

*Bakersfield Strong:  
From the Renegade Promise  
to the Kern Promise*

Commissioned by  
College Council, Bakersfield College

**\*\*DRAFT\*\***

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## *Introduction*

According to the College Promise Campaign (ACCT, 2016), in the 21st century, a high school diploma will no longer be enough to lead Americans to a good job and decent quality of life. In the next ten years, more than six out of ten jobs will require employees to have more than a high school diploma, while today only 40% of U.S. adults ages 25–64 are adequately prepared for the workforce. Community colleges already reduce inequality in education and income by serving more than 40% of all undergraduates in the U.S. at more than 1,100 community colleges throughout the nation.

Making two years of college universal for all Americans was initially proposed in a 1947 report to U.S. President Harry S. Truman, (Higher Education for American Democracy). In 2014, Tennessee Governor Bill Haslam and U.S. President Barack Obama introduced The Tennessee Promise and America's College Promise respectively, proposals to make two years of community college education free to all qualifying students. The College Promise Campaign was inspired by these two initiatives (one state and one federal) which pay for two years of community college tuition, but the Campaign is not designed to promote any single approach. In fact, both the state and federal proposals were stimulated by many successful earlier public and private efforts from around the country, for example, the Kalamazoo Promise, the Tulsa Promise, the Long Beach Promise, the Miami-Dade Promise, and many others.

The College Promise Campaign's effort focuses on amplifying achievement, students completing high school and graduating from college with their certificates and degrees. While starting college is critical, every state and the nation as a whole needs to prioritize the importance of finishing high school and college.

The College Promise Campaign seeks to make two years of community college debt-free for qualifying first-time students. The College Promise Campaign is a national movement that seeks to build upon the variety of Promise initiatives throughout America and to harness the best models to enable states and the federal government to sustain the Promise for the current and future generations of students.

College Promise Campaign has seven main goals in mind:

1. Make two years of college as debt-free and universal as high school
2. Enhance student responsibility and cut cost of college for all Americans
3. Help build high-quality community colleges
4. Improve 2-to-4-year institution transfer processes and outcomes
5. Ensure states share responsibility for educating citizens
6. Expand technical training for middle-class jobs
7. Build on local, state, and national programs that support college access, academic persistence, and completion

With all the buildup relating to the College Promise Campaign, Bakersfield College's College Council, a board that addresses college-wide issues through a collaborative, integrative approach (College Council, 2016) have called to question, is there something more Bakersfield College can do to help educate our community?

## **National Review of College Promises**

Bakersfield College is currently in the process of developing a Renegade "Promise" based on various similar programs at other institutions of higher education. In this report, BC researched seven unique institutions.

Each Promise offers students unique opportunities for increased college access. Notably, a positive common thread is engaging students as the primary stakeholders within each program. Many promises not only provide tuition scholarships and/or other financial support, but they also give students an incentive to prioritize higher education. Many colleges engage students in their local community through programming, community service, or internship experiences.

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	Multi-Partner Promise	Local high school seniors only	Scholarship/Financial Support	Savings Plan	Assigned Mentor	Community Service	Internship	Minimum GPA	Required FAFSA	Maintain Satisfactory Progress
College Promise Coalition (Washington)	X									
Tennessee Promise	X	X	X		X	X				
Dallas County Community College District	X		X							
Texas Tuition Promise Fund				X						
The Oregon Promise		X	X					X	X	
Kalamazoo Promise	X	X	X					X		X
Long Beach College Promise	X		X				X			
<b>Renegade Promise (Stage One - Phase 1 &amp; 2)</b>					X	X		X	X	X
<b>Renegade Promise (Stage One - Phase 3)</b>			X		X	X	X	X	X	X
<b>Bakersfield Strong (Stage Two)</b>	X		X		X	X	X	X	X	X
<b>Kern Promise (Stage Three)</b>	X		X		X	X	X	X	X	X

Many college promises focus on students living in the immediate service area for a particular period of time. While Bakersfield College recognizes the benefits inherent in this sort of community focus, it also acknowledges that many students, including military, undocumented, and international students might be excluded by such a parameter. As such, Bakersfield College is proposing a unique combination of aspects of the Tennessee Promise, the Oregon Promise, and the Long Beach Promise. With an ultimate goal to engage key educational partners K-16 in offering students a Kern Promise, Bakersfield College has detailed a short term implementation plan with long term outcomes in this document.

Readers should note in the Renegade Promise a targeted effort to engage students in a holistic educational experience through a mutual responsibility model where students commit to uphold certain academic standards while the college commits to provide quality student and academic support services necessary for a timely completion of their degree or transfer.

Through the Renegade Promise, Bakersfield College will collaborate with Kern County K-12 school districts, California State University Bakersfield, the Kern Community Foundation, and other key county partners to create a college-going culture in Kern County. While the Renegade Promise places student academic success at the core of its mission, it is critical to note that Kern County will benefit economically through a well-educated, well-prepared workforce.

### **College Promise Campaign Overview**

In the 21st century, a high school diploma is no longer enough to lead Americans to a good job and decent quality of life. The College Promise Campaign (CPC or the Campaign) is a national, nonpartisan, local, and state-led higher education initiative, beginning in America's community colleges. The Campaign

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built a widespread support for a free community college education for all responsible students and broad public understanding that a free community college education is an investment in America's future and a necessary continuation of K-12 education.

The College Promise Campaign was inspired by Governor Haslam's Tennessee Promise proposal and President Obama's America's College Promise plan, but the Campaign is not designed to promote any single approach. It focused on building a movement around the broader vision of making the first two years of higher education free for all students who enter community college, work hard, and earn their certificates and degrees.

To accomplish the broad goals, the Campaign launched a national public awareness campaign that promoted access and emphasizes community college completion by encouraging community, regional, and state stakeholders to incorporate proven methods that work. The Campaign leveraged the results of evidence-based research to support investing in the College Promise as it implements its outreach, field-building, communications, and publication plans.

Over a three year period, the Campaign will promote public policy development at the local and state levels to increase College Promise programs benefitting community college students; implement a national communications and digital media plan to educate students, families and policy leaders; engage in field-building in 11 states to galvanize local and state leaders to take action on these goals; build the campaign to add 20 additional states in the second phase of the Campaign, and showcase College Promise models and strategies to increase college access and completion. Success will be measured by the effectiveness of the Campaign on student, institutional and state indicators that track College Promise support and adoption locally and statewide.

The College Promise Campaign is located within Civic Nation, a non-profit, non-partisan 501(c)(3) organization focused on implementing sensible solutions to America's most pressing issues.

### *Support for the College Promise Campaign*

Diminished state and federal support for community colleges since the Great Recession has challenged our institutions' capacity to make good on the promise of a high-quality, affordable community college education for all eligible students.

The College Promise Campaign proposal identifies community colleges as worthy of significant local, state, and federal investments while at the same time requiring that participating communities and states increase and sustain support for their local community colleges. The proposal would enhance accessibility to higher education for many who think it is out of reach. The financial assistance would allow many students to borrow less, and enable them to persist at a faster rate.

A 2014 study by Economic Modeling Specialists, Intl. (EMSI) revealed that "for every dollar that federal, state, and local taxpayers spent on America's community colleges in 2012, society as a whole will receive a cumulative value of \$25.90 in benefits, for as long as the colleges' 2012 students remain active in the U.S. workforce."

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## *Stages of the Renegade Promise to the Kern Promise*

### **Stage One: The Renegade Promise**

The Renegade Promise will offer two pathways designed to give motivated first-time entering students a head start on a college degree. The purpose of the Renegade Promise is to offer structured opportunities for qualified students to enroll in community college courses that provide pathways that lead to a certificate, diploma, or transfer pathway or degree.

Academic credits earned shall enable students who continue into postsecondary education after graduating from high school to complete a postsecondary degree or certificate in less time than would normally be required. Bakersfield College offers two pathways: Plan A (Students who are College Ready) and Plan B (Students who are not College Ready).

#### *Phases of the Renegade Promise*

This stage of the plan is divided into three action phases to ensure transition and commitment to the student. The phases are spaced a year apart so that the steering committee is able to examine results and enhance the program before adding another level to the plan.

- Phase 1:       Assisting College Ready Students  
*To be rolled out for August 2016*  
Plan A: Bakersfield College will commit to college-ready students that they can expect to complete 60 units toward the completion of a degree or transfer within two consecutive academic years after enrollment.
- Phase 2:       Assisting Remedial Students  
*To be rolled out for August 2017 (Tentative)*  
Plan B: Bakersfield College will commit to students requiring remedial coursework that they can expect to complete all remedial courses within a single academic year followed by 60 units toward the completion of a degree or transfer in two years for a total of three years to completion at Bakersfield College.
- Phase 3:       Incorporating Financial Support  
*To be rolled out for August 2018 (Tentative)*  
Bakersfield College acknowledges that financial support is critical in a student's ability to successfully complete college in a timely manner. As such, BC is exploring opportunities to provide enhanced scholarship support in collaboration with the Bakersfield College Foundation and the Kern Community Foundation.

### **Stage Two: The Bakersfield Strong Commitment**

In this phase of the College Promise, students who enter Bakersfield College (either Plan A or B) and successfully complete the Renegade Promise will have direct access to transfer to California State University, Bakersfield to obtain a bachelor's degree.

The relationship between Bakersfield College and California State University, Bakersfield is still pending. The conditions to meet the Bakersfield Strong Commitment are yet to be established. Financial incentive support is still undecided.

### **Stage Three: The Kern Promise**

In this phase of the Promise, the whole county of Kern is a stakeholder. The investment starts at the elementary schools, where the concept of attending college is embedded into the elementary curriculum. Then when a student reaches high school, the student is given the opportunity to receive college credit while finishing a high school diploma (Dual or Concurrent status). After finishing high school, the students

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enters into Bakersfield College via Plan A only. When the student successfully completes the Renegade Promise, the student will have direct access to transfer to California State University, Bakersfield to obtain a bachelor's degree.

The relationship between Kern High School District or local high school districts, Bakersfield College, and California State University, Bakersfield is still pending. The conditions to meet the Kern Promise are yet to be established. Financial incentive support is still undecided.

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## *Renegade Promise*

### *Integrating Guided Pathways*

During fall of 2015, the Bakersfield College community including students, faculty, staff, and administration united in a series of campus-wide discussions center on concepts and strategies about guided pathways from the book *Redesigning American Community Colleges* (Bailey, Jaggars, and Jenkins, 2015).

These discussions allowed the BC community to engage in earnest discussions about the state of BC's current student pathways. Students expressed that these discussions resonated with their experiences. Most students experience the "cafeteria model" approach to college by choosing classes much like they choose food at a mall food court. With so many choice options, it is difficult to make a decision, so students make arbitrary choices based on mood, friends, money, or worse, make no decision at all. Bailey, Jaggars, and Jenkins (2015) discuss alternatives to the arbitrary decision-making approach to college pathways. This approach aligns seamlessly with the Renegade Promise. Thus the program will be entitled the Renegade Promise pathways as all students entering the Renegade Promise will be placed on a guided pathway to completion.

### *Definition of "College Ready"*

The term "College Ready" is defined by entering students who are placed in College Level English and Math or higher at the start of their enrollment at Bakersfield College.

The term "not College Ready" is defined by entering students who require remedial classes prior to enrollment in College level English and/or Math at Bakersfield College.

College level English is defined as English B1A.

College level Math is defined as Math B70 or higher.

### *Student Responsibilities*

Students must complete the Renegade Promise application by established date and in order to be considered for the Renegade Promise Pathways program. Additionally, students must file a Free Application for Federal Student Aid (FAFSA) with the Federal Student Aid Processing Center on or before March 2, 2016, and meet all processing conditions.

The student understands that to remain in good standing in the Renegade Promise Pathways, the student will:

- Complete a Renegade Promise Pathway Application form
- Identify an educational goal and declare a major
- Complete and file a Comprehensive Student Educational Plan prior to course registration for the first instructional term and register for classes on the assigned priority registration date.
- Register in and successfully complete (with a C or higher) at least 30 units within one academic year in line with the established Student Education Plan. For any changes to the student's educational plan, the student must see a counselor.
- Take English (or ESL), math, and/or reading courses during the student's first year at BC.
- Maintain a 2.0 GPA and complete at least 80% of the courses the student takes each semester. If necessary, the student agrees to participate in academic intervention activities.
- Adhere to all BC policies related to academic progress, financial aid, student code of conduct, and other BC requirements.

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- Participate in activities, support services, and events provided by Renegade Promise Pathways that support the student's academic goals.
- Communicate with the assigned Completion Coach at least twice per instructional semester to get the support needed both academically and personally.
- Enroll and participate in one BC Summer Bridge program.
- Complete at least 10 hours of community service each fall and spring instructional semesters with an approved local non-profit organization within Kern County
- Come prepared to classes with the required textbooks and materials

### *Definition of Good Standing within the Renegade Promise*

To be eligible to participate in the Renegades Promise Pathways program, the student needs to remain in good standing while attending Bakersfield College, the student will:

- Identify an educational goal so that the student can determine which classes are needed.
- Maintain full-time enrollment (12+ units) per semester so that the student can finish a certificate or degree or transfer outcome in two years/60 units based on the Student Educational Plan.
- Take English, math, and reading courses during the first year at BC.
- Enroll in a Summer Bridge designed to connect students with resources and support.
- Maintain a 2.0 GPA and complete at least 80% of the courses the student takes each semester.
- Communicate with the student's Completion Coach at least twice per instructional semester to get the support the student needed both academically and personally.
- Participate in activities, support services, and events provided by Promise Pathways that supports the student's academic goals.
- Come prepared to the first week of classes with required textbooks and materials

### *Bakersfield College Responsibilities*

In order for the Renegade Promise to be upheld, Bakersfield College will:

- Provide the student with an assigned priority registration date
- Connect the student with an assigned Completion Coach within their chosen academic pathway
- Check-in with the student, via the Completion Coach, at least twice per instructional semester to ensure academic progress
- Ensure the student will have access to a counselor prior to the assigned priority registration date
- Make available to the student other academic support resources
- Provide an opportunity for the student to apply for on-campus employment (if qualified)
- Provide the student with a list of eligible non-profit organizations with which the student can volunteer
- Offer the student four tickets to all home football games and an invitation to the annual Student Involvement and Leadership Ceremony

### *Completion Coaches*

In an effort to more fully engage all members of the campus community in the college-wide pathways agenda, Bakersfield College is developing the Completion Coaches service. Coaches will offer proactive support and referrals to critical academic support services.

Completion Coaches assist students in identifying goals and make appropriate referrals to counselors/advisors for education plan completions. Completion Coaches will commit to proactively meet with Renegade Promise students at least twice per instructional term.

### *Termination of the Renegade Promise*

Both sides of the Renegade Promise must be upheld. If either side of the Promise is broken, the Promise must be reviewed.

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- If Bakersfield College does not uphold any of the items listed, the student may appeal for an extension of the Promise for an additional instructional semester.
- If the student does not uphold any of the items listed, the assigned Completion Coach may request to terminate the Promise. With such action, the student's academic progress will not be interrupted; only services will be discontinued.

The appeal or termination of the Renegade Promise may only be completed by the Dean of Student Development and Success, or designee.

### *Priority Registration Date Appeal*

Due to the implementation of the Renegade Promise, the total number of students receiving priority registration will increase. Alternately, many currently enrolled students may experience additional hardships getting into a class. In anticipation that this will affect students who require fewer than 3 courses to complete their degree or transfer outcome, BC will develop a Priority Registration Date Appeal Form and process. The approval will be granted by the Dean and possible others of each instructional area. (While this process is already implemented, awareness will be brought more to the faculty and advisors.)

### *Renegade Promise Priority Registration Date*

Because any student can opt into the Renegade Promise, Bakersfield College will establish a new Priority Registration order to ensure that all students within the Promise have the best opportunity to enroll in classes required for completion of either Plan A or B.

Priority Registration Order:

1. All Federal and State Mandated requirements
2. Renegade Promise Students
3. Student Leaders (Student-Athletes, President's Scholars, BCSGA, etc.)
4. Students with requested priority registration date appeals

### *Impacted Classes*

In reviewing section offerings one day after priority registration closed in April 2015, Bakersfield College identified the following 41 courses as course that will likely be impacted during Fall 2016 enrollment. Note that many of these classes are unlikely to align with a first-year student's education plan.

<b>Courses</b>	<b># Sections Offered</b>	<b># Sections Waitlists</b>	<b># Sections WL Full</b>	<b>Site</b>
BIOL B18	3	3	3	Main Campus
BIOL B32	8	8	8	Main Campus
BIOL B32	1	1	1	Delano Courses
BIOL B33	5	5	4	Main Campus
CHEM B11	4	4	3	Main Campus
CHEM B11	1	1	0	Delano Courses
COMM B10	1	1	1	Main Campus
CRIM B3	2	1	1	Main Campus
CRIM B55	1	1	0	Main Campus
CRPS B10	2	2	2	Main Campus
EDUC B24	1	1	0	Main Campus
ENGL B1B	4	3	0	Main Campus

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<b>Courses</b>	<b># Sections Offered</b>	<b># Sections Waitlists</b>	<b># Sections WL Full</b>	<b>Site</b>
ENGL B28	1	1	0	Main Campus
ENGR B47	2	2	1	Main Campus
ERSC B10L	3	3	0	Main Campus
ERSC B10L	1	1	0	Delano Courses
GEOG B1L	2	1	0	Main Campus
GEOL B10L	3	1	0	Main Campus
HIST B18	1	1	1	Online courses
HMSV B40	1	1	1	Main Campus
INDR B20B	1	1	0	Main Campus
INDT B10	2	1	0	Main Campus
JAPN B1	2	2	1	Main Campus
LRNC B530	3	3	2	Main Campus
MATH 6C	2	1	0	Main Campus
MATH B1A	5	5	2	Main Campus
MATH B1B	3	3	1	Main Campus
MATH B22	2	1	1	Online courses
MATH B6B	3	2	0	Main Campus
MATH B6D	1	1	0	Main Campus
MEDS B69	2	1	1	Main Campus
PHED B6A	1	1	0	Main Campus
PHIL B9	6	6	6	Main Campus
PHYS B2A	3	3	0	Main Campus
PHYS B4B	4	4	0	Main Campus
PSYC B1B	3	3	2	Main Campus
PSYC B5	6	5	5	Main Campus
WELD B54A	1	1	0	Main Campus
WELD B55C	1	1	0	Main Campus
WELD B65A	1	1	0	Main Campus
ACDV B61	1	1	0	Weekend Classes

### *Attributing the Students in Banner*

Renegade Promise students will be attributed (tagged) in Banner and placed into a cohort with an assigned Completion Coach in line with guided pathways initiatives at the college.

### *Implementation Timeline for the Renegade Promise*

March 2016

- Presentations to Governing Bodies
- Obtain data to support the case for the Promise
- Develop the implementation plan for the Promise and the impact on BC

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- Develop agreement forms to be signed and distributed

### April 2016

- Budget analysis of dollars saved
  - For student
  - For BC
- Presentation to the Public
  - April 29, 2016
- Develop list of non-profit organizations
- Market and Recruit students to apply for the program

### Summer 2016

- Market and target first cohort of Renegade Promise students
- Ensure Promise students are registered for classes
- Review impacted classes and suggest for which sections need additional openings
- Hold Summer Bridge for Promise students

### Fall 2016

- Work with Promise Students
- Ensure Spring 2017 registration
- Work with CSUB to connect promised students to follow through to the BA

### *Inaugural Cohort*

Three main methods will be used to recruit students into the first cohort of Promised Students:

1. Recruit President Scholar student
2. Identify and actively recruit matriculated students who have placed into college-level English and Math (roughly 500 students as of Feb 25<sup>th</sup>)
3. Recruit in-person during high school visits and in one-on-one sessions with incoming students

According to Patrick Perry from the California Community College Chancellor's Office, the definition of "prepared" student matches the definition of a "college-ready" student in the Renegade Promise. The latest data posted at <https://www.bakersfieldcollege.edu/scorecard/success/entry> stated that 19% come to Bakersfield College prepared. Incoming student number is roughly 4,000 to 5,000, so 19% ranges between 760 to 950 students. With multiple-measuring, the percentage of "prepared" students will be higher which may lead to a potential of 1,000 to round the figure.

One aspect to note is whether Bakersfield College will be able to have the guaranteed sections open. Some courses like English and Math probably have a large pool of adjunct professors that could teach the extra sections on short notice, but courses like Biology B18, B32, or Chemistry B11 do not have the adjunct faculty pool needed to open new sections immediately as their current adjuncts are already at max load.

### *Renegade Promise Incentive*

According to Tom Gelder, Executive Director of the Bakersfield College Foundation, has shared that there are no identified monies allocated for the Renegade Promise but recommends BC submit a proposal to the Renegade Innovation Fund.

### *Service Learning and Its Importance*

#### **What is Service-Learning?**

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Service-learning combines community service with structured opportunities for learning. This section specifically addresses service-learning in the curriculum and the combination of community service with academic coursework. When designed and implemented thoughtfully, service-learning:

- Enables students to achieve learning goals
- Engages students in active learning
- Integrates disciplinary theory and knowledge with practice
- Deepens understanding of the complex causes of social problems
- Creates new knowledge

There are many definitions of service-learning, although many share the same core concepts that help to distinguish it from other forms of experiential education (Howard, 1993).

Service-learning provides relevant and meaningful service in the community. Community partners must see that the service provided by students meets the immediate needs of those they serve or the long-term goals of the organization. Faculty must see that the service provided by the students is relevant to course content. Meaningful service meets a need identified by the community as well as utilizes students in ways befitting their levels of knowledge and experience.

Service-learning enhances academic learning. Service-learning can translate theory into practice, statistics into real people, and ideas into action. Experiences in the community enlarge the classroom and provide additional "texts" for discussion and analysis. The integration of structured time for critical thinking and reflection is central to the process of enhancing academic learning.

Service-learning creates the opportunity for purposeful civic learning. Service-learning can help students define for themselves what it means to participate in and create a democratic society. More specifically, students can deepen their understanding individual leadership, systemic change, and social responsibility in the context of a local, national and global multi-cultural society.

Faculty are often familiar with forms of experiential education including internships, field research, or clinical work. Service-learning is a distinct form of experiential education for two reasons (Furco, 1996). First, service-learning provides reciprocal benefits to the university and community participants or organization. Second, service-learning is equally focused on the service provided by the students as well as the learning that is fostered by doing the service.

Service-learning is not applicable to every course; however, it can be incorporated into most disciplines. Service-learning has a unique look in each course. The American Association of Higher Education (AAHE) published a book series that addresses the theory and practice of service-learning in twenty different disciplines. The series is an invaluable resource to help you connect service-learning theory and practice in your specific discipline and can be accessed through the Office of Community Service-Learning.

While service-learning will not be suitable for every course, it can be used as a component in the Renegade Promise by the examples below.

### **Benefits for Students**

Service-Learning can help students develop the habit of critical reflection, deepen their understanding of course content, enable them to integrate with practice, sharpen their abilities to solve problems creatively, enhance their skills in working collaboratively and learn about human difference and commonality.

Service-learning can help students grow both intellectually and personally. In addition to supporting students' development in arenas such as a recognition of stereotyping and appreciation of diverse cultures, the study revealed the following (Eyler & Giles, 1999):

- A majority of service-learning students report that they learn more and are motivated to work harder in service-learning classes than in regular classes.

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- A majority of students report a deeper understanding of subject matter and a recognition of the complexity of social issues.
- Students remember material better through experience and can apply the material that they learn in class to real problems.
- Students report that the power of service-learning is rooted in personal relationships and in doing work that makes a difference in people's lives.
- Benefits for Communities

### **Benefits for Communities**

Service-learning frequently builds lasting ties between colleges and the communities in which they are located. Community agencies highly value the expertise of college students not only for their enthusiasm but because they are eager to explore the intersection of theory and practice, can be cultivated as potentially lifelong volunteers, and are likely to apply their professional skills to a service commitment.

Community benefits include:

1. Increased efficiency, quality of services or extent of services offered by college-assisted agencies
2. Increased access to college resources (e.g., facilities, expertise, programs)
3. Improved relationships with the college

### **Benefits for the College**

Service-learning can help colleges increase their responsiveness to society's needs. Often, this enhances the public image of the college and can positively impact the curriculum, student recruitment, alumni relations, the sense of community on campus and the success of fund-raising efforts.

Service-learning can strengthen an educational institution by helping to fulfill its mission in several ways:

- Rich opportunities for renewing teaching, research and service activities
- Increased opportunities to engage students of all learning styles
- Additional experiential learning settings
- Increased access to community partners as co-teachers
- Improved town-gown relationships
- Increased retention of multi-ethnic students

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## *Business Case Guided Pathways and Renegade Promise*

*Developed and Written by Nick Strobel, Professor of Astronomy at Bakersfield College*

The Bakersfield College's Renegade Promise states that if an entering first-student will commit to 15 units per fall and spring instructional semesters (or 30 units for an academic year) of degree-applicable courses, Bakersfield College would promise in return to ensure that the student will be able to get a certificate, degree, or transfer within two years.

By incorporating the Guided Pathways approach, Bakersfield College has begun calculating the financial impact in preparation for making the Promise a reality. To share what has been calculated so far, a business case approach was used in conjunction with guided pathways to response to the following question: Does it make sense to expend funds to support the Renegade Promise?

There are three audiences for this question: the student, the taxpayer, and the college. The following will show that there is a strong case in favor of guided pathways for the student and the taxpayer, but there is not a clear financial savings for Bakersfield College.

### **Students**

The incentive provided by the Renegade Promise is that students who stick to the pathway will get an associate degree in two years with the corresponding increase in annual earnings. If Bakersfield College can get students to be on a track to a bachelor's degree, the earnings benefit is even larger. This section will follow a general statement with the calculation used in brackets and italics. No attempt is made in any of the calculations in this paper to predict inflation and wage increases in the future.

#### *Earning benefit for associate's*

The latest "Education Pays!" (2014) data from the U.S. Bureau of Labor Statistics show with the median annual earnings for an associate's degree holder, that students will earn over \$193,000 more than a high school graduate in 30 years.

*[Calculation: median earnings for an associate degree is \$41,184 which is \$6,448 more than a high-school graduate. Over 30 years that amounts to \$193,440 more in lifetime earnings.]*

#### *Earning benefit for bachelor's*

If Bakersfield College can get students to be on a track to a bachelor's degree, this boosts the lifetime bonus to more than \$675,000 over the high school graduate.

*[Calculation: the median annual earnings for a bachelor's is \$57,252 which is \$22,516 more than a high-school graduate. Over 30 years that amounts to \$675,480 more in lifetime earnings.]*

Education Pays! (2014) is a broad brush-stroke of the entire United States. Salary Surfer (2016), hosted by the California Community Colleges Chancellor's Office, gets much more fine-grained data on about 154 associate's degrees. The data sets from Education Pays! (2014) and Salary Surfer (2016) have different ways of grouping the income-education data. Education Pays! looked at individuals who are 25-years and older and have a given highest level of educational attainment, while Salary Surfer looked at what individuals with a given degree earned two years before the degree, two years after getting the degree, and 5 years after getting the degree. Salary Surfer gives a more accurate value for attaining an associate degree than Education Pays! when it is compared to the means of what individuals have earned two years before the 154 associate degrees and two years after the 154 associate degrees. The average annual income for individuals two years after attaining their associate's is \$36,701 which is \$13,646 more than what they earned before the earning an associate's degree. Over a course of 30 years, this aggregates to \$409,380 earnings bonus with the associate degree.



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It is not known from the Salary Surfer data set how many of those individuals in the “five years after” category had gone on to earn a bachelor’s in the same subject area as their associate’s, so it is not possible to determine a bachelor degree boost from this particular data set. In addition, some of the associate degrees do not have a bachelor’s degree in the same subject area.

### *Cost savings for the student*

The cost savings for the student comes from the lower number of units taken to earn a degree. In a California Community college, a student pays \$46 per unit. Adding the cost of textbooks, living expenses while attending school, and lost time not earning money at a job while attending classes, one needs to multiply the cost savings by a factor of about three. It is not known of many of Bakersfield College students take more than 60 units to get a degree. It is also needed to distinguish the units earned in remedial courses from the units in college-level/transfer courses.

However, numbers like 80 to 90 units are very plausible based on anecdotal evidence. A thirty-unit excess amounts to \$1,380 in extra tuition or a total excess cost of about \$4,140 per student. In 2014-15 Bakersfield College had about 950 students get an associate’s degree (many others go on to transfer to a four-year school without getting the associate). If half of them took 90 units to get their degree (again, this number of units is a very plausible number to use at Bakersfield College), then that comes to \$1.97 million in wasted tuition dollars for the students.

One way we have already reduced costs to the students is by accelerating remediation and multiple-measuring students to place them at a higher level. Bakersfield College saved the students “2111 semesters” worth in fall 2015 getting students into transfer-level courses. This puts it over \$388,000 in saved tuition. Again multiply by 3 to get the total cost to the student.

*[Calculation: Assuming that a student needs to take just one remedial class in English or Math before they can move on to college-level courses in the following semester. Remedial classes are either 3 units or 5 units, so an average of one four-unit class. The tuition cost = 2111 semesters \* 4 units \* \$46/unit = \$388,424 in tuition dollars.]*

With the associate’s greater earning power and cost-savings with guided pathways, students definitely benefit.

### **Taxpayers**

Students who earn associates degrees have higher incomes than those who do not and therefore bring more income tax revenue to the state. Also, the faster a student can get through to get their degree or certificate, the less FTES apportionment dollars the state will have to spend per student.

### *Taxpayer benefit for associate’s*

The associate degree holder is going to bring in more to the state coffers because of higher income taxes (California Income Tax Brackets, 2015). Using the Education Pays! (2014) data, it is about \$11,640 more in state taxes than a high school graduate over 30 years. Salary Surfer (2016) data gives a larger associate’s income tax revenue boost of \$18,590. Moreover, college degree holders make much less demands on publicly-funded programs associated with health care, welfare, and the criminal justice system.

*[Calculation: Using the Education Pays! annual earnings of \$41,184 for the associate degree, the annual California state income tax is \$1,206 with the Education Pays! associate degree holder. The annual earnings for a high school graduate is \$34,736 with a state income tax of \$818 = difference of \$388 per year x 30 years. The mean Salary Surfer annual earnings two years after an associate degree is \$36,701 with a state income tax of \$937, but the two years before the associate degree is an average \$23,054 with a state income tax of just \$317. This is a difference of \$620 per year x 30 years.]*

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### *Taxpayer benefit for bachelor's*

Taxpayers benefit even more when students earn bachelor's degrees -- about \$49,350 more in state taxes than a high school graduate over 30 years.

*[Calculation: Using the Education Pays! annual earnings of \$57,252 for the associate degree, the annual California state income tax is \$2,463 = difference of \$1,645 per year x 30 years]*

### *Cost savings to the taxpayer per student*

The cost savings to the taxpayer comes from the less units students have to take, results in less FTES funding the state has to provide. For example, the 2111 semesters saved through Bakersfield College's accelerated remediation and multiple-measure work has saved the taxpayers over \$1.3 million.

*[Calculation: 2111 semester \* 4 units / (30 units per FTES) \* \$4,676 per FTES = \$1,316,138]*

Once information is available regarding the excess units above 60 units Bakersfield College students are taking to get a degree, it can be converted to FTES and multiply by the amount Bakersfield College gets per FTES, currently at \$4,676. Multiply that by the number of students getting degrees to get the total savings to the taxpayers.

*[How to find cost savings:  $(X - 60)/30 * \$\$/FTES$ , where  $\$ \$/FTES$  is now \$4,676.]*

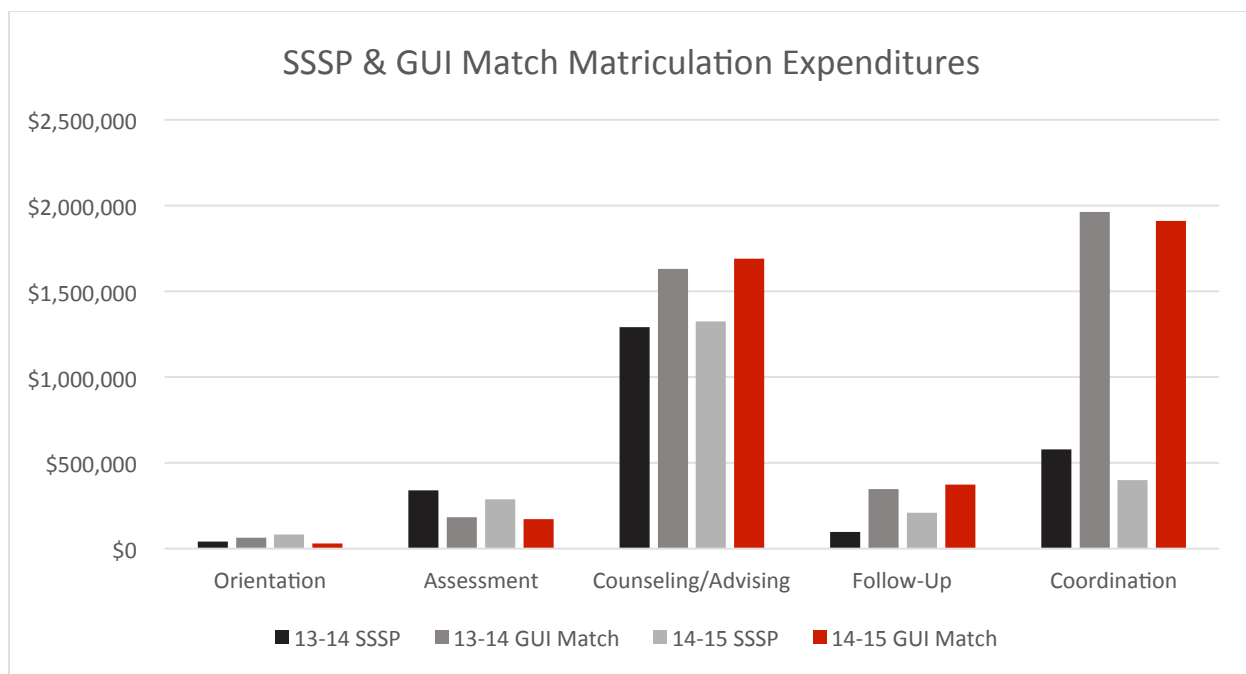
Note, this will be the budget hit (cut in apportionment \$\$) to Bakersfield College, if there were no students on waitlists. However, BC continues to grow, so the students who would have otherwise been taking extra units would then be replaced by students who were on the waitlists.

With the increased income tax revenue from higher paying jobs made possible from a college degree and cost-savings with guided pathways, taxpayers definitely benefit!

### **College**

Bakersfield College knows that there will be increased expenditures and has already begun laying the groundwork for implementing guided pathways through the Student Success & Support Program (SSSP) and Student Equity funding. Through these statewide initiatives, Bakersfield College has become laser focused on improved placement strategies and ensuring all students complete matriculation activities including a Student Educational Plan. The SSSP and Equity funding has been used primarily to on-ramp students onto a pathway, but there are also expenses allocated toward referrals to follow-up academic support services for at-risk students. In 2014-15, Bakersfield College served approximately 13,880 FTES and about 20,500 headcount, increasing the number of counselors to 18 full-time, four part-time, and 17 full-time educational advisors.

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In *Redesigning America's Community Colleges*, Bailey, Jaggars, and Jenkins (2015) identify five areas of increased expenditures for creating guided pathways: 1) faculty time to re-evaluate programs and services; 2) professional development in key areas; 3) giving administrators time to communicate, coordinate, & engage the stakeholders; 4) upgrading our computer systems to track student progress; 5) hiring more counselors+advisors to help students choose appropriate paths at the start and keep them on the paths, especially providing support for the at-risk students.

Bakersfield College can map the SSSP funding onto these five areas. Here are two examples:

### **Area #5: Counselor+advisors costs**

Bakersfield College's FTES in 2014-15 was 13,880 (KCCD Fast Facts, 2015). In 2014-15, Bakersfield College spent \$1,173,186 with SSSP and \$1,599,905 with matching GUI001 on counselors and educational advisors alone equaling \$2,773,091. Additionally, Bakersfield College spent \$300,151 on counselors and educational advisors with Equity funds. That comes out to about \$221 per FTES. Missing from these calculations are funds from EOPS and DSPS.

### **Area #4: Upgrading computer systems + Area #2: Professional development**

Amount of SSSP with GUI matching spent in 2014-15 for this area include: \$343,583. Bakersfield College also used money spent on Achieving the Dream to upgrade our computer databases to better track students and for professional development of faculty and staff.

## *Ensuring no bottlenecks for Renegade Promise*

For the Renegade Promise to be implemented, Bakersfield College needs to ensure there are no bottleneck courses that will deter students from enrolling in the courses required for their educational plans. As such, BC will identify impacted courses using data from spring 2015 open registration, and analyze the number of students purged from waitlists at census day (the date at which we determine our FTES for state apportionment funding).

Using this data, BC can divide by the typical class size or use the productivity ratio of 17 (FTES/FTEF). to determine additional sections Bakersfield College needs to offer to remove bottlenecks. Multiply that by the cost of an adjunct/section or full-time/(5 sections). Additionally, BC will review and include utility and

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other operation costs for typical classroom and management operations, noting that an instructor's salary accounts for approximately 85% to 90% of the costs.

One study in fall 2015 looked at 1,200 students chosen at random from the over 6,000 students who were on the waitlist ten days before census day. Of those 1,200 students, just 64 (5.3%) were purged from the waitlist. For a waitlist size of 6,000 students, that is 320 students or about 19 additional sections will be needed to offer to avoid various bottleneck courses.

One major caveat, though, is that waitlists are used in two different ways at Bakersfield College. Some courses set their waitlist size at a low number to give the students on the waitlist the expectation that they will have a good chance of getting into the course. This then ignores the students who want to get into the course but cannot even get on the waitlist. Other courses have their waitlist size set to a large value to determine if additional sections need to be offered because they already have a pool of adjuncts and classrooms available to handle the extra sections.

How many additional educational advisors and counselors are needed for those extra students who now enrolled because the bottlenecks have been eliminated? Well, to even get on the waitlist, those students had to get counseling advisement, so there is no extra cost for that. However, if we use the number of students purged from the waitlist as a proxy for the amount of unmet demand, we use the ratio of counselors/educational advisors to students, we now have and multiply that ratio by the number of students purged from the waitlists to find out the number of extra counselors/ educational advisors Bakersfield College will need to hire.

Number of counselors at BC is 18 full-time and 4 part-time, and the number of educational advisors is 17 full-time advisors. This gives us 37 FTE counselor and educational advisors including the Delano Center. Bakersfield College's headcount in fall 2015 = 20,523. That's a ratio of 554 students per counselors/educational advisor. One of the counselors is department chair and spends most of her time with administrative duties. That pushes the ratio to 570 students per counselors/educational advisor. If Bakersfield College is to have just 320 students that need courses, it looks like at most one additional counselors/educational advisor is needed.

It is unclear if Bakersfield College has a financial savings for implementing guided pathways and the Renegade Promise. There are still significant holes in the data and analysis presented to determine all of the costs and how much additional money it will take to fully implement guided pathways and the Renegade Promise.

HOWEVER, the mission of the college is education, not making money. Education ensures the survival of our society. Bakersfield College is in the people transformation business—that is something on which one cannot really put a price tag on. "It's priceless." "If you give someone a fish, you feed them for a day. Teach someone to fish and you feed them for a lifetime." Education is a "high-touch" endeavor if Bakersfield College wants to serve its students and community the right way. It requires many, many one-on-one interactions. It is very people intensive which in turn requires money to pay all those people. Nonetheless, with so many students wasting so much time, because they do not have a clear path, guided pathways are worth the expense for the longevity of our society.

## *Appendices*

### **Expanded Literature Review**

#### *State Promises:*

The College Promise Coalition (State of Washington)  
<http://collegepromisewa.org>

Funding student aid is a crucial part of supporting quality, affordable higher education in Washington State and is essential to keeping college accessible for everyone who wishes to attain a higher education. The College Promise Coalition is an unprecedented partnership that brings together advocates for Washington state colleges, universities, and community and technical schools alongside students, parents, faculty, alumni, education advocates and leaders in business and labor, in order to urge the legislature to make higher education a top priority in our state. Those cuts are part of a pattern of disinvestment in higher education that threatens to compromise the quality of education provided in Washington State and is already limiting access to higher education for many. Increasing access invests in financial aid programs such as the State Need Grant and the College Bound program. Founded in 2011 to address dramatic cuts to higher education funding, the coalition is entering its fourth year of fighting to ensure that access to an affordable, quality education remains an option for all Washington families and kids.

Tennessee Promise  
<http://tennesseepromise.gov>

The Promise will give a high school senior two years at either a Tennessee community college or a technical college in Tennessee tuition free. This Promise offers students a “last-dollar scholarship”. This type of scholarship covers tuition and fees that the Pell grant, the HOPE scholarship, or any student assistance that are not covered by the state. The scholarship is accepted at all of the Tennessee community colleges and technical colleges. Students also receive guidance via a mentor that will help them through the admissions process. These mentoring meetings are mandatory to stay enrolled into the program. Each student that takes part in the program must complete 8 hours of community service each semester and keep a 2.0 GPA at their institution.

Once a student applies to the Tennessee Promise program, his or her respective partnering organization is responsible for coordinating regarding program requirements, mentorship connections, and determining if a student remains eligible for the Promise. The Tennessee Student Assistance Corporation (TSAC) is the administrative agency for the Tennessee Promise program, working in partnership with local, non-profit partnering organizations that coordinate the mentoring and community service component.

Dallas County Community College District  
<https://www.dcccd.edu/Emp/Departments/EA/RisingStarProgram/Pages/default.aspx>

The Dallas County Community College District (DCCCD) offers its students the Rising Star Program. DCCCD consists of eight unique colleges. This program gives students support services for academics and helps with tuition and books by giving up to \$4,000 to be used by the students over three years during the students’ academic career. The Rising Star Program also has collaborated with two 4-year universities, the University of North Texas and Texas Woman’s University to offer the Rising Star Transfer Scholarship. This helps students who have already participated in the Rising Star Program at the Community College level to receive funding to continue their education after their time at DCCCD.

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### Texas Tuition Promise Fund

<https://www.texastuitionpromisefund.com/content/how-it-works/cost-payment-options>

The Texas Tuition Promise Fund is established and maintained by the Texas Prepaid Higher Education Tuition Board and distributed by Northern Lights Distributors. Some states offer favorable tax treatment to their residents only if they invest in the state's own 529 plan. A 529 plan is an education savings plan operated by a state or an educational institution and designed to help families set aside funds for college. It is named after Section 529 of the internal revenue code, which authorized these types of tax-advantaged savings plans in 1996. Earnings on 529 plans are tax-free if used for qualified higher education expenses. (Unqualified withdrawals may be taxable as ordinary income and subject to a 10% federal tax penalty.) The Pension Protection Act of 2006 made the tax-free character of 529s a permanent part of federal law.

The Texas Tuition Promise Fund is designed to help families and individuals prepay for all or some future tuition and required fees at any two- or four-year Texas public college or university. Account holders purchase Tuition Units, which represent a fixed amount of undergraduate resident tuition and required fees charged by Texas public colleges and universities. The number of units needed varies depending on the school, but generally 100 units represents 30 semester hours, which is considered to be one academic year.

### The Oregon Promise

[http://www.freecollegenow.org/the\\_oregon\\_promise](http://www.freecollegenow.org/the_oregon_promise)

This Promise is for all students who have graduated high school or have completed their GED in Oregon based off of very clear requirements. The funding from this program will cover all expenses up to the state's average for community college tuition. The student must pay the difference between the state's average tuition and the community college of their choice that has a higher tuition. Students who are eligible for the program must have resided in Oregon for at least one year, had a high school cumulative GPA of 2.5, enrolled in either a community college or technical college in Oregon within six months of graduating from high school or completion of GED, plan to either transfer or complete either a degree or certificate, and complete a FAFSA. To stay enrolled in the program, students must keep a 2.5 GPA, complete a FAFSA every year, and make satisfactory progress on their academic goals, and be enrolled at least half time for 3 semesters each year. During each semester the student will have to pay a \$50 co-payment to show a personal commitment to their college. The scholarship is considered to be a "middle dollar scholarship," which gives a minimum disbursement of \$1,000. The Oregon Promise covers costs outside of tuition such as books, transportation, food, and housing for low-income students who have tuition covered by federal and state grants.

### Kalamazoo Promise

<https://www.kalamazoopromise.com>

Promises to cover up to 100% of resident graduates of Kalamazoo public schools of their tuition and fees for 4 years at any Michigan public university or community college. Each scholarship is based on time spent in the Kalamazoo Public School system. For example, if a student spends K-12 in the school system, that student receives 100%, but if the student only spends 6-12 that student will receive 80%. If a student is only in the school system from 10-12 or less then that student receives 0% scholarship. To receive this scholarship a student must be enrolled in a Michigan public university or community college, make progress to complete either a degree or certificate, maintain a 2.0 GPA at their institution, and complete a minimum of 12 credit hours.

### *Local Promises:*

#### The Long Beach College Promise

<http://www.longbeachcollegepromise.org>

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This Long Beach College Promise is a partnership between the Long Beach Unified School District (LBUSD), Long Beach Community College (LBCC), California State University Long Beach (CSULB), and the City of Long Beach (City). LBUSD promises to create courses that prepare students for college and the workforce. LBCC promises a scholarship that covers the first semester of enrollment fees for all Long Beach high school graduates who enroll immediately into LBCC after graduation and will create support and pathways for LBUSD students. CSULB promises to guarantee admissions for first time freshmen applicants from the LBUSD that have completed all high school courses with acceptable grades and have met the minimum requirements for both the CSU system and CSULB. CSULB will also promise to guarantee admissions to local community college transfers who have completed all of their prep courses for their major and meet minimum CSU and CSULB admissions requirements. CSULB will also create access, admissions, and transition programs for LBUSD and LBCC students. The city promises to increase the amount of internship opportunities there are from Long Beach high school and college students and also give more scholarships to students of LBUSD at both local colleges.

### *Other Resources:*

HeadsUp America: Learn about Our College Promise Advisory Board

<http://headsupamerica.us/collegepromise>

The College Promise Campaign will mobilize an influential, diverse, broad-based and growing network to educate the public, elected officials, community and state stakeholders and the media on the benefits of the College Promise, emphasizing high-quality community college education.

Supporting the College Promise - Association of Community Colleges

[http://www.acct.org/files/Advocacy/ACCT\\_AACC\\_College%20Promise%20Toolkit.pdf](http://www.acct.org/files/Advocacy/ACCT_AACC_College%20Promise%20Toolkit.pdf)

This toolkit is designed to help institutions participate in the College Promise Campaign.

Cities of Promise

<http://citiesofpromise.com>

Heads Up America: The Focus On Affordability Just Got Real lists all the cities following Obama's college promises into a city promise.

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## **Resolution for the Renegade Promise**

### **Support for Increased Public Investment in Community College**

WHEREAS, community colleges are the largest group of higher education institutions in the United States, educating more than 46% of all undergraduate students and more than 5 million additional non-credit students; and

WHEREAS, it is a national priority—in fact a moral, social, and economic imperative—to improve the numbers and percentages of American college graduates; and

WHEREAS, the accumulated contribution of former community college students employed in the U .S. workforce in 2012 contributed \$809 billion in income—5.4% of the Gross Domestic Product—to the national economy; and

WHEREAS, an estimated 60% of job openings will require at least an associate degree or higher by 2020; and

WHEREAS, the average annual internal rate of return for the nation's taxpayers' investments in community colleges is 14.3%; and

WHEREAS, momentum is growing in communities and states to support the principle of the first two years of tuition and debt-free higher education; and

WHEREAS, the Tennessee Promise, America's College Promise, and related College Promise initiatives underway across our nation recognize that community colleges are integral to America's prosperity, and the need for greater public support to provide millions of graduates for a well-educated workforce each year; and

WHEREAS, the national Association of Community College Trustees strongly supports the College Promise Campaign to foster the national conversation and advance public understanding about the centrality of community colleges to the nation's well-being and the future of our democracy in the 21st century;

THEREFORE BE IT RESOLVED that we, Bakersfield College, do hereby formally support the College Promise Campaign, which calls for increased public investment in community colleges at the local, state, and federal level to increase success for America's students and families for generations to come.

FURTHERMORE LET IT BE RESOLVED that we, Bakersfield College, pledge to implement the Renegade Promise effective Fall 2016.



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## Press Release 1

### **Bakersfield College Lauds ‘Conversation Starting’ America’s College Promise ‘Free Community College’ proposal focuses national spotlight on the true value of community college.**

BAKERSFIELD—Today, Bakersfield College issued a resolution supporting President Obama’s America’s College Promise, which proposes that the U.S. make the first two years of college “as free and universal as high school.” In the resolution, Bakersfield College “formally supports initiatives such as America’s College Promise, which call for increased public investment in community colleges.”

“America’s College Promise has ignited an unprecedented and, frankly, overdue conversation about the role of community colleges in our nation’s education system and workforce,” said Jane Doe, the chair of the ABC board of trustees.

The president’s proposal guarantees that two years of tuition-free college education would be granted to all qualifying students. Among the qualifications, students must maintain a grade-point average of at least 2.5, be enrolled in a qualifying academic or workforce-training program, and belong to a household earning less than \$200,000 annually. In addition, the program requires that any participating community college must implement promising and evidence-based reforms to support student success, and that states must ‘pay to play,’ contributing approximately one-fourth of the cost of student tuition and fees.

The estimated federal budget for the program is \$63 billion over 10 years, which some say is too expensive in the wake of the Great Recession. Bakersfield College **President Sonya Christian** points to evidence showing the real value of community colleges.

“In recent years, our state has reduced funding for the college **XX** percent,” said President Smith. “Granted, the price tag for making two years of college free is a big one, but when we look at it as an investment rather than a payout, the evidence strongly supports the idea.”

A 2014 report from Economic Modeling Specialists, Inc. stated that “taxpayers fully recover the cost of the original investment [in community colleges] and also receive a return of \$5.80 in addition to every dollar they paid. The average annual internal rate of return for taxpayers is 14.3 percent.”

When confronted with the costs, **Vice President Anthony Culpepper** reminds those against the proposal that public K-12 education was for a long time regarded as too expensive, “and where would our country be today without public schools available to every child?” he asks. “And where could we be if every American had access to two more years of education in the same way?”

The Bakersfield College Resolution can be found here [\[insert link\]](#).

## **Press Release 2**

### **Bakersfield College Joins College Promise Campaign Universal Community College is Key to the Success of the Nation**

Heads Up, Bakersfield. Thanks to XXXXXX community colleges, millions of Americans—of all ages and backgrounds—are getting a first-rate, affordable education that equips them with the skills to attain a good-paying job, transition to a four-year institution, advance in their current careers, and move into the middle class.

XXXXXX College is proud to join the Heads Up, America! Campaign in support of universal community college for responsible students. President Obama noted in his State of the Union address that community colleges are a vital pathway to the middle class for many Americans. Heads U p, America builds awareness of the importance of obtaining higher education in order to be successful in the 21st-century job market and the success of College Promise programs throughout the nation.

“With the spotlight on community colleges at the federal level, it is critical that we spread the word about how finances create a huge barrier for many students,” said XXXXXXXX. “College Promise programs are successful in many states and we believe they will be successful here for students that are willing to earn an education.”

College Promise programs would help the full range of students at communities and the nation. A report by the American Association of Community Colleges (AACC) found two-year colleges contributed \$809 billion in added income to the U .S. economy in 2012, which is equal to 5.4 percent of the gross domestic product.

“Community colleges offer pathways to economic success – and hope for the future – to lower income students, first-generation college-goers, minority students, veterans, single parents, and anyone looking to advance their skills,” says Bakersfield College President. “College Promise programs will eliminate the financial barriers facing students and allow them to focus on education and not on looming student debt.”

According to a national study, as community college graduates move into higher-paying jobs they will contribute \$285.7 billion in increased tax revenue and will save taxpayers \$19.2 billion in decreased social and safety net services while experiencing better health and lower crime rates. “This is an investment that will pay off for the students, the local economy, and our local businesses,” XXXXX President stated. “It is truly a win-win and we are proud to be a part of it.”

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## **Opinion-Editorial**

### **America's Community Colleges (Published in Roll Call, February 4, 2015):**

President Barack Obama reminded us in his State of the Union address, "America thrived in the 20th century because we made high school free, sent a generation of G Is to college, and trained the best workforce in the world. But in a 21st century economy that rewards knowledge like never before, we need to do more." He unveiled a plan for free community college education.

With these words, and Monday's federal budget release, the president is presenting Congress with an unprecedented opportunity to solve many of our nation's greatest challenges — a lack of affordable higher education, stagnant wages, stubborn pockets of poverty and fierce global economic competition. We welcome the debate around potential policy options that is sure to follow the release of the budget, but it's clear now the keys to unlock economic growth through education are now firmly in the hands of Congress. As leaders of the nation's community college campuses, trustees, policy advisers and advocates, we all stand ready to work with one another and with Congress to make this promise a reality.

Our students often come from families and communities on the losing side of the country's expanding economic inequality. Millions are priced out of college, or taking on debt that will drag them down for decades. As mission-driven not-for-profits, we offer the best value in higher education, and we have fought against the odds to keep our tuition and fees low. Our average annual cost to students is \$3,264, compared to \$8,893 for a public four-year college and \$30,090 for a private four-year college. But students still have to pay rent, use transportation, buy books, feed themselves and, often, their children.

Let's remember that the nearly 14 million community college students are red, blue and independents. They are old and young. They are black, white, Latino and Asian — the very mosaic of our society. Our students are diverse, but they are all striving to obtain skills for good jobs, launch a four-year degree, and to achieve economic security for themselves and their families. But their demand is outpacing what we can supply.

This proposal, with the federal dollars to back it, offers the additional support we need to expand our underfunded system. With open doors to all, we are 1,200 colleges strong, in cities, suburbs and rural areas nationwide. Our leaders have worked successfully for decades with both Republican and Democratic administrations, as well as many for-profit institutions. As members of local communities in every state in the nation, community colleges know about collaboration.

By funding community college education, Congress can make one of the most profitable investments in the national economy. The business community is clamoring for a better educated workforce. It is estimated as many as 3 million job openings in the U.S. go unfilled for months on end, as roughly half of employers now say they are having a hard time finding qualified workers to hire, particularly in technical fields. Community colleges provide students with the necessary training to fill that gap. A recent study found that on an individual level, every \$1 a student invests in his or her community college education yields, on average, a return on investment of \$3.80. But for taxpayers, the ROI per dollar is even better: \$6.80 over the course of students' working lives.

Consider that with the unsustainable escalation of tuition, our nation has amassed \$1 trillion in student loan debt — and many end up defaulting. Every dollar we invest now is one we don't have to pay later— particularly when Americans are without the skills they need, unemployed, or working for such low wages that they are forced to depend on social services. Community college graduates earn 20 percent more than their peers with high school diplomas. We applaud the president's suggestion for sharing the burden — students do their part through maintaining solid grades, and the State and Federal governments use the people's money to create more graduates, well-paid workers and contributing taxpayers.

The 78th U.S. Congress passed the G I Bill, creating the catalyst for the greatest economic expansion in our nation's history and constructing a middle class that the world would envy. The members of the 114th

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Congress can go down in history having opened the doors of opportunity to the American people. We ask, respectfully, that Congress seize this significant moment to fulfill America's College Promise.

*Authors: Walter G. Bumphus is president and CEO of the American Association of Community Colleges, the primary advocacy organization for the nation's community colleges. J. Noah Brown is president and CEO of Association of Community College Trustees, a non-profit educational organization representing the trustees who govern community, technical and junior colleges in the U.S. and beyond. Gerardo de los Santos is president and CEO of the League for Innovation in the Community College, an international organization serving community colleges. Evelyn Waiwaiole is director of Center for Community College Student Engagement, a research and service initiative dedicated to providing important information about effective educational practice in community colleges. Rod Risley is executive director and CEO of Phi Theta Kappa, the international honor society serving to recognize and encourage the academic achievement of two-year college students. William Trueheart is president and CEO of Achieving the Dream, the national reform network dedicated to helping community college students succeed.*

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## **Social Media Postings**

### *Sample Posts*

1. @CCTrustees & other #CommCollege leaders urge Congress to support #CollegeOpportunity for all. #headsupamerica [INCLU DE L INK TO YOUR PRESS RELEASE/RESOLUTION/STORY]
2. #headsupamerica is a smart investment. Read today's commentary calling Congress to action on
3. #CommunityCollege. [INCLU DE L INK TO YOUR OP-ED]
4. With the rising costs of higher education, the need for #CommunityCollege grows. Support #headsupamerica.
5. Read [INSERT YOUR COLLEGE'S TWITTER HANDLE]'s board of trustees resolution on #headsupamerica [INCLU DE L INK TO YOUR RESOLUTION] #CommunityCollege

### *A Few Tips*

Remember to use hashtags so that others searching for the topics you're writing about will be able to find your comments. Use #CommunityCollege, #headsupamerica, #CollegeOpportunity #CommunityCollege and #FreeCommunityCollege to be part of the movement on social media. Please note that #headsupamerica is the hashtag used by the College Promise Campaign.

Locate individuals and organizations you want to influence on Twitter and Facebook, follow them, and make sure you tag them in your messages to get their attention. These can include elected officials and other policymakers, thought and opinion leaders, journalists, and anyone else who needs to hear your message.

You can tell the White House and Departments of Education and Labor what you think directly through Twitter. Some useful tags include @WhiteHouse @BarackObama @JamesKvaal @DrBiden @USEdGov @ArneDuncan @EdUnderSec @USDOL @LaborSec

Members of Congress don't follow any specific Twitter handle formula, so look up your representatives via their official websites or by searching Twitter. (Be careful to follow and tag official profiles.)

Include infographics, photos, and other attention-getting attachments when possible (but only when relevant to your communications).

Tag us @Comm\_College and @CCTrustees so we don't miss your messages! (Feel free to send us questions via Twitter, too.)

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## **Frequently Asked Questions\***

*\*The following frequently asked questions are provided by Civic Nation. Please visit [www.civcnation.org](http://www.civcnation.org) for more information.*

### **What is the College Promise Campaign?**

In the 21st century, a high school diploma is no longer enough to lead Americans to a good job and decent quality of life. The College Promise Campaign (CPC or the Campaign) is a national, nonpartisan, local and state-led higher education initiative—beginning in America’s community colleges. The Campaign will build widespread support for a free community college education for all responsible students and broad public understanding that a free community college education is an investment in America’s future and a necessary continuation of K-12 education.

### **What is Civic Nation and why is the College Promise Campaign being spearheaded by this organization?**

Civic Nation is a charitable and educational 501(c)(3) organization. Founded in 2015, Civic Nation is organized to promote sensible policies to challenges in the areas of federal, state, and local policy. Civic Nation educates the public about such policies, about public policy issues arising in these areas, and for related purposes. Further, Civic Nation is the legal entity that houses and supports the infrastructure for the College Promise Campaign. No federal or state lobbying is conducted by Civic Nation on behalf of the College Promise Campaign.

### **Is the College Promise Campaign a federal or state-led effort?**

The Campaign is a local and state-led initiative, inspired by Tennessee Governor Bill Haslam’s (R) Tennessee Promise program, President Obama’s (D) America’s College Promise proposal, the more than 59 local College Promise programs spread across the country (e.g., Kalamazoo, Miami, Chicago, Long Beach, Tulsa, etc.), and the America’s College Promise Act of 2015 introduced by Senator Baldwin (D-WI) and Congressman Bobby Scott (D-VA).

The Campaign is not designed to promote any single approach, but seeks to build a movement around the broader vision of tuition and debt-free college education for the first two years, greater state and federal investment in higher education, and the imperative to increase student access and success in higher education. The Campaign assists states, cities, towns, and colleges that want to implement a tuition-and debt-free college education for responsible students by sharing financing strategies, best practices, and complementary efforts to help students succeed, such as mentoring and counseling, reforming developmental education, community service, and other proven strategies.

In short, the Campaign collaborates with federal, state, and local leaders across the sectors of education, business, government, philanthropy, students, labor, and non-profits to develop and foster College Promise programs.

### **What if no federal legislation is passed by the United States Congress to support College Promise?**

In July 2015 the U .S. Senate and the U .S. H ouse of Representatives introduced the America’s College Promise Act of 2015. This legislation is currently being considered by Congress and most likely will be the subject of great debate and undergo extensive rewrites, as is typical of most legislative proposals. Amendments and/or new bills could be introduced in future sessions of Congress. This is one reason that the Campaign’s goal may be accomplished years down the road.

The College Promise Campaign encourages states and communities to introduce their own College Promise legislation. States and communities have the unique opportunity to identify the ways and means to implement College Promise legislation tailored to their particular needs. The Campaign endorses and assists in the development of College Promise proposals at federal, state, and local levels.

### **Can states implement the College Promise Campaign without federal support?**

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Yes. A successful example of a fully state-supported version of College Promise is the Tennessee Promise program. Similarly, states like Oregon, Minnesota, Wyoming, and Oklahoma implemented or are currently initiating College Promise programs. While federal support would significantly bolster any College Promise campaign, states and communities can move ahead without federal support. The College Promise Campaign will study models of promising programs for replication and scaling. The College Promise Campaign welcomes and encourages direct collaboration with states and local communities to initiate tailored College Promise campaigns and specific programs, and to educate policymakers and the public alike on the tremendous value inherent in supporting the College Promise.

### **What does “truly bi-partisan” mean in the context of this campaign?**

The College Promise Campaign is non-partisan, meaning that it has no affiliation with or investment in any political party. The Campaign is focused on supporting College Promise programs led by elected and appointed officials from any and all parties. Because the American political landscape is dominated by the Democratic and Republican parties, the term “bi-partisan” is used to denote collaboration—often referred to as “working across the aisle”—on projects that are valued and prioritized by both of the major political parties. The Campaign also welcomes collaboration with elected officials from other political parties like the Tea Party. Universally accessible education at all levels is an American value that is not divided by party lines, and the College Promise Campaign exists in the same spirit. The Campaign is led by a national advisory board and bi-partisan Honorary Chairs, Second Lady of the United States Dr. Jill Biden, arguably community colleges’ greatest advocate, and Governor Jim Geringer, who initiated a College Promise for the state of Wyoming and earned a distinguished career while serving two terms as Wyoming’s governor.

### **Could the College Promise become another unfunded mandate?**

The College Promise Campaign is building on a national vision to provide a free community college education for students willing to work hard and complete their certificates and degrees. The Campaign promotes strategies for communities and states to adopt sustainable budget and allocation plans. Experience shows that in difficult economic times, elected officials face unforeseen challenges and unintended consequences, but at the same time, they continue to support policies that have successful outcomes. The Campaign is confident that government leaders and taxpayers will benefit economically, socially, and civically from a better educated society and that they will be more favorably inclined to support the College Promise based on positive results for the long-term prosperity of our nation.

### **Will the College Promise Campaign address education and income inequality?**

Community colleges already reduce inequality in education and income by serving more than 40% of all undergraduates in the U.S. at more than 1,100 community colleges throughout the nation. However, in the next 10 years, more than 6 out of 10 jobs will require employees to have more than a high school diploma, while today only 40% of U.S. adults ages 25–64 are adequately prepared for the workforce. The College Promise Campaign’s goal is to increase access to higher education through free community college for all responsible students. Because low income students comprise such a large portion of the community college population, the Campaign is designed to increase opportunities for low-income and first generation students, for whom a college education may seem otherwise unattainable.

### **How will the College Promise be applied to Tribal Colleges and Minority-Serving Institutions in general?**

There are a variety of College Promise programs across the country. The Campaign will identify strategies for communities and states to provide a free community college education for all responsible students, specifically by showcasing details from successful College Promise programs such as the eligibility requirements and evidence-based student outcomes. Where communities and states have already taken leadership to provide a free community college education to their students with or without federal funding, the Campaign will examine their program incentives and funding mechanisms to communicate the details of these models for replication and scaling to other regions, enabling more students to benefit from the College Promise as these models are better understood and adopted.

### **How and why were the initial host states selected?**

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A goal of the initial phase of the College Promise Campaign is to impact a manageable number of states serving at least half of community college students. As such, the Campaign identified initial host states on the basis of demographic and geographic diversity, size, and variance in state vs. local governance authority. The specific states that were selected have strong local and state leaders who were receptive to the College Promise concept. The Campaign is by no means limited to these states and ultimately intends to reach every state in the country. We strongly encourage individuals from any and all states and communities to join the Campaign.

### **Why aren't 4-year colleges included in the College Promise Campaign?**

The College Promise Campaign greatly values higher education. At the same time, community and technical colleges are institutions that fill a unique role within American higher education, and serve nearly half of the nation's undergraduates. The Campaign emphasizes that College Promise students are expected to pursue and earn a 2-year college degree, a technical certificate, and/or transfer to a 4-year university bachelor's degree program.

Another important reason the Campaign is focused on 2-year colleges is that these institutions serve a large number of first-generation and socioeconomically disadvantaged students. An expected outcome of College Promise programs is to offer opportunities to students who otherwise may not receive them. The Campaign sees community colleges as gateway institutions that admit and support students who in many cases have a tremendous number of obstacles preventing them from pursuing or completing higher education, releasing them back into the workforce where they can make a real living wage with their college credentials, and helping those interested in getting on the track to attaining higher levels of education at an affordable cost.

The Campaign underscores that community colleges are the starting point for making the first two years of a college education tuition and debt-free. Some College Promise programs have already extended their initiative to 4-year institutions. Communities and states are encouraged to adopt the larger vision if they wish.

In short, the College Promise campaign values and supports all education, but identifies community colleges as gateway institutions for helping the greatest number of first-generation and otherwise disadvantaged students enroll and complete their certificates and degrees.

### **What are the requirements for students to participate in College Promise Programs where available?**

The College Promise Campaign does not support any one College Promise plan. Across states, cities, and communities, College Promise programs have different eligibility criteria and requirements for students, with respect to maintaining a minimum grade-point average, level of earned income that qualifies students from receiving College Promise financial support, qualifying academic or technical programs, and other criteria unique to a particular community, state or institution. In most College Promise programs, students must be enrolled in an approved academic or technical program at an accredited institution of higher education.

### **What does the College Promise Campaign mean by "debt-free" education?**

The vision of the College Promise Campaign is that all students should have the opportunity to complete two years of higher education debt free. Specifically, this refers to earning an associate degree, a certification, or transferring to a 4-year baccalaureate program at another institution without having incurred any debt from loans or credit taken out specifically to pay for college tuition, associated fees, basic living expenses, and textbooks.

The term "free community college" has been used colloquially to refer to some College Promise programs. It is important to understand that the goal of these programs is to make two years of high-quality higher education universally available to all Americans in the same way that elementary and secondary education are American rights; it's that simple. We believe that just as every American is expected to earn a high school diploma, every American should have the opportunity to earn a college credential.



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### **What is the difference between first-dollar and last-dollar College Promise programs?**

First-dollar and last-dollar programs refer to two distinct methods of distributing funding for College Promise programs.

The term “first-dollar program,” means that College Promise funds are provided to students first, or before any other grant or awarded funding. By contrast, the term “last-dollar program” means that students would draw upon any available public funding before being awarded College Promise funds. Both models administer funds to eligible students that cover the direct costs of being a student, such as tuition and fees.

In a “first-dollar program”, the amount of College Promise funding awarded to an eligible student does not take into account any additional funding or grants that the student is eligible for, like a federal Pell G rant. Therefore, a “first-dollar” College Promise program covers the direct costs of being a student, and has the potential to reduce the associated costs that come with being a student, such as transportation, childcare, school materials, and other costs.

In a “last-dollar program”, the amount of College Promise funding awarded to an eligible student takes into account any additional public funding or grants the student is eligible for, like a federal Pell G rant. The total amount of “last-dollar” College Promise funding a student receives to cover the direct costs of being a student varies depending on other public funding for which the student is eligible. Unlike “first-dollar programs,” “last-dollar programs” do not have the potential of reducing the associated costs that come with being a student, such as transportation, childcare, school materials, and other costs.

### **Is the College Promise separate from or related to the federal Pell Grant Program?**

College Promise programs are entirely separate from the federal Pell G rant Program; however, as described above, different College Promise program designs can be impacted by Pell G rant support. So although Pell G rant Program funding can supplement or displace College Promise funding, the two programs were developed and are administered separately.

### **What is the timeline for the College Promise Campaign?**

The Campaign is anticipated to run for 3 years. It officially starts on September 9, 2015, and ends on August 31, 2018, though it could run longer depending on the needs of communities and states.

### **How will progress be tracked and reported?**

The Campaign will employ several methods for tracking progress, including:

“State of Free Community College in America” Report—The Campaign will produce a metrics-based report on the state of free community college across the country that the depth of support for the issue, intended outcomes, and progress toward the Campaign’s goals. This will include an analysis of the following:

- Current landscape: the number of students receiving the College Promise.
- Analysis of stakeholder support: elected officials, education leaders, business CEOs, etc.
- Analysis of forward momentum: communities and state legislatures taking action.
- Best-practice College Promise models: access and completion outcomes, evidence from independent researchers.

Campaign Activity Report—Every 6 months, the Campaign will track and measure the success of its ongoing activities, maintaining qualitative and quantitative reports on various metrics (e.g., engaged leaders, roundtables, engaged key constituency, press publications, social media metrics, etc.).

### **What can I do at the local, state, and federal levels to realize the College Promise for all citizens?**

- Talk about the College Promise to everyone you are close to—share your passion and explain why the College Promise matters to students, families and the nation, and encourage them to do the same.
- Meet with, call, and send letters proclaiming your support of the College Promise Campaign to your federal, state, and local elected officials.

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- Talk to business leaders and let them know that your community is full of untapped potential because of socioeconomic barriers, and that offering two years of college to everyone will flood the workforce with a greater supply of more diverse and better qualified workers.
- Write letters to your local newspaper editors and news producers about the importance of the College Promise and how keeping it could transform your community by offering educational opportunity to those who otherwise may not be able to access it.
- Sign up at [www.HeadsUpAmerica.us](http://www.HeadsUpAmerica.us) to participate in the Campaign's awareness and outreach effort.
- Visit [www.CollegePromiseCampaign.org](http://www.CollegePromiseCampaign.org) to learn more and stay engaged with the Campaign.
- Follow news and local developments about College Promise campaigns and share the information through social media networks such as Facebook, Twitter, Instagram, and LinkedIn. Follow the Campaign at #Headsupamerica.

*Visit [www.CollegePromiseCampaign.org](http://www.CollegePromiseCampaign.org) and [www.HeadsUpAmerica.us](http://www.HeadsUpAmerica.us) to learn more about the College Promise Campaign and for contact information to join the movement!*

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## *Renegade Promise Pathways*

### *Mutual Responsibility Agreement*

First Name:  
Last Name:  
Phone Number:  
BC @Number:

The purpose of the Renegade Promise Pathways program is to offer structured opportunities for qualified students to enroll in Bakersfield College courses that provide pathways that lead to a certificate, diploma, or transfer pathways or degrees within two years. In order to be eligible for the program, the student must be placed in College Ready Math and English courses within the first semester of enrollment (Fall 2016).

#### *The Mutual Responsibilities:*

I understand that the Renegade Promise Pathways program is designed by Bakersfield College to support my success in completing a certificate, degree, and/or transferring to a four-year college. By remaining in good standing in the program I am eligible to receive:

- An assigned priority registration date
- An assigned Completion Coach within my chosen academic pathway
- Check-ins via the Completion Coach, at least twice per instructional semester to ensure my academic progress
- Access to a counselor prior to my assigned priority registration date
- Academic support resources
- Opportunities to apply for on-campus employment (if qualified)
- A list of eligible non-profit organizations to which the student can volunteer
- Four tickets to all home football games and an invitation to the annual Student Leadership and Involvement Awards Ceremony

I understand that I must complete the Renegade Promise Pathways application by established due date and in order to be considered for the Renegade Promise Pathways program, the Free Application for Federal Student Aid (FAFSA) must be received by the Federal Student Aid Processing Center on or before March 1, 2016, and meet the conditions for processing. I also understand that to remain in good standing in the Renegade Promise Pathways, I will take responsibility for:

- Completing the Renegade Promise Pathway Mutual Responsibility Agreement form
- Identifying my educational goals and declare major
- Completing and filing a Comprehensive Student Educational Plan prior to course registration for the first instructional term and register for classes on my assigned priority registration date
- Registering in and successfully complete (with a C or higher) at least 30 units within one academic year in line with my established Student Education Plan
- Taking English (or ESL), math, and/or reading courses during the student's first year at BC.
- Maintaining a 2.0 GPA and completing at least 80% of the courses I take each semester. If necessary, I agree to participate in academic intervention activities.
- Adhering to all BC policies related to academic progress, financial aid, student code of conduct, and other BC requirements.
- Participating in activities, support services, and events provided by Renegade Promise Pathways that supports my academic goals.
- Communicating with my assigned Completion Coach at least twice per instructional semester to get the support needed both academically and personally.
- Enrolling and participating within one BC Summer Bridge program.

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- Completing at least 10 hours of community service each fall and spring instructional semesters with an approved local non-profit organization within Kern County
- Coming prepared to my classes with the required textbooks and materials

I have read the above requirements and benefits. I understand that this agreement is valid until I officially withdraw, graduate, transfer, meet eligibility limitations, or fail to remain in good standing. I hereby authorize the release of information to the Renegade Promise Pathways program from the informational resources of the college and from my high school district for the purpose of following my academic progress and to assist with the design, evaluation, and improvement of Renegade Promise Pathways program once I have been admitted to the program.

I Agree

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