people who attended the community engagement activity.
3. List of beneficiaries of the project or activity.
4. Photos of meetings, field work and other related activities must be compiled to serve as evidence of the activity.
5. Other acceptable proofs of the activity such as certificates or awards, citations, news clippings, and others.

Academic Courses Integration

MCC Kayantabe is also offering series of programs and activities like classroom lectures, forum, and other related engagements to provide an outcomes-based and experiential learning wherein the students are the focal point.

For academic courses offered in various institutes of Mabalacat City College where community integration or engagement is required, MCC Kayantabe offers itself for coordination and conduct of the desired advocacy and/or community related activities. This academic course integration is co-curricular in nature for it provides students to serve or take action for a cause or advocacy as a course or program requirement.

Academic course integrations are reflected in the course syllabus, mostly in general education courses such as Art Appreciation wherein a mandatory requirement for students is to create a unique Kapampangan Parul so that the students get to experience hands-on lantern-making taught by a community expert. Another sample course where MCC Kayantabe academic integration is reflected is in the course of Contemporary World, another general education subject, wherein the students are required to attend presentations of MCC Kayantabe and different student organizations about advocacy programs being pursued in relation to world issues. At the end of the course, students shall have the option to join or volunteer in a meaningful advocacy of their choice hence, helping in their development as responsible citizens.

In requesting academic integration services from MCC Kayantabe, the following guidelines are to be followed:

1. Any request for Academic Integration should be made at least one month prior to the conduct of the activity.
2. The faculty-in-charge of the course shall submit a letter of request to the MCC Kayantabe Director indicating the details of the request like the exact date and time, nature of request (special module lecture-presentation, advocacy talk, outcomes-based activity by training of a community expert, etc). The letter of request should be noted by Institute Dean.
3. The syllabus or curriculum indicating the need for academic integration should be attached to the request letter.
4. Upon approval of the request, the Coordinator for Community Engagement shall be communicating with the faculty-in-charge for the details of the preparation.
5. The usual documentation guidelines and evaluation guidelines as indicated in this manual shall be adhered to in all Academic Integration activities.

Public Information and Events Guidelines

Public communication materials released by MCC Kayantabe for the benefit of the MCC community and the general public shall be guided by the following provisions:

1. MCC Kayantabe shall utilize its approved templates and layouts duly approved by the MCC Branding Office in releasing public announcements and communication, both in formal, traditional and social media channels.
2. Social media and web posting of events and programs initiated by MCC Kayantabe shall be submitted to the Strategic Communications Office for editing, proofreading, and posting.
3. MCC Kayantabe in conducting events wherein the conduct of such event shall have MCC as the designated venue, shall coordinate with the Comm. Events Office by initiating consultative meeting with the said unit.
4. For events that will take place outside MCC, MCC Kayantabe shall be primarily responsible for the organizing and conduct of the event. Consultation and assistance from the Comm. Events Office can be requested in a case-to-case basis, as deemed necessary by MCC Kayantabe.
5. On communication matters, all personnel of MCC Kayantabe shall utilize the official email address of MCC (@mcc.edu.ph) in dealing with all stakeholders.
6. In case of work-from-home arrangement, all available communication lines of personnel should be made available during office hours to immediately attend to concerns.

Annexes

Annex A. MCC-Kayantabe Community Household Profiling Form

SURVEY YEAR: _____ Resident Non-Resident
--

Household Head	
HH Head's First Name: _____	
HH Head's Middle Name: _____	<input type="checkbox"/> Owner
HH Head's Family Name: _____	<input type="checkbox"/> Extended

House No. _____	Street/Subd: _____
Purok/Sitio: _____	Barangay: _____
Municipality: _____	Province: _____

Number of family members: _____

Year first resided in the barangay: _____

Place of origin: _____

Telephone Company	Contact Number

Vehicle Ownership			
Vehicle	Number	Vehicle	Number
3-Wheel		AUV	
Jeepney		Bicycle	
Car		Motorcycle	
Owner Type Jeep		Pedicab	
Tricycle		Boat	
Truck		Motorboat	
Pick-up		Bus	
Van		Coaster	
Pump Boat		Yacht	
Raft		Others	

HEALTH INFORMATION:

- Planting herbal plants YES NO
 Do you use iodized salt? YES NO
 Do you practice Family Planning? YES NO

If yes, what method? (Please Check)

Natural	Artificial	
<input type="checkbox"/> Rhythm	<input type="checkbox"/> Condom	<input type="checkbox"/> Ligation
<input type="checkbox"/> Temperature	<input type="checkbox"/> Pills	<input type="checkbox"/> Vasectomy
<input type="checkbox"/> Withdrawal	<input type="checkbox"/> IUD	<input type="checkbox"/> Others
<input type="checkbox"/> Others	<input type="checkbox"/> Depo Injection	

ENVIRONMENTAL SANITATION INFORMATION:

Type of Comfort Room

- Owned, water-sealed, sewage/ septic tank
- Shared/Public, water-sealed, sewage/septic tank
- Owned Open-pit
- Shared Open-pit
- Thrown Anywhere
- Others (Pail system etc.)
- Owned Close-pit
- Shared Close-pit

Source of Water

- | | |
|---|--|
| <input type="checkbox"/> Private Dug well | <input type="checkbox"/> Mineral water, Private Dug well |
| <input type="checkbox"/> Public Dug well | <input type="checkbox"/> Mineral water, Public Dug well |
| <input type="checkbox"/> Own use faucet, community water system | <input type="checkbox"/> Mineral water, Own use faucet, community |
| <input type="checkbox"/> Shared faucet, community water system | <input type="checkbox"/> Mineral water, Shared faucet, community |
| <input type="checkbox"/> Own use tubed/ piped deep well | <input type="checkbox"/> Mineral water, Own use tubed/ piped deep well |
| <input type="checkbox"/> Shared, tubed/ piped deep well | <input type="checkbox"/> Mineral water, Shared tubed/ piped deep well |
| <input type="checkbox"/> Own use, tubed/ piped shallow well | <input type="checkbox"/> Mineral water, Own use tubed/ piped shallow |
| <input type="checkbox"/> Shared, tubed/piped shallow well | <input type="checkbox"/> Mineral water, Shared tubed/ piped shallow |
| <input type="checkbox"/> Spring, Lake, River, Rain etc. | <input type="checkbox"/> Mineral water, Spring, Lake, River, Rain |
| <input type="checkbox"/> Peddler | <input type="checkbox"/> Mineral water, Peddler |
| <input type="checkbox"/> Others | |

Source of Light:

- MERALCO
- NAPOCOR
- Owned Generator
- Battery
- Community Generator

- BIOGAS
- Solar Power
- No Electricity
- Other Independent/Power Producer,
Specify _____

Type of Light:

- Kerosene
- Candle
- Own Electric Meter
- Solar Power
- Others

- Shared Electric Meter
- Generator
- Battery
- Oil

Garbage Dump:

- Open-pit
- Collected
- Thrown Anywhere
- Burned
- Composting
- River
- Collected/Burned

- Collected/Burned/Composting
- Burned/Composting
- Open-pit/Burned
- Collected/Composting
- Collected/Open-pit
- Collected/Burned/Open-pit
- Others

Types of House Materials

- Makeshift/salvaged/Improvised
- Wood
- Bamboo/Sawali/Cogon/Nipa
- Concrete/Brick/Stone
- Half Concrete/Brick/Stone and half wood

- Galvanized iron/aluminum
- Asbestos/Glass/Others
- No walls/not reported

Home Ownership

- Being occupied for free with consent of owner
- Rented
- Owned/Being Amortized
- Being occupied for free w/o consent of owner
- Government Property
- PNR Lot
- Others

Home Made

- Multi-unit Residence (3 units or more)
- Single House
- Duplex
- Extension

- Other Housing unit
- Commercial/Industrial/Agricultural
- Institutional Living Quarters
- Not reported

Type of Cooking Utensils:

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Kerosene | <input type="checkbox"/> LPG/Wood |
| <input type="checkbox"/> Wood | <input type="checkbox"/> LPG/Electric |
| <input type="checkbox"/> Electricity | <input type="checkbox"/> Charcoal/Wood |
| <input type="checkbox"/> LPG | <input type="checkbox"/> LPG/Charcoal |
| <input type="checkbox"/> Charcoal | <input type="checkbox"/> None |
| <input type="checkbox"/> Others | |

AGRICULTURAL INFORMATION:

Status on Ownership in the farm (if farming/fishing):

- | | |
|---|--|
| <input type="checkbox"/> Leased | <input type="checkbox"/> Owned |
| <input type="checkbox"/> Tenant | <input type="checkbox"/> Brackish water Fishpond |
| <input type="checkbox"/> Freshwater Fish Cage/Pen | <input type="checkbox"/> Marine Fish Cage/Pen |
| <input type="checkbox"/> Freshwater Fishpond | <input type="checkbox"/> Others |

Source of Water in the Farm:

- | | |
|--|---|
| <input type="checkbox"/> Deep well | <input type="checkbox"/> Irrigation |
| <input type="checkbox"/> Rainwater | <input type="checkbox"/> Irrigation/Rainwater |
| <input type="checkbox"/> Deep well/Rainwater | <input type="checkbox"/> Others |

Agricultural Products:

PRODUCT	AREA	PLACE

Agricultural Machineries Owned:

Machineries	Capacity
Rice mill	
Grain Drying Facility	
Warehouse	
Thresher	
Hand Tractor	

Farm Animals:

Animals	Number
Carabao	
Cow	
Pig	
Chicken	
Horse	

Pet Animals:

Animals	Number
Dog	
Cat	
Bird	
Monkey	
Rabbit	
Fish	

HOUSEHOLD'S INFORMATION:

NAME	RELATION TO THE HOUSEHOLD	SEX	BIRTHDAY	REG. VOTER?	PLACE OF REGISTRATION	CIVIL STATUS	RELIGION
1							
2							
3							
4							
5							
6							
7							

SKILL	ORGANIZATION	STUDYING?	NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATIONAL ATTAINMENT	SCHOOLING STATUS	DEGREE/ COURSE
1							
2							
3							
4							
5							
6							
7							

MONTHLY INCOME	MAIN SOURCE	PERMANENT/NOT PERMANENT	OTHER SOURCE	ILLNESS	DISABILITY
1					
2					
3					
4					
5					
6					
7					

Annex B. Community Engagement Project Proposal Format

1. Title of the Project
2. Location
3. Duration
4. Type of Community Extension Service
5. Department Involved
6. Project Leader and Coordinators
7. Cooperating Agencies
8. Beneficiaries
9. Total Cost of the Project
10. Rationale of the Project (brief description of the situation)
11. Objectives (General and Specific)
12. Description of the Project, Strategies and Methods
13. Financial Plans/ Sources of Fund
14. Functional Relationships with the Collaborating Agencies
15. Monitoring and Evaluation Mechanics
16. Plans for Ensuring the Sustainability of the Project

Prepared by:

Proponent(s)

Recommending Approval:

Unit Head/ Dean

MCC Kayantabe Director

Approved by:

Vice-President for Research and Extension

Annex C. Community Engagement Progress Report Format

- I. Title of the Project
- II. Location
- III. Duration
- IV. Type of Community Extension Service
- V. Department Involved
- VI. Project Leader and Coordinators
- VII. Cooperating Agencies
- VIII. Beneficiaries
- IX. Project Status
 1. As to purpose (how far has purpose been attained)
 2. Availability of materials
 3. Schedule of activities
 4. Financial report
 5. Problems encountered
 6. Actions taken to solve the problems encountered
 7. Suggestions and recommendations

Prepared by:

Proponent/ In-Charge

Noted by:

Unit Head/ Dean

MCC Kayantabe Director

Annex D. Community Engagement Accomplishment Report

- I. Title of the Project
- II. Location
- III. Duration
- IV. Type of Community Extension
- V. Department Involved
- VI. Cooperating Agencies
- VII. Beneficiaries
- VIII. Program Evaluation (Detailed description of the projects results and outcomes)
 - Contribution of the program to regional/national development
 - Productivity based on the technologies transferred/utilized and technologies refined/modified to suit the needs of the community
 - Livelihood projects generated
 - Employment
 - Increase in net income of beneficiaries
 - Number of beneficiaries
 - Number of persons/days trained
 - Number of LGUs assisted
 - Program-specific outcomes
 - Physical/Environmental features enhanced
 - Resources generated
 - Number of partners/linkages/networks supporting the program

Prepared by:

Proponent(s)

Noted by:

Unit Head/ Dean

MCC Kayantabe Director

Vice-President for Research and Extension

Annex E. Community Needs Assessment Form

Explanation: Please provide detailed answers to the following questions. The boxes will expand as you type.

1. Name of community:

2. Describe the benefiting community. Include any relevant statistics as well as geographic and demographic information about the community.

3. What community needs were identified?

4. What is already being done to respond to the need(s)?

5. What resources are available locally to help meet the needs(s)?

6. What opportunities for projects did you identify?

7. Which project did you select? Why did you select this project?

8. What challenges to implementation of this project did you identify? How does the project plan take these challenges into account?

9. How will the benefiting community be involved in the project?

10. Describe the viability of the project and how it will be maintained by the benefiting community after grant funds have been expended.

Annex F. Standard Assessment Format

Instructions: Provide short explanation how was the following standards were achieved. Provide attachment of documentation/proofs for each standards as applicable.

1. The Involvement Standard

Success Indicator: Was able to identify and involve the people and organizations with an interest in the focus of the engagement.

2. The Support Standard

Success Indicator: Was able to identify and overcome any barriers to involvement.

3. The Planning Standard

Success Indicator: Was able to gather evidence of the needs and available resources and use this to agree the purpose, scope and timescale of the engagement and the actions to be taken.

4. The Methods Standard

Success Indicator: Was able to use methods of engagement that are fit for purpose.

5. The Working Together Standard

Success Indicator: Was able to use clear procedures to enable the participants to work with one another efficiently and effectively.

6. The Sharing Information Standard

Success Indicator: Was able to ensure necessary information is communicated between the participants.

7. The Working With Others Standard

Success Indicator: Was able to work effectively with others with an interest in the engagement.

8. The Improvement Standard

Success Indicator: Was able to develop actively the skills, knowledge and confidence of all the participants.

9. The Feedback Standard

Success Indicator: Was able to feedback the results of the engagement to the wider community and agencies affected.

10. The Monitoring and Evaluation Standard

Success Indicator: Was able to monitor and evaluate whether the engagement meets its purposes and the standards for community engagement

Annex G. Monitoring Tool Template

GOALS	OUTPUTS	OUTCOMES	INDICATORS	MEANS OF VERIFICATION	IMPLEMENTATION CONCERNS	ACTION PLAN TO ADDRESS CONCERN
1.	1. 2. 3.	1. 2. 3.	1. 2. 3.			
2.	1. 2. 3.	1. 2. 3.	1. 2. 3.			
3.	1. 2. 3.	1. 2. 3.	1. 2. 3.			
4.	1. 2. 3.	1. 2. 3.	1. 2. 3.			
5.	1. 2. 3.	1. 2. 3.	1. 2. 3.			
6.	1. 2. 3.	1. 2. 3.	1. 2. 3.			

Annex H. Community Feedback Form

Activity/Project: _____
 Date: _____
 Venue: _____

Please indicate by checking the rating based on the following:

(1) Poor (2) Fair (3) Good (4) Very Good (5) Excellent

Particulars	Rating					Mean Rating
	(1) Poor	(2) Fair	(3) Good	(4) Very Good	(5) Excellent	
1 The presentation and conduct of the service/ activity/ project was very organized						
2 The explanation of the goal of the service that will be provided						
3 The scope of the service/ activity/ project extended						
4 The service/ activity/ project provided was useful for the community.						
5. Contribution of the service/ activity/ project to community development						
6. Capability of MCC Kayantabe in providing service/ activity/ project.						
7. Sufficiency of the length of service extended						
Over-all Mean Rating						

Additional suggestions/comment/inquiry (things you appreciate most, significant learnings or things that should be improved)

Annex I. Roster of Involvement Format

Title of the Project/ Activity:

Type of Community Extension Activity:

Department Involved:

Focal Person In-Charge:

Name	M/F	Institute/Department	Mobile Number	Nature of Involvement

Approved by:

MCC Kayantabe Director

**OFF-CAMPUS ACTIVITY
PARENT'S CONSENT AND WAIVER FORM**

WAIVER

I, _____ a _____ student of
(Name of Student) (Course & Year)
Mabalacat City College will attend the _____
(Event)
on _____ at the _____.
(Date and Time) (Venue)

I fully understand the circumstances of joining and attending the event.

Therefore, I do hereby waive any liability, of whatever nature, be it civil, criminal or administrative against the Mabalacat City College and all concerned authorities for any untoward incident or any harm that should befall me during my participation in the event.

Student's Signature over Printed Name

CONSENT

I/We _____ parent(s)/guardian(s) of _____
(Name of Parent(s)/Guardian) (Name of Student)
do hereby grant permission for his/her participation in the _____
(Event)
on _____ at the _____.
(Date and Time) (Venue)

I/We voluntarily waive our rights to claim against the concerned authorities and school of whatever nature, be it civil, criminal or administrative. Should any untoward incident befall our son/daughter/ward in the course of his/her participation and during his travel to and from the said event.

Parent's/Guardian's Signature over Printed Name

Annex K. Travel Manifesto Format

Title of the Activity:

Destination:

Duration:

Focal Person In-Charge:

List of Travelling Participants:

Name	M/F	Institute/Department	Mobile Number

Approved by:

MCC Kayantabe Director

Distribution:

1. MCC Kayantabe
2. Security Office

Annex L. Post-Activity Survey

Post-Activity Survey

Activity/Project: _____

Date: _____

Venue: _____

Name of Participant (Optional): _____

Please check the column that best describes the following variables:

	1 failed to meet my expectations/ (hindi umaayon sa aking inaasahan) poor	2 fulfilled some of my expectation/ (Konti lang ang umayon sa aking inaasahan) fair	3 fulfilled all my expectation/ (Lahat ay umayon sa aking inaasahan) good	4 exceeded my expectation/ (humigit na umayon sa aking inaasahan) very good	5 far exceeded my expectation/ (Sobra-sobrang umayon sa aking inaasahan) excellent
Objectives of the Activity					
Usefulness/ Relevance of the Activity					
Contribution of the Activity to Community Development					
Capability of Extension Office to operationalize the activity					
Over-all Management of the Activity					

Additional suggestions/comment/inquiry (things you appreciate most, significant learnings, things that should be improved)
