

KERN COMMUNITY COLLEGE PROMISE INNOVATION

**California College Promise Innovation Grant Program
Bakersfield College | Cerro Coso College | January 2016**

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Application Sections:

1. Table of Contents
2. Need (Statement of Problem) (4 pages, 15 points)
3. Response to the Need (6 pages, 15 points)
4. Workplan (appendix A form, 50 points)
5. Program Management (2 pages, 5 points)
6. Application Budget Summary & Detail (appendix A forms, 5 points)
7. Sustainability of the Program (2 pages, 5 points)

ABSTRACT (Refinement stage)

The Bakersfield College Transfer Promise

Goals:

1. Timely Transfer
2. Financial Support

Outcomes:

1. Increase College Attendance Directly from High School
2. Increase College-Ready Placement in Math and English at Bakersfield College
3. Improve Associate's Degree/Certificate Attainment
4. Improve Transfer Rates
5. Improve Associate's Degree/Certificate Attainment
6. Increase Bachelor's Degree Attainment

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NEEDS STATEMENT & PROFILE

From using multiple measures of assessment while redesigning curriculum in basic skills to partnering with groups like the NAACP to improve dialogue with parents, the Kern Community College District (KCCD) has been laser-focused on the success of our students. Engaged in an aggressive student success agenda which creatively leverages our strong partnerships with educational, community, and industry leaders, knowledgeable personnel across the educational pipeline, and substantial resources from the state, all are committed to the intensive K-16 curriculum alignment work that will support college readiness, success, and completion for all students while meeting the needs of our unique labor market. As such, KCCD is leading the way for transformational change through a distributed leadership approach that is aligned and grounded in connectivity.

KCCD has identified a systematic, intentional strategy to address the following five* needs in Kern County:

1. Increase college attendance directly from high school
2. Increase College-Ready Placement in Math and English at Bakersfield College
3. Improve Associate's Degree/Certificate Attainment
4. Improve Transfer Rates
5. Increase Bachelor's Degree Attainment

*KCCD maintains a commitment to achieving equitable outcomes for all students in each of the five areas identified above. As such, KCCD commits to an ongoing review of the work by disaggregating data, analyzing outcomes both quantitatively and qualitatively, and adjusting our strategy accordingly. Community colleges are the key to equitable educational attainment; this drives BC's priorities, and has been the foundation from which the College has envisioned and implemented institutional, instructional, and student service policy changes.

Outcome 1: Increase College Attendance Directly from High School

A recent study by Measure of America of 98 of the 100 largest metro areas in the United States found that Kern County has the highest rate of those ages 16 to 24 who are not in school and not working in the state. At 21.2%, over 26,000 young people in Kern County are entirely disengaged. KCCD saw a high school enrollment yield of 24.3% in 2015-16 despite little community college competition for enrollment county-wide.

Defying statewide trends, Bakersfield College has seen impressive enrollment growth throughout the past several years while Cerro Coso has remained steady.

Table: Enrollment of First time Students

Institution	12-13	13-14	14-15	15-16
Bakersfield College	4,960	6,067	6,440	7,861
Cerro Coso CC	1,005	1,464	1,302	1,383
CSU Bakersfield	1,247	1,172	1,312	1,440

Comment [LB1]: Realized why the numbers were off; the CCCCO does not specify "degree-seeking." Do we want to include that here? If so, we should probably go with ESS stats. If we want to be more comprehensive, the CCCCO numbers are good.

With fewer Kern County graduates prepared to directly enter a CSU or UC from high school than their peers statewide, the role of the community college is magnified. For

Comment [LB2]: Accurate reflection?

many recent graduates, Bakersfield College and Cerro Coso Community College are places to engage in rigorous studies that will prepare them for transfer while enjoying access to integrated academic support, direct access to their faculty, and meaningful co-curricular experiences that will boost their competitiveness in the job market.

Table: Rates of UC/CSU Prepared Graduates

Year	California	Kern County
2012-13	39%	30%
2013-14	42%	33%
2014-15	43%	31%

Outcome 2: Increase College-Ready Placement in Math and English

Over 80% of BC and CC students require at least one remedial course upon enrollment; this reduces the odds they'll successfully navigate their pathway and lengthens their time to completion, resulting in excess unit accumulation. However, curriculum reform, redesigned accelerated remedial courses, innovative learning communities, and a seamless multiple measures approach for placing students in English and math courses have proven to be very successful in improving the numbers of college-ready students.

Table: KCCD FTEIC College-Preparedness

	12-13	13-14	14-15
BC - College-level English	21.7%	19%	19.4%
BC - College-level Math	15.6%	16.2%	18.4%
CC – College-level English	17.5%	16.5%	13.3%
CC – College-level Math	3.4%	2.1%	2.7%

Outcome 3: Improve Associate's Degree/Certificate Attainment

Approximately 7.2% of Kern County adults ages 25 and up hold an associate's degree. While this number is not significantly lower than that of the average statewide, it is particularly concerning when placed in the context of Kern County's industry and employer needs. For example, Kern sees a high need for medical professionals, particularly registered nurses. These jobs offer family-sustaining wages while only requiring an associate's degree.

Table: Associate Degree Attainment

Geography	Population 25 years+	% Associate's degree
California	25,257,858	7.8%
Kern County	513,437	7.2%
Bakersfield city	212,468	7.9%

Outcome 4: Improve Transfer Rates

Bakersfield College has seen relatively small numbers of overall transfers throughout the past 10 years. However, recent efforts to ensure students who transfer from BC to pursue a baccalaureate degree are poised for success has resulted in a massive spike in transfer numbers. The work has been focused on curriculum, counseling, and collaboration with partner institutions.

With CSUB fewer than 10 miles from the Bakersfield College campus, it is no surprise that the vast majority of students who transfer from BC pursue their bachelor's degree at CSU Bakersfield. The rate has held steadily above 70% of all transfers for the past 10 years, with 76.4% of transfers choosing CSUB in 2015-16. While Cerro Coso serves a vast geographic region, the majority of transfer students from CC choose CSUB at 26.2% in 2015-16.

Table: CSU Transfer trends

Year	CC to CSUB	CC Total	BC to CSUB	BC Total
2012-2013	14	55	492	628
2013-2014	12	58	428	593
2014-2015	9	49	591	789
2015-16	11	42	551	721

Comment [LB3]: Do we need to include UC transfer data, too?

Community Colleges do a phenomenal job preparing students for success upon transfer to a four-year university; there is a more than 20% differential between our students who transfer from KCCD than those who start out at the UC school¹.

Outcome 5: Increase Bachelor's Degree Attainment

According to data reported by the California Department of Education, Kern County's educational attainment rates are bleak, with Kern County adults over 25 years of age earning bachelor's degrees at a substantially lower rate than the statewide rate.

Table: Associate's, Bachelor's, and Graduate or Professional Degrees as Highest Level²

Geography	Population 25 years and over	Highest HS and Equivalent	Highest Some College (no degree)	Highest Associate's degree	Highest Bachelor's degree	Highest Grad or Prof Degree
California	25,257,858	20.7%	21.8%	7.8%	19.8%	11.6%
Kern County	513,437	27.3%	23.6%	7.2%	10.3%	5.1%
Bakersfield City	212,468	25.5%	25.3%	7.9%	13.9%	7.0%
Inyo County	13,236	30.9%	25%	7.9%	14.7%	9.2%
Mono County	9,690	16.8%	27.8%	8%	23.1%	9.2%
Ridgecrest City	18,319	24.5%	27.5%	9.9%	18.6%	9.6%
Tehachapi City	9,857	33.4%	26.5%	6.9%	6.5%	2.3%
Lake Isabella	2,444	48%	29.5%	3.1%	4%	0.7%
Bishop city	2,697	34.9%	17.8%	6.3%	15.8%	11%
Mammoth Lakes	5,233	18.4%	23.5%	8.3%	23.7%	8.5%

While just 10.3% of those ages 25 and up hold bachelor's degree in Kern County, it's important to note that the rate drops significantly for our rural service areas like Arvin where fewer than 3 in every 100 residents holds a bachelor's degree or higher.

¹ <http://accountability.universityofcalifornia.edu/2015/chapters/chapter-3.html>

² 2015 American Community Survey (5-year estimates) EDUCATIONAL ATTAINMENT California, Kern & Bakersfield <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>

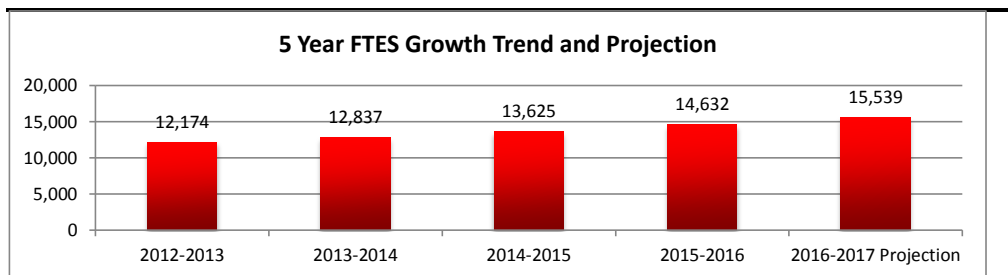
These numbers have massive implications for the health of our county. According to the U.S. Bureau of Labor Statistics, 22.9% of the population is living below the poverty line. When disaggregated, the picture for rural Kern is even more dismal: Delano (31.3%), McFarland (34.9%), Wasco (28.4%), Arvin (36.3%), Lamont (29.7%). Of those in poverty, people of color are disproportionately affected. Unemployment rates in Kern County stand at 9.2% -- nearly double that of the statewide and national rates -- and those in rural areas experience more debilitating unemployment at rates reaching 11% in some areas.

With unemployment rates lowest among those with a bachelor's degree or higher, it is clear a focus on baccalaureate attainment is of critical importance for our community.

KERN COMMUNITY COLLEGE DISTRICT PROFILE

Bakersfield College

Profile: Bakersfield College, situated in Kern County, is a Hispanic-Serving Institution with 76.1% of students identifying as students of color. The largest of three colleges in the Kern Community College District, BC serves over 25,000 students annually – the majority of students representing a high-need population. The annual 2015-16 headcount was 27,627³ producing 14,632 FTES⁴ (compared to 13,625 in 2014-15). Bakersfield College students now represent 73.7% of the district FTES. Fed primarily by the Kern High School District, California's largest 9-12 district, BC offers students a direct educational pipeline to a local CSU while also affording students the opportunity to gain valuable career and vocational training.



Demographics: Bakersfield College's students represent the distinct and diverse microcosm of California's Central Valley. Approximately 80% are First Generation and nearly 70% rely on some form of financial aid. To that end, BC recognizes its distinct responsibility to improve equity in outcomes for these underserved student populations.

Industry: The lower Central Valley has a large base of production and logistics facilities in the following industry sectors: agricultural products processing, materials processing, manufacturing, aerospace, energy (petroleum, cogeneration, renewables), warehousing/logistics, and infrastructure/utilities. Each sector has a need for technical

³ CCCC Datamart ([Link](#))

⁴ CCCC Datamart ([Link](#))

management, industrial safety, quality assurance, and others requiring more than an associate degree or certificate. According to Economic Modeling Specialists International (EMSI) data, these positions in Kern County have grown over 11% since 2009 and are predicted to grow an additional 20% over the next 9 years.

Cerro Coso Community College

Profile

The remote and dispersed populations of the communities CCCC serves present challenges for our students particularly in learning about and taking advantage of higher education opportunities beyond community college. While a challenge for most of our communities, it is particularly true for the ESCC campuses. The closest UC campus to CCCC is UC Riverside, 130 miles away from the IWV campus, but over 300 miles from the Mammoth campus. Similarly, the closest CSU campus is CSU Bakersfield, which is over 100 miles from IWV and 270 miles from the Mammoth campus.

Demographics

Industry

RESPONSE TO THE NEED

Over the last 3-4 years, KCCCD has shifted culture, policy, and practice to understand the student as they're getting prepared to come to college. Intentional work to develop an integrated and clear approach to student intake and support has helped the colleges make major strides in student learning and achievement outcomes. Through participation with Achieving the Dream and in addressing the goals associated with SSSP, Student Equity, Basic Skills, and other categorical programs, KCCCD has already made significant progress in implementing the strategies and addressing the objectives of the California Promise Innovation Program.

Each narrative below captures a broad snapshot of KCCCD's previous strategies related to key interventions and the current work happening as a result of intentional evaluation. In each instance, the college has strategically leveraged resources, aggressively pursuing categorical and grant programs to scale without substantial impact to college operational budgets. Adaptations to these strategies moving forward are detailed in each college's comprehensive workplan.

Dual Enrollment: Between BC and CC, KCCCD students at over 45 feeder high schools have access to a career choices dual enrollment course. Additionally, both BC and CC offer a number of opportunities in college readiness, gateway English and math, transfer courses, and CTE courses. Delivered both in person and online, most course subjects are available via concurrent enrollment, expanding access, particularly for rural high schools. At CC, Students are required to take an orientation to online classes and a 1 unit preparatory online course while early informational meetings and orientations communicate early college experience benefits, rights and responsibilities. At many schools, the colleges partners with the high schools to providing embedded learning support services to promote successful course completion.

Table: High School Concurrent and Dual Enrollment Numbers

	2013-2014	2014-2015	2015-2016	2016-17
BC Dual Enrollments	235	500	1,710	3,106
CC Concurrent Enrollments	382	467	771	TBD
CC Dual Enrollments	68	275	581	TBD

Support Services: In addition to the student support services at a variety high schools, students taking Cerro Coso concurrent enrollment classes are supported in small learning groups one period per day. High schools with AVID programs partner with CC in engaging college tutors, and some courses have embedded librarians or counselors. Students are also supported by CC faculty members and peer tutors through tutoring support, writing labs, and math labs delivered through Learning Assistance Centers.

Multiple Measures: By utilizing national research that indicates testing alone as a placement measure is rife with error – often resulting in a 25% misplacement of students, KCCCD recognizes that colleges are disadvantaging already underprepared students who suffer lower success rates and a longer remedial pathway to successful college-level course completion as a result.

Increased efficiencies and decreased institutional barriers have been the result of a three year implementation of multiple measures to place students into appropriate coursework at BC and CC where historically 80-84% of students placed into remedial coursework with very low success rates in the remedial sequence. More accurate placement using high school GPA has shown improved success and sequence completion for thousands of students. This success occurs not only where the students are placed, but also in subsequent college-level coursework. Data below shows the increased number of students placed into college-level Reading, English, and Math.

Table: Bakersfield College Placement into College-Level Coursework

	2013	2014	2015	2016
Reading	57%	59%	NA (technical issues)	68%
English	29%	31%	NA (technical issues)	54%
Math	3%	12%	NA (technical issues)	34%

Both BC and CC have formalized the use of multiple measures by fully adopting the Common Assessment MMAP Decision Rules for Placement in English and math.

Intrusive Outreach Strategy: Both BC and CC have renovated their approaches to educational progression from kindergarten through post-graduate employment by viewing the educational process as a continuum. After wrestling with baccalaureate attainment rates at half the rate for California, and poverty levels 1.6 times greater than the California rate, KCCD began to build partnerships across the educational continuum. At BC, staff piloted collaborative, high-touch matriculation practices with regional high schools and then quickly scaled-up to all 49 feeder high schools. This matriculation collaboration launches each October with a high school counselor summit where BC shares data and solicits feedback from over 100 high school partners.

Another large-scale transformation to our student intake process has involved policy, practice, and education code changes for assessment testing and placement. At BC, multiple measures of assessment have quickly scaled to all FTIC students using an automated algorithm for reading, English, and math placement. The net effect is that students are placed higher in every discipline and success rates for students with multiple measures in first semester coursework has been very promising.

In 2015-16, BC interacted with individual students nearly 9,000 times before they stepped foot on campus:

Matriculation Step	# Workshops	# Students Served
Step 1 – Application	34	1502
Step 2 – Orientation	44	1784
Step 3 – Assessment	59	2390
Step 3 – Assessment (non-primary)	34	744
Step 4- NSW & ASEP	81	2114
Step 5 – Registration	13	Unavailable
Totals:	265	8,534

At BC, students who accomplish all 4 matriculation components complete awards or transfer at rates 4 times greater than those students who only complete one step. Additionally, students who complete all four matriculation steps in their spring semester

in high school earn priority registration access and are expected to participate in an extended orientation aimed to support first generation students called Summer Bridge. Over 80% of Summer Bridge participants are Hispanic/Latino, a direct result of the college's intentional rural initiatives and use of Title V funding. Summer Bridge is most highly correlated with course success of all orientation activities.

Cerro Coso matriculation services are delivered to seniors at all service area high school campuses to varying degrees during the spring semester. Other activities include preparatory visits to senior classes to encourage assessment preparation, explain multiple measures, and deliver other key information about financial aid, transfer, and specialized programs. At some sites, Student Ambassadors and Peer Mentors participate in high school outreach activities.

Pathways to Completion: In fall 2015, BC was selected as one of 30 colleges nationwide to participate in AACC Pathways Project. As such, BC is focused on four pillars: 1) relentless clarity, 2) get students on path, 3) keep students on path, and 4) ensuring meaningful learning. Notably, BC has launched a statistics pathway for non-STEM, business, and education majors with promising success rates.

Cerro Coso has mapped all degree-applicable courses in a four-semester sequence and utilizes an online tool, Navigate, to streamline the onboarding process for students. Each student is placed on a customized pathway detailing each step with nudges to action at specific points in time. Through Navigate, students are:

- Led through an inventory and self-disclosure process for major selection
- Placed in a meta-major and provided a list of recommended majors specific to CC
- Given key information about each major: units, time to completion, costs, local employment and income data, etc. to help with major selection.
- Provided courses based on the semester and time availability.
- Prompted with courses based on placement; directed to first term English and math.
- Redirected if a student deviates from the pathway.

Associate Degrees for Transfer: In 2011, BC had just 3 Associate Degrees for Transfer (ADT) approved and has since scaled to 25 unique ADTs with 3 additional pending for 2017-18. In the past three years, In summer 2016, the Campaign for College Opportunity recognized BC for our 900% increase in ADT conferrals.

Table: Bakersfield College Associate Degree for Transfer Impact

Year	ADTs	Overall Awards ⁵	All Transfers ⁶	Overall outcomes
2012-13	31	1,822	1,315	3,137
2013-14	20	2,040	1,228	3,268
2014-15	197	1,967	1,637	3,604
2015-16	422	2,263	Not yet available	Not yet available

⁵ CCCCO Datamart ([Link](#))

⁶ CCCCO Datamart ([Link](#)) and CSU transfer info ([Link](#)) and UC transfer info ([Link](#))

Existing Promise Programs: Both BC and CC have existing promise Programs at varied levels of institutionalization.

Cerro Coso: ESCC with Inyo County Superintendent of Schools, Mono County Office of Education, Owens Valley Career Development Center (OVCDC) and UNR implemented the Inyo/Mono Promise in January 2014. There are two paths within the Inyo/Mono Promise: 1) graduates from any of the 14 high schools in Inyo/Mono counties with college preparation coursework and GPA/SAT/ACT scores are admitted to UNR at the Western Undergraduate Exchange (WUE) tuition rate; or 2) graduates from any of the 14 high schools in Inyo/Mono counties enrolled at ESCC full-time receive a full scholarship from one of two private foundations and after completing transfer requirements are admitted to UNR at the WUE transfer tuition rate.

To meet the Inyo/Mono Promise objectives, ESCC and six of nine school districts in Inyo and Mono counties provide K12 students and families awareness and educational opportunities through 5th and 8th grade college days, Native American and Latino Family College Nights, parent outreach, transfer workshops; concurrent/dual enrollment offerings, and matriculation service delivery to high school seniors.

The program serves 4,500 students, including all K12 and CCCC students in Inyo and Mono counties. Additionally, the Mammoth Lakes Foundation provides full enrollment fee and book scholarships to all MHS graduates who attend CCCC's Mammoth campus full-time. Programs are supported by existing personnel resources, K12 partners, UNR, the OVCDC (a Tribally-affiliated organization), and private partners. CC also utilizes funding from CCCC Equity, SSSP, EOPS, Basic Skills, and district funds.

In fall 2015, Bakersfield College conducted a literature review of seven unique college promise programs nationwide and developed a pilot program for fall 2016. The matrix below shows the key elements BC identified in its review, as well as the key characteristics of the pilot promise that have positioned the college to scale the pilot to reach 1,000 incoming students.

	Multi-Partner Promise	Local HS seniors only	Financial Support	Savings Plan	Assigned Mentor	Community Service	Internship	Minimum GPA	Required FAFSA	Satisfactory Progress
Tennessee Promise	X	X	X		X	X				
Dallas County CCD	X		X							
The Oregon Promise		X	X					X	X	
Kalamazoo Promise	X	X	X					X		X
Long Beach College Promise	X		X				X			
BC Promise Pilot (2016-17)					X	X		X	X	X
BC Transfer Promise	X		X		X	X	X	X	X	X

On March 8, 2017, Bakersfield College's President will stand with the Superintendent of the Kern High School District and the President of California State University Bakersfield to announce to our community a collective commitment to our students.

The Bakersfield College Transfer Promise: In recognition of the critical importance of embedded support throughout a student's pathway to completion, BC has implemented a coaching strategy to ensure each incoming student is placed into a cohort with a dedicated coach who tracks student progress and provides timely interventions and referrals. Through the BC Transfer Promise (BCTP) Program, participating students receive structured support and guidance from their *Completion Coaches*. Students elect to participate in this program with the knowledge that they will have milestones to achieve each semester as they progress toward their goal of degree and/or transfer.

Students are required to participate in a Summer Bridge, complete a Comprehensive Student Educational Plan within two months of enrollment, have a minimum of 2 contacts each semester, and participate as a member of the campus by engaging in experiential learning opportunities.

The Bakersfield College Transfer Promise is characterized by 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 for transfer.

Program Goals: Timely Completion and Financial Support

Student Criteria: Participants in the BC Transfer Promise program must be:

- Recent high school graduates (graduating in same year as enrollment at BC)
- First time in college students; college ready at time of enrollment
 - College-ready defined in English as English B1A, and transfer-level math: Math B1A, B4A, B22, B23, or PSYC B5
- Have a completed FAFSA on file at time of application

Financial Support: While BC maximizes financial aid through available programs including the Board of Governors (BOG) Fee Waiver, which allows students the opportunity to enroll in tuition-free units, Pell grant, Dream Act, CalGrant, and scholarships, the college recognizes that financial barriers still exist for the majority of students. In an analysis of student records, the Office of Financial Aid determined 53% of students entering in fall 2016 were awarded the BOG Waiver valued at \$1,288. Yet, the total cost of attendance for books/supplies, and fees after the BOG waiver is applied is **\$3,079**.

STRATEGIES & BENCHMARKS

Below is a chart detailing Bakersfield College's key strategies to reach the 6 outcomes identified in the College Promise Innovation Grant RFA with benchmarks for ongoing evaluation throughout the duration of the innovation. Note specific equity benchmarks detailed throughout.

Outcome #1: Enrollment: -Increase college attendance directly from high school	
1) Bundle Dual Enrollment; 2) Expand matriculation delivery; 3) Expand public-private partnerships; 4) Grow rural initiatives	1) Increase HS enrollment yield from 24.3% to 26%, 2) Increase 3 year enrollment among African Americans from 4% to 5%; 3) Serve 4,000 high school students via dual enrollment by fall 2018; 4) Deliver 25 registration workshops in spring 2018
Outcome #2: Readiness: Increase college-level placement in English and math	
1) Bundle Dual Enrollment; 2) Expand onsite matriculation delivery; 3) Apply Multiple Measures; 4) Scale Summer Bridge; 5) Grow rural initiatives	1) Multiple measures applied to 100% of incoming students; 2) Increase college-level English and math placement; 3) Improve college-level English completion in 1 st year from 17.7% to 19%; 5) Improve completion of college-level math in 1 st year from 11.8% to 13%
Outcome #3: Completion: -Improve associate degree/ certificate attainment	
1) Course acceleration; 2) Cohort students to assigned Completion Coaching Communities; 3) Embed timely advising 4) Expand mandatory co-requisite remediation; 5) Apply culturally-informed practices in curricular development	1) Improve 12 college-level unit completion in 1 st term from 9.6% to 11%; 2) Improve 30 college-level unit completion in 1 st year from 15% to 17%; 3) Improve overall persistence from fall to spring from 70.2% to 72%; 4) Improve persistence from fall to fall from 53.7% to 55%; 5) Improve both college-level math and English completion in 1 st year from 5.9% to 6.5%; 6) Improve 3 yr completion rate from 15% to 17%; 7) Increase 3 yr degree/certificate completion among African American students from 38.8% to 40.8%; 8) Increase 3 yr Latino degree/certificate completion from 33.7% to 36.5%
Outcome #4: Transfer: Improve transfer rates from KCCD	
1) Launch BC Transfer Promise; 2) Joint CSUB application; 3) Scale ADTs; 4) Develop UC Pathways; 5) HBCU Agreement	1) 10 UC Pathways by fall 2018; 2) 30 Associate Degree for Transfer Pathways by fall 2018; 3) Expand early education ADT; 4) Increase 6 year transfer rate from 39.3% to 42%; 5) Improve transfer rates for Latino students from 33.7% to 36.5%
Outcome #5: Baccalaureate attainment: Increase bachelor's degree completion	
1) Align curriculum K-16; 2) Scale ADTs; 3) Develop UC Pathways; 4) Broaden experiential learning	1) Bi-annual intersegmental dialogue tied into transfer pathways via Educational Roundtables with 200+ participants by fall 2018; 2) Partner w/ private industry to develop internships for 50 students by fall 2018
Outcome #6: Equity: Identify and address disproportionate impact	
1) Research/evaluation; 2) Guided pathways policy; 3) Professional Development; 4) Apply Multiple measures; 5) Cohort Summer Bridge	1) Submit integrated 3 yr Equity Plan to CCCCCO in Oct 2017; 2) Host Equity Summit in April 2018; 3) Host 75+ African American and 75+ Latino leaders at luncheons annually; 4) Host VetFest annually; 5) Scale specialized Summer Bridge offerings for disproportionately impacted students

WORKPLAN (Internal – to be transferred to Appendix A-4)

Workplan Summary:

Objective	Activities
#1: Early Commitment to College Program with intent to provide K-12 students and families assistance that includes learning about college, visiting campuses, taking and completing college prep courses, applying for college, and financial aid.	<ul style="list-style-type: none"> -Hire Educational Advisor, Transfer Outreach -Encourage during junior year English 1A dual enrollment course enrollment and completion -Partner with community organizations to deliver information about BC programs and services - Expand It's POSSIBLE one-day matriculation and enrollment workshops -Associate Degree for Transfer education integrated into orientation, summer bridge -FAFSA workshops
#2: Partner with one or more school districts to support and improve high school student preparation for college and reduce postsecondary remediation	<ul style="list-style-type: none"> - Scale matriculation service delivery on-site to include community organizations -Bundled concurrent / dual enrollment - Promote BC Transfer Promise program to encourage students to complete college prep courses -Scale integrated academic support services to high school students in dual enrollment -Provide financial support to students who meet BC Transfer Promise criteria
#3: Utilize evidence-based placement and student assessment indicators.	<ul style="list-style-type: none"> - Participate in Common Assessment Initiative -Promote assessment test preparation -Apply multiple measures to all incoming students
#4: Provide students enrolled at KCCD with access to courses, including priority registration, and allowing them to register for a full academic year of courses at once.	<ul style="list-style-type: none"> -Clarity of degree offerings via Course Catalog -Implement meta-majors -Offer Priority registration to BCTP students --Cohort scheduling of English, Area E course, Student Development B6 course, and Bridge -Guarantee class availability BCTP program participants - Scale Summer Bridge; cohort bridges - Develop experiential learning opportunities for BCTP
#5: Provide outreach to students who are enrolled at a community college within KCCD re: Associate Degrees for Transfer and CA Community College Transfer Entitlement Cal Grant program.	<ul style="list-style-type: none"> - Develop educational outreach strategy on benefits of ADTs for currently enrolled students - Host transfer Workshops on campus: CSU Transfer Talk, UC TAG, etc.+ CSUB onsite admission day - Develop joint application agreement for BC-CSUB - Establish systematic communication plan targeting transfer-intent students --Meet with representatives from UC & CSU admissions

PROGRAM MANAGEMENT

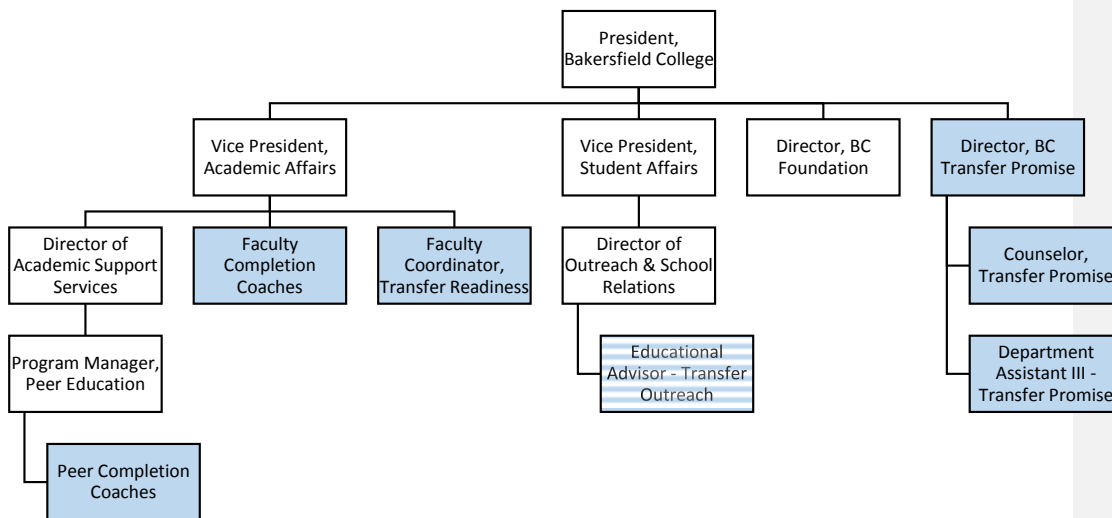
The Kern Community College District serves as the fiscal agent for its member colleges; Bakersfield College, Cerro Coso Community College and Porterville College. The KCCD accounting structure is comprised of the Chief Financial Officer, Director of Accounting Services, District Accounting Manager and staff, working with Accounting Managers and staff at Bakersfield College, Cerro Coso Community College, and the Porterville College. K Coe isom, concluded that the District complied in all material respects with the U.S. OMB Circular A-133 Compliance Supplement requirements; having identified no deficiencies in internal controls considered to be material weaknesses regarding each of its major federal programs for the fiscal year ended June 30, 2015 (FYE 15). In FYE 15, the District managed 15 major federal programs totaling \$50,978,662 and state awards totaling \$15,402,860. The total state awards included \$2,236,038 of categorical awards and \$13,211,588 in 13 competitive state grants. The Kern Community College District has the fiscal and performance management capacity to track fiscal and program outcomes and deliverables utilizing existing software used to manage other state and federal grant awards. In FYE 2015, the District managed awards from the CCCCCO, U.S. Department of Agriculture, U.S. Department of Education, U.S. Department of Health and Human Services, U.S. Department of Labor, and the National Science Foundation.

Bakersfield College and Kern Community College District fiscal staff members will collect and report project financial information. Bakersfield College A&R, project and Kern Community College District institutional research staff members will collect and report student information, as well as progress toward project goals and outcomes. Data collection and reporting will be done in accordance with the CCCCCO requirements commencing in the initial year and for the following fiscal years, annually on program outcomes disaggregated by demographic characteristics, high school grade point average and initial placement level. The reports will also include the data items described in the request for proposal at section H items 1 – 8 on (pp. 11-12), or as later modified or revised by the CCCCCO.

Fiscal Responsibility and Oversight: In recent years, the Kern Community College District has advanced its fiscal stability and efficiency in conjunction with compliance and regulatory responsibilities. A growing proportion of BC's budget is now comprised of categorical and grant funds with a total of over \$12 million in 2016-17 alone.

Bakersfield College Program Administration: Bakersfield College intends to utilize the expertise and experience of multiple administrators, faculty, and staff to successfully implement this transformational work. While the Director of the BC Foundation, all Vice Presidents, and multiple counseling staff will be deeply engaged in the work of the Promise, it is critical that BC identify a focused manager to successfully integrate all planned activities to ensure scalability and successful implementation campus-wide. As such, Bakersfield College is requesting funding to cover the costs of a full-time Director of the Bakersfield College Transfer Promise, a full-time Counselor, a full-time transfer outreach educational advisor, and a full-time Department Assistant III. The Director of

the Transfer Promise will report directly to the President. Additionally, BC is requesting additional funding to support special compensation for faculty and peer completion coaches based on student meta-major areas with partial funding to support an educational advisor position in the Office of Outreach & School Relations.



Bakersfield College Program Administration: At Cerro Coso Community College, the Program Manager for the College Promise will be responsible for managing the California College Promise Innovation Grant Program, under the supervision the Public Information, Marketing, and Development Manager and the Vice President of Student Services. While the Public Information, Marketing, and Development Manager has limited experience in managing state grants, she does manage the various Cerro Coso Community College Foundation funds which have both restricted and unrestricted categories, as well as Osher Fund reporting elements. The person in the position also was our Bookstore Manager for many years prior to it being outsourced and she managed those budgets effectively as well. This said, the Vice President of Student Services has extensive experience in overseeing the categorical funds from the state, and most currently was the key author and responsible administrator for the Student Services and Support Plan and the Student Equity Plan. These categorical programs have provided her ample experience in collecting and reporting financial and student performance data.

BUDGET SUMMARY & DETAIL

Bakersfield College Budget Request Summary TBD in refinement stage

Expenditure	Year 1	Year 2	Future Funding Source	Total
Director, BC Transfer Promise	\$102,704.39 (S) + \$33,892.45 (B) = \$136,596.84	\$105,272 (S) + \$34,739.76 (B) = \$140,011.76	BC Foundation	\$276,608.60
Counselor, BC Transfer Promise	\$67,667.18 (S) + \$22,330.17 (B) = \$89,997.35	\$72,476.83 (S) + \$23,917.35 (B) = \$96,394.18	SSSP	\$186,391.53
Educational Advisor, Transfer Outreach (50%)	\$56,732.28 (S) + \$18,721.65 (B) = \$75,453.93	\$58,150.56 (S) + \$19,189.68 (B) = \$77,340.24	SSSP/ Equity	\$152,794.17 x 0.5 = \$76,397.09
Department Assistant III, Transfer Promise	\$37,284.24 (S) + \$12,303.80 (B) = \$49,588.04	\$38,216.40 (S) + \$12,611.41 (B) = \$50,827.81	BC Foundation	\$100,415.85
Lead faculty: KHSD-BC Transfer Readiness Coordinator (0.5 reassigned)	\$45,000 (confirm if benefits should be included)	\$45,000 (confirm if benefits should be included)	General Fund	\$90,000 (+ benefits?)
8 Faculty Completion Coaches (reassigned time)	\$40,000 (confirm if benefits should be included)	\$40,000 (confirm if benefits should be included)		\$80,000 (+ benefits?)
10 Peer Completion Coaches	\$30,000 (calculate # of hours/week)	\$30,000 (calculate # of hours/week)	SSSP/ Equity	\$60,000
Operational expenses (TBD)	TBD	TBD	TBD	TBD
BAKERSFIELD COLLEGE TOTAL				

SUSTAINABILITY

Goal	BC Strategy	BC Resources
Identification of local public and private sources of funding to develop a sustainable College Promise program	-Fill remaining gap in cost of attendance -Offer textbook aid -Expand transfer articulation agreements	-Board of Governor's Fee Waiver -President's Scholars funding -Norm Levan Scholarship -Cal-Grant funding -Other financial aid resources -EOPS Book Voucher program
Use of new or existing sources of local and state funding to better align efforts to improve student success.	-Dual Enrollment -Matriculation -Completion Coaching -Integrated Academic Support -Employee engagement	-Student Success & Support (SSSP) -Student Equity funding -Basic Skills & BSI Transformation -Title V HSI grant -Game Changer Grant -Professional Development Committee funding -Strong Workforce Funding -CCPT1, CCPT2

Completion Coaching: SSSP, Equity, GUI, other categorical programs

Completion Coaching is designed to ensure students achieve the number one goal of the Bakersfield College Transfer Promise program: timely completion. Through the Student Success & Support Program (SSSP) and Student Equity Program, Bakersfield College has invested significantly in counseling/advising hires. In the past 3 years, BC has hired 10 new counselors, 11 new educational advisors, and over two dozen managers and support staff dedicated to student success. A key feature of the BC Transfer Promise is that each educational advisor and counselor will be trained to be completion coaches, case managing cohorts of students toward timely completion of their educational goals. BC will continue to invest SSSP and Equity dollars in the maintenance of this key component of the program.

Integrated Academic Support: BSI, Title V, and Equity

In the past several years, Bakersfield College has substantially expanded academic support services utilizing a number of funds. Notably, the college has expanded supplemental instruction (SI) from 60 student leaders in fall 2015 to 115 student leaders in spring 2016, supporting more than 150 sections (8%) of courses across the curriculum. Internal data shows a clear positive relationship between the number of hours a student attends SI and the student's class grade. Since this success has been encouraging, the college sought and successfully secured additional funding through the Basic Skills Transformation Grant opportunity while also revisiting its allocation of equity dollars to strategically expand support services to students in critical gateway courses in their pathway, including basic skills courses.

In October 2015, Bakersfield College was awarded a \$2.6 million 5-year Title V grant from the US Department of Education. Funds from this grant are providing the foundation to redesign the physical spaces needed to improve basic skills academic

success support.

Intentional Employee Engagement: A Campus-Wide Commitment

Bakersfield College believes in investing time and resources in intentional employee engagement so that behaviors, beliefs, and values reflect the mission and direction of the college. To implement the features of the BC Transfer Promise, including curriculum alignment, adequate support for students to ensure timely completion, and ensuring equity in all activities at scale, faculty, staff, and educational leaders throughout the community will require robust and intentional employee engagement.

BC spent approximately \$232,654 on professional development activities in 2015-2016; the majority of which coming from various grants. Bakersfield College intends to maintain this commitment to professional development throughout the BC Transfer Promise program implementation and scale-up.

Cerro Coso Community College's current high school yield rate is 23% (1,075 high school students). Developing a College Promise with the assistance of the Innovation Grant would allow the college to increase the high school yield rate by 10% to 33% (an increase of 110 high school students enrolled full time in 15 or more units) over the next two years.

Cerro Coso works with one auxiliary foundation of the college (the Cerro Coso Community College Foundation) and two community foundation's (Eastern Sierra Foundation and Mammoth Lakes Foundation) that's philanthropic focus to date has primarily been directly to students in the form of scholarships. As part of their commitment to the Inyo-Mono Promise, the Mammoth Lakes Foundation awards approximately \$50,000 to \$60,000 every semester in scholarships to students at Cerro Coso's Mammoth Campus supporting approximately 60 students, and the Eastern Sierra College Foundation awards approximately \$60,000 annually in scholarships to students at the Bishop Campus supporting approximately 60 students, and the Cerro Coso Community College Foundation awards between \$40,000 and \$60,000 annually in direct scholarships to students at all campuses.

The College will utilize \$264,842 of the grant to fund the increase in students' yield, while the Grant Program Manager works with the various foundation's to strengthen their commitments to their communities and higher education by developing a sustainable source of income in support of the Cerro Coso Promise beyond the two years. The objective is to expand access to postsecondary education, particularly to underserved populations through a College Promise leveraging existing systems and resources. The CCCC Foundation has identified \$250,000 to serve as a springboard for developing a \$2,000,000 endowment in support of a College Promise. The Program Manager will work with the foundations to develop a strategy for fiscal stability through fundraising efforts, alumni investment, and private and public engagement.