

CALIFORNIA  
**COLLEGE PROMISE**  
**INNOVATION**  
GRANT PROGRAM

Kern Community College District  
Bakersfield College  
Cerro Coso Community College

February 2017

**BAKERSFIELD**  
**COLLEGE**

**CERRO COSO**  
COMMUNITY COLLEGE

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## SECTION 2: NEEDS STATEMENT & PROFILE

Community colleges are the key to equitable educational attainment; this drives the Kern Community College District (KCCD), Bakersfield College (BC) and Cerro Coso Community College (CCCC) priorities, and has been the foundation for envisioned and implemented institutional, instructional, and student service policy changes.

This proposal seeks to deepen these efforts to improve equitable student outcomes by implementing intentional and systemic strategies to address the following needs:

1. Increase college attendance directly from high school
2. Increase college-ready placement in Math and English
3. Improve Associate's degree and certificate attainment
4. Improve transfer rates
5. Increase Bachelor's degree attainment

KCCD commits to the grant eligibility standards and conditions: creating and publishing a College Promise plan, developed through a participatory governance processes, and entering into a data-sharing partnership with local school districts and university partners for the purpose of creating and improving career and transfer pathways. BC and CCCC are already utilizing multiple measures assessment for placing incoming students. In addition, both colleges commit to ongoing formative and summative reviews of this work, specifically in the disaggregation of student data, **analyzing all outcomes both quantitatively and qualitatively for equity impact**, and adjusting our strategies accordingly.

### 1a: DESCRIPTION OF THE PROBLEM

#### **Need-Based Outcome 1: Increase College Attendance Directly from High School**

KCCD saw a high school enrollment yield of 24.3% in 2015-16 despite little community college competition for enrollment county-wide. However, a recent study by Measure of America of 98 of the 100 largest metro areas in the U.S. 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.

*Table 1: Enrollment of First time Students*

<b>Institution</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>
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

**Lack of A-G Preparedness:** 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 in Kern County.

*Table 2: Rates of UC/CSU Prepared Graduates*

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

#### **Need-Based Outcome 2: Increase College-Ready Placement in Math and English**

**High Remediation Rates:** The majority of KCCD students require remedial courses

upon enrollment, reducing retention and lengthening time to completion.

Table 3: KCCD First Time in College (FTIC) 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%

**Need-Based Outcome 3: Improve Associate’s Degree/Certificate Attainment**

While associate degree attainment in Kern County is not significantly lower than the average statewide at around 7.2%, it is particularly concerning when placed in the context of Kern County’s industry and employer needs where a large number of high-paying jobs only require an associate’s degree. **Disproportionate part-time enrollment:** About 70% of BC students and 80% of CCCC students are enrolled in fewer than 12 units. Longitudinal cohort data shows a substantially higher 3-year completion rate for students attending full-time.

**Need-Based Outcome 4: Improve Transfer Rates**

With CSU Bakersfield fewer than 10 miles from the BC campus, it is no surprise that the vast majority of students who transfer choose CSUB. The rate has held steadily above 70% of all transfers for the past 10 years. While Cerro Coso serves a vast geographic region, the majority of transfer students from CC still choose CSUB over other CSUs.

Table 4: 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

Community colleges prepare students for success upon transfer; there is a more than 20% differential between our students who transfer from KCCD than those who start out at the UC school<sup>1</sup>. A small but growing number of students at BC and CCCC transfer to a UC; in 2015-16, 7.2% of BC transfers and 27.5% of CCCC transfers chose a UC.

**Need-Based 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 5: Associate, Bachelor, and Graduate or Professional Degrees as Highest Level<sup>2</sup>

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%

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

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

<b>Bakersfield City</b>	212,468	25.5%	25.3%	7.9%	13.9%	<b>7.0%</b>
<b>Inyo County</b>	13,236	30.9%	25%	7.9%	14.7%	<b>9.2%</b>
<b>Mono County</b>	9,690	16.8%	27.8%	8%	23.1%	<b>9.2%</b>
<b>Ridgecrest City</b>	18,319	24.5%	27.5%	9.9%	18.6%	<b>9.6%</b>
<b>Tehachapi City</b>	9,857	33.4%	26.5%	6.9%	6.5%	<b>2.3%</b>
<b>Lake Isabella</b>	2,444	48%	29.5%	3.1%	4%	<b>0.7%</b>
<b>Bishop City</b>	2,697	34.9%	17.8%	6.3%	15.8%	<b>11%</b>
<b>Mammoth Lakes</b>	5,233	18.4%	23.5%	8.3%	23.7%	<b>8.5%</b>

**Access for Rural Communities:** The remote, dispersed communities KCCD serves present challenges for student access to higher education. Within the KCCD service area, some communities are up to 90 miles away from the closest KCCD campus. Beyond the community college, geographic barriers persist: the closest UC to CCC is UC Riverside, 130 miles from the IWV campus and over 300 miles from the Mammoth campus. The CSUB campus is over 100 miles from IWV and 270 miles from the Mammoth campus. For BC students, UCLA is the nearest UC at over 105 miles away. These distances have implications on baccalaureate attainment and community health. In rural service areas like Arvin, fewer than 3 in every 100 residents holds a bachelor's degree or higher. In many of our service-area rural communities, residents experience poverty rates topping 35% and debilitating unemployment over double the national average. With unemployment rates lowest among those with a bachelor's degree or higher, a clear focus on baccalaureate attainment is of critical importance.

### 1b: DESCRIPTION OF THE COLLEGES & DISTRICT

**Bakersfield College Profile:** BC, situated in Kern County, is a Hispanic-Serving Institution. The largest of three colleges in the KCCD, BC serves over 27,000 students annually – the majority of students representing a high-need population with many hailing from surrounding rural communities. 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. **Growth:** The annual 2015-16 headcount was 27,627<sup>3</sup> producing 14,632 FTES<sup>4</sup> with increases of at least 5% in each of the previous years. BC students represent 73.7% of the district FTES. **Demographics:** BC students represent the distinct microcosm of the Central Valley; 76% of students identify as students of color. Around 80% are First Generation and nearly 70% rely on some form of financial aid.

**Cerro Coso Community College Profile:** Also in KCCD, CCC serves a community of about 85,000 distributed over an entirely rural service area across 18,000 square miles. CCC offers instruction and services to an approximate FTES of 2,800 at six campus locations. In response to needs of those who cannot attend classes at one of the physical locations, the CCC established CC Online with 18 degrees and 17 certificate available entirely online. In fall 2015, CCC served 4,945 unduplicated students and generated 1,134 FTES. **Growth:** After a downward trend in FTES from 2010 to 2014,

<sup>3</sup> CCCO Datamart ([Link](#))

<sup>4</sup> CCCO Datamart ([Link](#)) with increases

the college has stabilized enrollments. It has seen modest growth of 1-2% in each of the last two academic years. **Demographics:** At CCCC 35.3% are First Generation, 33% rely on some form of financial aid and 53.7% identify as students of color. Hispanic students, at 38% (up from 12% 10 years ago), is the second highest population. Native American students represent less than 2%, they represent 12% at our Bishop campus.

### 1c: DESCRIPTION OF PAST EFFORTS

BC and CCCC have invested heavily in initiatives addressing the outcomes and objectives of this grant in its past and current work: both colleges are **Leader Colleges** with **Achieving the Dream**, BC participates in **AACC's Pathways Project**, and the colleges have **leveraged resources** to respond to the goals of SSSP, Student Equity, Basic Skills, and other categorical programs aimed at improving student achievement. A more complete description of current strategies is covered in Section 2, with a targeted focus here on the directly-relevant existing Promise programs at both institutions.

**Bakersfield College Promise:** In 2015, BC conducted a literature review of unique promise programs nationwide and developed a pilot **Renegade Promise** program for fall 2016. BC targeted just under **400 incoming, college-ready seniors** from nearly **50 high schools** with a declared Associate Degree for Transfer pathway and provided priority registration, an **assigned mentor-counselor** to ensure comprehensive education planning, satisfactory progress, and intrusive support through **existing funding sources**. BC intends to scale the pilot to reach **1,000 incoming students** and **offer financial support** in coordination with the **BC Foundation, Kern Community Foundation**, and **Kern Economic Development Corporation Foundation** in 2017-18; details of the **Bakersfield College Transfer Promise** scale-up are in Section 2.

**CCCC Promises:** Eastern Sierra College Center (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 2014. There are two paths for graduates from any of the **14 high schools** in Inyo/Mono Counties: 1) those enrolled at ESCC full-time receive a **full scholarship** from one of **two private foundations** and upon transfer are admitted to UNR at the WUE transfer tuition rate; or 2) those with required preparation and GPA/SAT scores are admitted to UNR at the WUE tuition rate. To meet the Promise objectives, ESCC and six of nine school districts provide K12 students and families educational opportunities through **5<sup>th</sup> and 8<sup>th</sup> grade college days**, Family College Nights, workshops; concurrent/ dual enrollment offerings, and matriculation service delivery at high schools. The program serves **4,500 students**, including K12 and CCCC students in Inyo and Mono counties.

**Mammoth Lakes Foundation** also offers **full enrollment fee** and **book scholarships** to all MHS graduates who attend CCCC's Mammoth campus full-time. Both programs are supported by **existing personnel resources**, K12 partners, UNR, the OVCDC (a Tribally-affiliated organization), and private partners. **Inyo/Mono Promise** and **MLF Scholarships** require students to apply for financial aid, develop an education plan, take COUN C101, participate in learning supports, provide 10 hours of on-campus/ outreach volunteer service, and maintain satisfactory progress. ESCC staff and faculty provide proactive on-on-one support to Promise students. CCCC **leverages funds** from Equity, SSSP, EOPS, BSI, and district funds in all learning and support services.

## SECTION 3: RESPONSE TO THE NEED

BC and CCCC have shifted culture, policy, and practice to understand the student as they're preparing to come to college. Intentional work to develop an integrated approach to student intake and support has helped the colleges make major strides in student learning and achievement outcomes. Each narrative below captures a broad snapshot of the colleges' 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 are detailed in each college's comprehensive workplan.

### 3a: CURRENT PROGRAMS & SERVICES

**Early Commitment to College (Objectives 1, 4, 5):** Both BC and CCCC 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 CA rate, and poverty levels 1.6 times greater than the CA rate, BC and CCCC began to build partnerships across the educational continuum. At BC, staff piloted collaborative, high-touch matriculation practices with regional 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.

Last year, BC worked with students nearly 9,000 times before they stepped 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
<b>Totals:</b>	<b>265</b>	<b>Over 8,534</b>

At each college, students who accomplish all 4 matriculation components complete awards or transfer at greater rates than those students who only complete one step. Additionally, students who complete all steps in their high school spring semester earn priority registration and, at BC, participation in an extended orientation aimed to support first generation students called Summer Bridge. Over 80% of Bridge students are Latino, a direct result of the college's intentional rural initiatives and use of Title V funding. Bridge is most highly correlated with course success of all orientation activities.

CCCC partners with school districts to provide K12 students and families early connections to college. Matriculation services are delivered to seniors at all service area high school campuses. Other activities include preparatory visits to senior classes to encourage assessment preparation, explain multiple measures, and deliver key information about financial aid, transfer, and specialized programs. At some sites, Student Ambassadors and Peer Mentors participate in high school outreach activities.

**Concurrent/Dual Enrollment/Articulation (Objectives 1, 2):** Between BC and CCCC, students at over 45 feeder high schools have access to a **Career Choices Program** as

a dual enrollment or articulated course. Both colleges offer several opportunities in college readiness, gateway English and math, transfer courses, and CTE courses. To expand access to rural areas, many of these opportunities are offered via concurrent enrollment, expanding access, particularly for rural high schools. At CCCC, students are required to take an orientation to online classes and a one unit preparatory online course while early informational meetings and orientations for students and parents communicate early college experience benefits, rights and responsibilities. **Support Services:** Students taking CCCC concurrent enrollment classes are supported in small learning groups one period/day. High schools with AVID partner with CCCC in engaging college tutors and some courses have embedded librarians or counselors. Students are supported by CCCC faculty members and peer tutors through writing and math labs delivered through the Learning Assistance Center.

*Table 6: High School Concurrent and Dual Enrollment Numbers*

	2013-14	2014-15	2015-16	2016-17
<b>BC Dual Enrollments</b>	235	500	1,710	3,106
<b>CCCC Concurrent Enrollments</b>	382	467	771	TBD
<b>CCCC Dual Enrollments</b>	68	275	581	TBD

**Multiple Measures (Objective 3):** Both colleges have utilized national research that indicates testing alone as a placement measure is rife with error – often resulting in a 25% misplacement of students. Increasing efficiencies and decreasing institutional barriers have been the result of a three year implementation of multiple measures to place students into appropriate coursework at both colleges where historically 80-84% of students placed into remedial coursework with low success rates in the sequence. More accurate placement using high school GPA has shown improved success and sequence completion for thousands of students. Both colleges have formalized the use of multiple measures by fully adopting the Common Assessment MMAP Decision Rules for Placement in English and math. At BC, multiple measures have quickly scaled to all FTIC students using an automated algorithm for reading, English, and math placement.

*Table 7: BC and CCCC Placement into College-Level Coursework*

College	Subject	2013	2014	2015	2016
<b>BC</b>	<b>Reading</b>	57%	59%	NA (technical issues)	68%
	<b>English</b>	29%	31%		54%
	<b>Math</b>	3%	12%		34%
<b>CCCC</b>	<b>English</b>	48%	48%	45%	44%
	<b>Math</b>	25%	24%	25%	32%

**Pathways to Completion (Objective 4):** Both colleges use educational technology tools for degree mapping, sequencing, and streamlined educational planning, and are launching year-long registration. BC and CCCC have mapped all degree-applicable courses in four-semester sequences through DegreeWorks (BC) and Navigate (CCCC). 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) ensure meaningful learning. BC has launched a statistics pathway for non-STEM, business, and education majors with promising success rates. Similarly, **CCCC** was selected to participate in the Educational Advisory Board’s Navigate onboarding tool to streamline the student pathways.

At **CCCC**, students are placed on customized pathways in Navigate, detailing each step with nudges to action at specific points in time. Students are 1) **led** through an inventory and self-disclosure process for major selection, 2) **placed** in a meta-major and provided a list of recommended majors specific to the college, 3) **given** key information about each major: units, time to completion, costs, local employment and income data, etc. to help with major selection, 4) **directed to** courses based on the semester and time availability, 5) **prompted** with courses based on placement, 6) **encouraged** to take first term English and math, and 7) **redirected** if a student deviates from the pathway.

**Associate Degrees for Transfer (Objective 5):** Both BC and CCCC have strong transfer programs, resulting in higher transfer rates. **CCCC's** strategy includes university visits, an equity focus via HBCU college tours, an Honors Program with articulation agreements, and the UCLA Transfer Alliance Program. In summer 2016, the Campaign for College Opportunity recognized **BC** for a 900% increase in ADT conferrals.

*Table 8: BC and CCCC Associate Degree for Transfer Impact*

Year	2012-13	2013-14	2014-15	2015-16
BC ADT Awards	31	20	197	422
BC Overall Awards <sup>5</sup>	1,822	2,040	1,967	2,263
BC All Transfers <sup>6</sup>	1,315	1,228	1,637	N/A
CCCC ADT Awards	0	1	20	46
CCCC Overall Awards	396	352	539	439
CCCC First Gen Awards	60	81	122	124
CCCC All Transfers	184	191	184	N/A

**The College Transfer Promise Innovation:** Both colleges intend to scale their existing promise programs, integrating the work to meet stated grant objectives and outcomes.

Students elect to participate in this program with the knowledge that they must meet defined milestones each semester as they progress toward their goal of degree and/or transfer. At BC, students are required to participate in a Summer Bridge, complete a comprehensive educational plan within two months of enrollment, have a minimum of 2 contacts per semester, and engage in experiential learning opportunities.

The Transfer Promise is characterized by a targeted effort to engage students in a holistic experience through a mutual responsibility model where students commit to uphold academic standards while the colleges commit to provide quality support.

**Program Goals:** Timely Completion and Financial Support

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

- Recent high school graduates (graduating in same year as enrollment)
- First time in college students; college ready at time of enrollment
  - College-ready defined in English as English B1A, and transfer-level math: Math B22, B1A, B23, B4A, PSYC B5, or higher
- Have a completed FAFSA on file at time of application
- 2.6 cumulative high school GPA; maintain 2.0 in college

<sup>5</sup> CCCC Datamart ([Link](#))

<sup>6</sup> CCCC Datamart ([Link](#)) and CSU transfer info ([Link](#)) and UC transfer info ([Link](#))

**Goal 1: Timely Completion:** Lack of clarity exists in our system regardless of financial barriers students face. In recognition of the critical importance of embedded support throughout a student’s pathway to completion, both colleges have implemented a coaching strategy to ensure each incoming student is placed into a cohort with a coach who case manages student progress, ensuring timely interventions and referrals. Through the Promise, students receive structured support and guidance from their *Completion Coaches*. With Completion Coaching Communities, students within a cohort become more visible as coaches employ multiple touches using high-level technology to target communication to the unique cohort based on their needs and milestones.

**Goal 2: Financial Support.** While the colleges maximize financial aid through available programs including the Board of Governors Waiver (BOGW), which allows students the opportunity to enroll in tuition-free units, Pell grant, Dream Act, Cal-Grant, and scholarships, the colleges recognize that financial barriers still exist for the majority of students. In an analysis of student records, the BC Office of Financial Aid determined 53% of fall 2016 new students were awarded the BOGW valued at \$1,288. Yet, the total cost of attendance for books/supplies, and fees after the BOGW is applied is **\$3,079**.

A defining feature of the Promise is the reduction of excess unit accumulation. The average student at BC graduates with 85 college-level units. The estimated cost of the extra 25 units is approximately \$1,150 in tuition/fees + \$2,300 in books and living expenses for a total of \$3,450. By addressing college readiness, pathway clarity, and adequate support for timely completion, BC will substantially reduce the cost to completion for participants in the BC Transfer Promise Program. **BC** will also partner with the BC Foundation, Kern Community Foundation (KCF), and Kern Economic Development Corporation Foundation to identify existing funding sources and establish new revenue. In the past two years, KCF has awarded around \$17,000 to BC students. KCF projects they will award \$500,000 in scholarships to Kern students this spring. Similarly, **CCCC** will build on the existing Inyo/Mono Promise by expanding to all service area high schools and incorporating additional partnerships to fundraise toward a \$2,000,000 scholarship endowment for all Promise students by 2018.

On March 8, 2017, the Bakersfield College and Cerro Coso Community College Presidents will stand with the Superintendent of the Kern High School District and the President of CSU Bakersfield to announce to our community a collective commitment to our students through the College Transfer Promise.

### **3b: PROGRAM TARGETS**

Both colleges will employ key strategies detailed throughout the document with staff paid by this grant and later sustained by college funds to encourage participation. Specific outcome targets by activity are detailed at length in each college’s work plan.

**Bakersfield College** performed an analysis on trends of incoming, college-ready students on a declared transfer pathway to determine targets for a three-phase strategy:

<b>Year</b>	<b>Characteristics</b>	<b>BC Students</b>
2017-18	College-Ready	500
2018-19	College-Ready	1,000
2019-20	College-Ready + One level below transfer	2,000

**Cerro Coso Community College’s:** fall 2018 targets are detailed below:

Target	CCCC Students
Increase high school yield from 23% to 33%	110
College & financial aid information disbursement	4,950
5 <sup>th</sup> and 8 <sup>th</sup> grade CCCC campus visits	2,200
Increase dual/concurrent/articulated enrollment from 38% to 60%	2,900
Increase completion of matriculation steps in high school by 20%	350-420
Increase FAFSA, Cal-Grant, and scholarship applications by 20%	250

### 3c: KEY STRATEGIES & BENCHMARKS

Below is a high-level summary of the colleges' key strategies, including benchmarks for ongoing formative and summative evaluation. Quantitative data will be disaggregated to identify and address disproportionate impact. Each college has identified specific metrics applicable to their college in the workplan.

**Activity 1: Early Outreach Workshops; Objectives 1, 2, 5; Outcomes: 1, 2, 6**

**Benchmark Metrics:** 1) Number of HS workshops offered, 2) FAFSA completion rates, 3) Percent CSU/UC ready, 4) Number of yield activities, 5) Bridge rates

**Activity 2: Concurrent/Dual Enrollment; Objectives 1, 2, 5; Outcomes 1, 2, 6;**

**Benchmark Metrics:** 1) Number of course offerings, 2) enrollment numbers, 3) success rates, 3) Percent CSU/UC ready, 4) high school enrollment yield

**Activity 3: Matriculation Delivery; Objectives 2, 4, 5; Outcomes 1, 3, 6; Benchmark**

**Metrics:** 1) high school enrollment yield, 2) number of student contacts, 3) units attempted/completed, 4) first term 6, 12 unit attempted/ completion, 5) first term English and math attempt/completion, 6) Bridge rates

**Activity 4: Multiple Measures; Objective 3; Outcomes 2, 3, 6; Benchmark Metrics:**

1) percent college-ready, 2) first year English and math attempt/completion, 3) first year 15, 24, 30 unit attempt/completion

**Activity 5: Priority Registration/One Year Registration; Objective 4; Outcome 3;**

**Benchmark metrics:** 1) first year English and math attempt/completion, 2) first year 15, 24, 30 unit attempt/completion

**Activity 6: Completion Coaching; Objective 4, 5; Outcome: 3, 4, 6; Benchmark**

**Metrics:** 1) persistence rates, 2) average units to completion, 3) time to completion, 4) first year 15, 24, 30 unit attempt/completion

**Activity 7: Transfer Pathways; Objective 5; Outcome 4, 5; Benchmark Metrics: 1)**

transfer rates, 2) number of C-IDs, 3) number of ADTs, 4) UC Pathways

### 3d: LEVERAGING NEW & EXISTING RESOURCES

Goal	Strategy	BC/CCCC Resources
Identification of local public and private sources of funding to develop a sustainable Promise program	-Fill remaining cost of attendance gap -Offer textbook aid -Expand transfer articulation agreements	-Board of Governor's Fee Waiver -Cal-Grant funding -EOPS Book Voucher program -Kern Community Foundation Scholarship -BC Foundation President's Scholarship -BC Foundation Norm Levan Scholarship -MLF Scholarship (CCCC) -CCCC Endowed Scholarship

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 -Student Equity funding -Basic Skills & BSI Transformation -Title V HSI grant -Game Changer Grant -Pro Development Committee funding -Strong Workforce Funding -Career Pathways Trust (CCPT1, CCPT2)
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**Completion Coaching: SSSP, Equity, GUI, other categorical programs** Through the SSSP and Equity, both colleges have invested significantly in counseling/advising hires. In the past 3 years, BC has hired over 20 counselors and educational advisors, and nearly 30 managers and support staff dedicated to student success. Each educational advisor and counselor will be trained to be completion coaches as a key feature of the College Promises. Each coach case manages cohorts of 800-1,500 students toward timely completion. This strategy is already embedded in the colleges' strategic planning and dollars are allocated in key categorical budgets for this purpose.

**Integrated Academic Support: BSI, Title V, and Equity:** Both colleges have expanded academic support services utilizing a number of funds. BC expanded supplemental instruction (SI) from 60 student leaders in fall 2015 to 115 in spring 2016, supporting over 150 sections (8%) of courses across the curriculum. BC also secured additional funding through the Basic Skills Transformation Grant while allocating over **\$200,000** from equity to expand services to disproportionately impacted students.

**Intentional Employee Engagement: College-Wide Commitment:** Both colleges believe in investing time and resources in intentional employee engagement so that behaviors, beliefs, and values reflect the mission and direction of the district. To implement the College Promise, faculty and staff will require robust and intentional engagement. BC spent approximately **\$232,654** and CCCC approximately **\$212,548** on professional development activities in 2015-2016, and intends to maintain this commitment to professional development.

**Technology Investments:** BC and CCCC have committed to enhance and scale programs for all students by investing in software solutions such as: AccuSQL, Canvas, College Lingo, Cranium Café, DegreeWorks, Financial Aid TV, Grad Guru, Navigate, SARS, Starfish, and more. Academic support at each college are technology enhanced.

**Collaborative Partnerships: Scholarships, Internships, and Additional Resources:** Both colleges have engaged community partners to achieve the stated objectives noted in the grant. Each college works with their respective financial aid departments to maximize federal and state funding for students while also coordinating efforts with their auxiliary college foundations on scholarships and partnering with local industry leaders.

College	Entity	Contribution	Students
BC	BC Foundation President's Scholarship	\$40K annual	200
BC	BC Foundation Norm Levan Scholarship	\$400K annual	200
BC	Kern Community Foundation	\$11K annual	14
CCCC	CCCC Foundation	\$250K annual	100
CCCC	Eastern Sierra College Foundation	\$60K annual	60
CCCC	Mammoth Lakes Foundation	\$100-120K annual	60

# APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

**BC OBJECTIVE 1: Early Commitment to College Program** that is consistent with the intent to provide K-12 students and families assistance that includes, but is not limited to, learning about college opportunities, visiting campuses, taking and completing college preparatory courses, and applying for college and financial aid.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
<b>Hire</b> Bakersfield College Transfer Promise Staff: Director, Counselor, Educational Advisor for Transfer Outreach, and DAIII	-Successful hiring of all staff by July 2017 -Identify and address achievement gaps for underrepresented groups	-Summer 2017 search -Desired start fall 2017	-VPs Instruction and Student Affairs -BC Foundation Director -Dir, Student Success & Equity -Dean, Counseling -Dir, Outreach & School Relations -HR Manager
<b>Advise</b> high school juniors to enroll in English 1A <b>dual enrollment</b> during senior year	-Increase college-level placement in English/Math -Improve college-level English completion in 1 <sup>st</sup> year from 17.7% to 20.7% -Improve completion of college-level math in 1 <sup>st</sup> year from 11.8% to 13%	-Sept 2017 HS Counselor luncheon -Feb 2017 African American Leaders Breakfast -Nov 2018 Latino Leaders breakfast	- Dean of Instruction (Dual Enrollment) -Director, Outreach & School Relations -Program Manager, Outreach -Director, Student Success & Equity -Faculty Coordinator, Articulation
<b>Partner with community organizations</b> to deliver information about BC programs and services, specifically to disproportionately impacted student populations identified in BC Equity Plan	-Increase high school enrollment yield from 24.3% to 26% -Increase 3 year enrollment among African Americans from 4% to 5% -Identify and address achievement gaps for underrepresented groups	-Spring 2017 outreach and coalition building -Summer 2017 scheduling -Fall 2017 outreach workshops, distribution of materials	-Director, Outreach & School Relations -Director of EOPS -Educational Advisor, African American Initiatives

<p><b>Expand It's POSSIBLE</b> one-day matriculation and enrollment workshops</p>	<ul style="list-style-type: none"> <li>-Increase college attendance from HS</li> <li>-Identify and address achievement gaps for underrepresented groups</li> <li>- Increase 3 year enrollment among African Americans from 4% to 5%</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>-Director of Outreach &amp; School Relations</li> <li>-Program Manager, Outreach</li> <li>-Dean, Counseling</li> </ul>
<p><b>Offer FAFSA workshops</b> in fall term of students' senior years</p>	<ul style="list-style-type: none"> <li>-Increase college attendance from HS</li> <li>-Reduce unmet financial need</li> <li>-Identify and address achievement gaps for underrepresented groups</li> </ul>	<p>-October-December annually</p>	<ul style="list-style-type: none"> <li>-Director of Outreach &amp; School Relations</li> <li>-Director of Financial Aid</li> <li>-Educational Advisor – Financial Aid</li> </ul>
<p><b>Revise the dual enrollment handbook;</b> utilize in high school counselor training and in principal/ superintendent annual meeting</p>	<ul style="list-style-type: none"> <li>- Serve 4,000 high school students via dual enrollment by fall 2018</li> </ul>	<p>Annually, summer</p>	<ul style="list-style-type: none"> <li>-Dean of Instruction (dual enrollment)</li> <li>-Program Manager (dual enrollment)</li> <li>-Faculty dual enrollment liaisons</li> <li>-Faculty Articulation Coordinator</li> </ul>
<p><b>Promote BC Transfer Promise program</b> to encourage students to complete college prep courses</p>	<ul style="list-style-type: none"> <li>-Increase college attendance from HS</li> <li>-Increase college-level placement in English and math</li> <li>-Improve associate degree/certificate attainment</li> <li>--Reduce number of undeclared students</li> </ul>	<ul style="list-style-type: none"> <li>-Develop print materials February 2017</li> <li>-Embed in orientation materials March 2017</li> <li>-Include in Summer Bridge 2017</li> </ul>	<ul style="list-style-type: none"> <li>-Director, Transfer Promise</li> <li>-Program Manager, Promise</li> <li>-Director of Outreach &amp; School Relations</li> <li>-Director of Student Success &amp; Equity</li> <li>-Dean of Counseling</li> <li>-Director, Transfer Center</li> <li>-Ed Advisor, Transfer Promise</li> </ul>
<p><b>Expand discipline-specific outreach</b> in KHSD to promote early major identification</p>	<ul style="list-style-type: none"> <li>-Reduce number of undeclared students</li> <li>-Reduce excess unit accumulation</li> </ul>	<p>-Fall 2017 and ongoing; targeting outreach to high school juniors in their fall term</p>	<ul style="list-style-type: none"> <li>-Director of Outreach &amp; School Relations</li> <li>-Discipline Faculty</li> <li>-Ed Advisor, Transfer Promise</li> </ul>

# APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

**BC OBJECTIVE 2:** Partner with one or more school districts to support and improve HS student preparation for college and reduce remediation through, 1) small learning communities, 2) concurrent/dual enrollment, 3) Informational outreach activities that encourage HS students to complete college preparatory courses, particularly in English and math, 4) support services for high school students, 5) early and sustained support for maximizing local, state, and federal financial aid.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
<b>Curriculum alignment:</b> annual counselor conference, high school Principals breakfast, etc.)	- Increase college attendance directly from HS - Increase college-level placement in English/math - Identify and address achievement gaps for underrepresented groups - Increase HS enrollment yield from 24.3% to 26% -African American enrollment from 4% to 5%	Annually, fall	-Director of Outreach & School Relations -Dean of Counseling -Program Manager, Transfer Promise
<b>Host equity-focused community meetings</b> (i.e. African American Community Leaders, Hispanic/Latino Community Leaders)	- Number of meetings and attendees/year	-Latino Breakfast annually in November -African American Luncheon annually in February	-Director of Outreach & School Relations -Director of Student Success & Equity -Program Manager, Transfer Promise
<b>Maximize financial support</b> by developing a fundraising strategy to match existing contributions; create an endowed scholarship	-Fundraise \$25k/year until 2020 to match Title V contributions; development of an endowed fund for disproportionately impacted Promise students -BC Foundation Board of Directors approval to redirect \$400K of Norm Levan Scholarship to Promise Scholars in second semester and beyond	-Ongoing fundraising efforts in place with \$25k benchmarks each June -\$250k by 2020 -Levan Scholar approval by May 2017; distribution of funds by spring 2018	-Director, BC Foundation -Director, Promise -Program Manager, Transfer Promise -Director, Title V

<p><b>Scale Matriculation service delivery</b> on-site to include community organizations</p>	<ul style="list-style-type: none"> <li>- Increase college attendance directly from HS</li> <li>- Increase college-level placement in English/Math</li> <li>- Increase HS enrollment yield from 24.3% to 26%               <ul style="list-style-type: none"> <li>-African American enrollment from 4% to 5%</li> </ul> </li> <li>-Deliver 25 registration workshops in spring 2018</li> </ul>	<ul style="list-style-type: none"> <li>-Coalition building spring-summer 2017</li> <li>-Outreach work fall 2017</li> </ul>	<ul style="list-style-type: none"> <li>-Director, Outreach &amp; School Relations</li> <li>-Director, Delano Campus</li> <li>-Director, Student Success &amp; Equity</li> </ul>
<p><b>Bundle concurrent/ dual enrollment</b> offerings to align with pathways</p>	<ul style="list-style-type: none"> <li>- Increase college attendance directly from HS</li> <li>- Increase college-level placement in English/Math</li> <li>- Reduce number of undeclared students</li> <li>- Improve 12 college-level unit completion in 1<sup>st</sup> term from 9.6% to 11%</li> <li>- Improve 30 college-level unit completion in 1<sup>st</sup> year from 15% to 17%</li> </ul>	<ul style="list-style-type: none"> <li>-Evaluation of College Futures general ed bundles: summer 2017</li> <li>-Fall 2017 pilot</li> </ul>	<ul style="list-style-type: none"> <li>-Dean of Instruction (Dual Enrollment)</li> <li>-Director, Delano Campus</li> <li>-Program Manager-AEBG</li> <li>-Faculty Articulation Coordinator</li> </ul>
<p><b>Scale integrated academic support services</b> to students in dual enrollment; Explore online tutoring services, specifically NetTutor; launch for and HS students in dual enrollment</p>	<ul style="list-style-type: none"> <li>- Increase college attendance directly from HS</li> <li>- Increase college-level placement in English/Math</li> <li>- Identification of online tutoring service software; considering NetTutor</li> <li>- Increase TurnItIn.com usage</li> <li>- Increase PLATO usage</li> </ul>	<ul style="list-style-type: none"> <li>-Spring 2017 demos of online tutoring services</li> <li>-Summer 2017 technology integration and training for online services</li> <li>-Fall 2017 pilot online support service offerings</li> </ul>	<ul style="list-style-type: none"> <li>-Director of Academic Support Services</li> <li>-Director of Title V</li> <li>-Dean of Instruction (Dual Enrollment)</li> <li>-Dean of Academic Technology</li> <li>-Department Chairs</li> </ul>
<p><b>New Faculty Engagement in Bridge:</b> Assign newly hired discipline faculty as small-group facilitators and instructors of summer bridge</p>	<ul style="list-style-type: none"> <li>- Improve persistence rates (FtoS, FtoF)               <ul style="list-style-type: none"> <li>-African American from 56.6% to 60.6%</li> <li>-African American from 34.4% to 38%</li> </ul> </li> <li>- Improve 12 college-level unit completion in 1<sup>st</sup> term from 9.6% to 11%; 1<sup>st</sup> year from 15% to 17%</li> </ul>	<ul style="list-style-type: none"> <li>-January 2017, 18 new faculty hire workshop presentation</li> <li>-Spring recruitment annually</li> </ul>	<ul style="list-style-type: none"> <li>-Director of Title V</li> <li>-Director of Student Success &amp; Equity</li> <li>-Program Manager, SSSP</li> <li>-Deans of Instruction</li> <li>-Completion Coaches</li> </ul>
<p><b>Make a public commitment</b> to Kern County with KHSD and CSUB via joint press conference</p>	<ul style="list-style-type: none"> <li>-Increase level of interest among high school seniors, demonstrated by number of applications</li> <li>-Increase donations to the Foundations in support of the Promise; BC Foundation, Kern Community Foundation, and KEDC Foundation</li> </ul>	<ul style="list-style-type: none"> <li>-March 2017 press conference</li> <li>-March 2017 press release</li> <li>-August 2017 introduce cohort at Convocation</li> </ul>	<ul style="list-style-type: none"> <li>-BC President</li> <li>-CCCC President</li> <li>-CSUB President</li> <li>-KHSD Superintendent</li> <li>-BC PR Manager</li> </ul>

# APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

**BC OBJECTIVE 3:** Utilize evidence-based placement and student assessment indicators at the community college district that include **multiple measures** of student performance, including grades in high school courses, overall grade point averages, results from common assessments, and input from counselors.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
Participate in <b>Common Assessment Initiative</b>	- Increase college-level placement in English/Math - Integration of CAI with multiple measure automated algorithms	-According to state timeline: 2017-18	-Director of Enrollment Services -Dean of Institutional Effectiveness -Counselor, SSSP
<b>Apply multiple measures</b> of assessment to all incoming students using statewide criteria	- MMs applied to 100% of incoming HS students - Increase college attendance directly from HS - Increase college-level placement in English/Math - Identify and address achievement gaps for underrepresented groups	-MMs applied each spring to all incoming students -Analyze for equity impact: ongoing	-Director of Enrollment Services -Dean of Counseling -Counselors, Ed Advisors -Dean of Institutional Effectiveness -Director, Student Success & Equity
<b>Automate placement score upload</b> into Banner	- MMs applied to 100% of incoming students - Increase college-level placement in English/Math - Reduce time to apply MMs - Reduce human error in Banner entry	-For application on spring 2017 MMs	-Dean of Institutional Effectiveness -Director of Enrollment Services -Vice Chancellor of IT -ERP Analysts
<b>Automate multiple measures</b> district-wide using state algorithm			
Review MM application and associated success rates for <b>disproportionate impact</b>	-Identify and address achievement gaps for underrepresented groups	Annually; spring	-Dean of Institutional Effectiveness -Institutional Researcher -Director of Student Success & Equity

# APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

**BC OBJECTIVE 4:** Provide students who are enrolled at the community college district with access to courses, including, but not limited to, priority registration, and allowing them to register for a full academic year of courses at once, in order to keep them on track to graduate, transfer to a public postsecondary university, or earn a career technical education certificate in California.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
<b>Clarify</b> degree offerings via Course Catalog  <b>Implement meta-majors</b> or areas of study as an organizing tool	<ul style="list-style-type: none"> <li>- Improve associate degree/certificate attainment</li> <li>- Reduce number of undeclared students</li> <li>- Reduce excess unit accumulation</li> </ul>	<ul style="list-style-type: none"> <li>-Spring 2017 catalog redesign</li> <li>-Summer 2017 web development</li> <li>-Fall 2017 focus groups</li> <li>-Spring 2018 catalog/web revision</li> </ul>	<ul style="list-style-type: none"> <li>-Curriculum Committee</li> <li>-Web Content Editors</li> <li>-Dean of Institutional Effectiveness</li> <li>-Faculty Chairs and Directors Council</li> </ul>
<ul style="list-style-type: none"> <li>-<b>Provide priority registration</b> and registration support to BCTP students</li> <li>-Explore <b>1 year registration</b> options and develop implementation plan district-wide</li> </ul>	<ul style="list-style-type: none"> <li>- Improve 3 yr completion rate from 15% to 17%</li> <li>- Reduce excess unit accumulation</li> <li>- Ensure BCTP participants have a full course schedule with courses on ADT pathway</li> <li>- Ensure BCTP participants complete English and math in first year</li> <li>- Improve both college-level math and English completion in 1<sup>st</sup> year from 5.9% to 6.5%</li> <li>- Improve 12 college-level unit completion in 1<sup>st</sup> term from 9.6% to 11%;</li> </ul>	<ul style="list-style-type: none"> <li>-Bi-annually in April and Nov</li> <li>-Coordinate district-wide discussion about 1 year registration in spring 2017</li> <li>-Identify institutional barriers to 1 year registration; develop task force to address challenges over summer 2017 and into fall 2017</li> </ul>	<ul style="list-style-type: none"> <li>-Director of Enrollment Services</li> <li>-Assistant Director of Admissions and Records</li> <li>-Deans of Instruction</li> <li>-Faculty Chairs and Directors Council</li> </ul>

<p><b>Cohort students</b> into meta-major or affinity groups with assigned Completion Coaches</p>	<ul style="list-style-type: none"> <li>-Increase 3 year degree/certificate completion               <ul style="list-style-type: none"> <li>- African American from 38.8% to 40.8%;</li> <li>- Hispanic/Latino from 33.7% to 36.5%</li> </ul> </li> <li>- Increase faculty use of DegreeWorks</li> <li>- Automation of AccuSQL reports for completion</li> </ul>	<ul style="list-style-type: none"> <li>-BCTP attributes in Banner and upload to AccuSQL in May 2017</li> <li>-Update Banner and AccuSQL upload each term</li> </ul>	<ul style="list-style-type: none"> <li>-Dean of Counseling</li> <li>-Dean of Institutional Effectiveness</li> <li>-Director of Enrollment</li> </ul>
<p>Hire and train student <b>peer mentors</b> to serve as Completion Team Members to incoming fall 2017 BCTP participants</p>	<ul style="list-style-type: none"> <li>- Improve persistence rates from fall to spring:               <ul style="list-style-type: none"> <li>-African American from 56.6% to 60.6%</li> </ul> </li> <li>- Improve persistence rates from fall to fall               <ul style="list-style-type: none"> <li>-African American from 34.4% to 38%</li> </ul> </li> <li>- Reduce excess unit accumulation</li> <li>- Improve education plan completion rates</li> </ul>	<ul style="list-style-type: none"> <li>-April 2017 recruitment</li> <li>-May 2017 hires</li> <li>-Summer 2017 training</li> <li>-Summer 2017 Promise Bridge</li> <li>-Aug 2017 convocation meet and greet with families</li> <li>-Fall 2017 monthly meetings</li> </ul>	<ul style="list-style-type: none"> <li>-Director of Academic Support Services</li> <li>-Program Manager, Peer Education</li> <li>-Program Manager, SSSP</li> <li>-Completion Coaches</li> </ul>
<p>Recruit and train faculty <b>Completion Coaches</b> for fall 2017 BCTP; include: DegreeWorks, AccuSQL, academic support services</p>	<ul style="list-style-type: none"> <li>- Delivery of 2 week Promise Peer mentor training around strengths-based leadership</li> </ul>	<ul style="list-style-type: none"> <li>-May 2017 Summer Institute #1</li> <li>-August 2017 Summer Institute #2</li> <li>-August 2017 convocation meet</li> <li>-July 2017 Peer mentor training</li> <li>-August 2017 convocation student/family meet &amp; greet</li> <li>-Fall 2017 monthly meetings</li> </ul>	<ul style="list-style-type: none"> <li>-Director of Academic Support Service</li> <li>-Director, BCTP</li> <li>-Dean, Counseling</li> <li>-Director, Student Success &amp; Equity</li> <li>-Deans of Instruction</li> </ul>
<p><b>Scale Summer Bridge</b>, including targeted cohort bridges for special populations</p>	<ul style="list-style-type: none"> <li>- Improve persistence rates from fall to spring               <ul style="list-style-type: none"> <li>-African American from 56.6% to 60.6%</li> </ul> </li> <li>- Improve persistence rates from fall to fall               <ul style="list-style-type: none"> <li>-African American from 34.4% to 38%</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Outreach and registration annually, February-April</li> <li>-Bridge annually, May-August</li> </ul>	<ul style="list-style-type: none"> <li>-Director of Title V</li> <li>-Director of Student Success &amp; Equity</li> <li>-Program Manager, SSSP</li> <li>-Program Manager, Equity</li> </ul>
<p>Develop <b>experiential learning opportunities</b> for BCTP participants</p>	<ul style="list-style-type: none"> <li>- Improve associate degree/certificate attainment</li> <li>- Improve retention rates from term to term</li> <li>- Increase utilization of on-campus support services, including academic support</li> <li>- Increase students employed on campus</li> <li>- Reduce unmet financial need</li> </ul>	<ul style="list-style-type: none"> <li>-Fall 2017 pilot offerings</li> <li>- Bi-annual on-campus hiring workshops in Aug, Nov, April</li> <li>-Spring 2018 develop tracking mechanism to analyze for success rate correlation</li> </ul>	<ul style="list-style-type: none"> <li>-Director of Student Life</li> <li>-Director of Academic Support Services</li> <li>-Director, HR</li> <li>-Completion Coaches</li> </ul>

# APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

**BC OBJECTIVE 5:** Provide outreach to students who are enrolled at a community college within the community college district regarding the Associate Degrees for Transfer and the California Community College Transfer Entitlement Cal Grant program.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
Develop <b>educational outreach strategy</b> on benefits of ADTs for currently enrolled students	<ul style="list-style-type: none"> <li>- Improve associate degree/certificate attainment</li> <li>- Reduce number of undeclared students</li> <li>- Reduce excess unit accumulation</li> <li>- Increase ADT completion from 26.8% of degrees awarded to 550 36.8% by May 2018</li> </ul>	<ul style="list-style-type: none"> <li>-Develop spring 2017;</li> <li>-Summer Bridge 2017</li> <li>-Deliver in KHSD, Sept-Nov 2017</li> </ul>	<ul style="list-style-type: none"> <li>-Director of Outreach &amp; School Relations</li> <li>--Deans of Instruction</li> <li>-FCDC</li> <li>-Ed Advisor, Promise</li> </ul>
Formalize <b>counseling department liaisons</b> to ensure accuracy of transfer degree information available in DegreeWorks	<ul style="list-style-type: none"> <li>- Reduce excess unit accumulation</li> <li>- Increase early alert referrals to counseling completion coaches from faculty</li> </ul>	<ul style="list-style-type: none"> <li>-January 2017 draft to faculty</li> <li>-Spring 2017 faculty/ counseling meetings to update pathways in DegreeWorks</li> </ul>	<ul style="list-style-type: none"> <li>-Dean of Counseling</li> <li>-Counseling Department Chair</li> </ul>
Train discipline faculty in <b>DegreeWorks</b>	<ul style="list-style-type: none"> <li>- Reduce excess unit accumulation</li> <li>- Increase faculty use of DegreeWorks educational planning tool</li> </ul>	<ul style="list-style-type: none"> <li>-May 2017 Summer Institute #1</li> <li>-August 2017 Summer Institute #2/FLEX week</li> </ul>	<ul style="list-style-type: none"> <li>-Dean of Counseling</li> <li>-Counselor, SSSP</li> </ul>
Host <b>transfer Workshops</b> on campus: CSU Transfer Talk, UC TAG, etc.as well as a CSUB on-site admission day for eligible students	<ul style="list-style-type: none"> <li>- Increase 6 yr transfer rates from 39.3% to 42%</li> <li>- Increase bachelor's degree attainment</li> <li>- Increase percentage of Engineering and Ag Business students who transfer to CSUB</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>-At least two per term</li> </ul>	<ul style="list-style-type: none"> <li>-Dean of Counseling</li> <li>-Director, Transfer</li> <li>-Counselors</li> <li>-Director of Outreach &amp; School Relations</li> </ul>

Initiate <b>BC/CSUB transfer partnership meetings</b> to strengthen transfer pathways and alignment	<ul style="list-style-type: none"> <li>- Increase 6 year transfer rates 39.3% to 42%</li> <li>- Maintain 70%+ transfer rate to CSUB</li> <li>- Increase bachelor's degree attainment</li> </ul>	<ul style="list-style-type: none"> <li>- January 2017 initial meeting</li> <li>- Ongoing monthly meetings through spring 2017</li> </ul>	<ul style="list-style-type: none"> <li>- BC VPs of Academic &amp; Student Affairs</li> <li>- CSUB Provost and VP of Academic Affairs</li> <li>- CSUB Associate VP for Enrollment Services</li> </ul>
Develop <b>joint application agreement</b> between BC and CSUB	<ul style="list-style-type: none"> <li>- Increase 6 yr transfer rate from 39.3% to 42% <ul style="list-style-type: none"> <li>- African American from 3.5% to 4.5%</li> <li>- Hispanic/Latino students from 48.8% to 50%</li> </ul> </li> <li>- Improve 3 year completion rate</li> <li>- Increase bachelor's degree attainment</li> </ul>	<ul style="list-style-type: none"> <li>- January 2017 transfer pathway meetings</li> <li>- January 2017 education roundtables begin</li> <li>- Ongoing through spring 2017</li> </ul>	<ul style="list-style-type: none"> <li>- Director, Promise</li> <li>- Director, Outreach &amp; School Relations</li> </ul>
-Establish a <b>systematic communication</b> plan targeting students who plan to transfer		<ul style="list-style-type: none"> <li>- Expand and brand transfer publications: summer 2017</li> <li>- Distribute fall 2017</li> </ul>	<ul style="list-style-type: none"> <li>- Director of Outreach &amp; School Relations</li> <li>- Graphic Designer</li> <li>- Director, Promise</li> </ul>
-Set-up appointments with representatives from <b>UC &amp; CSU admissions</b>		<ul style="list-style-type: none"> <li>- Spring 2017 outreach</li> <li>- Summer 2017 meetings</li> </ul>	<ul style="list-style-type: none"> <li>- Director of Outreach &amp; School Relations</li> <li>- Director, Promise</li> </ul>
Scale <b>Associate Degree for Transfer</b> offerings	<ul style="list-style-type: none"> <li>- Increase 6 yr transfer rate from 39.3% to 42% <ul style="list-style-type: none"> <li>- African American from 3.5% to 4.5%</li> <li>- Hispanic/Latino from 48.8% to 50%</li> </ul> </li> <li>- Increase UC transfer rates from 7.2% to 9%</li> <li>- Increase ADT completion from 26.8% of degrees awarded to 550 36.8% by May 2018</li> </ul>	<ul style="list-style-type: none"> <li>- 30 Associate Degrees for Transfer approved by fall 2018</li> </ul>	<ul style="list-style-type: none"> <li>- VP of Instruction</li> <li>- Deans of Instruction</li> <li>- Lead Faculty</li> </ul>
Develop <b>UC Transfer Pathways</b>		<ul style="list-style-type: none"> <li>- 10 UC Pathways approved by fall 2018</li> </ul>	<ul style="list-style-type: none"> <li>- Faculty Articulation Coordinator</li> </ul>
Host <b>HBCU</b> Caravan tour annually	<ul style="list-style-type: none"> <li>- Increase completion for African American students from 10.9% to 12.5%</li> <li>- Increase transfer rate of African American students from 3.5% to 4.5%</li> </ul>	<ul style="list-style-type: none"> <li>- Annually in February</li> </ul>	<ul style="list-style-type: none"> <li>- Director of Student Success &amp; Equity</li> <li>- Ed Advisor, African American Initiatives</li> </ul>

## APPLICATION ANNUAL WORKPLAN

**CCCC OBJECTIVE 1:** Early Commitment to College Program that is consistent with the intent to provide K-12 students and families assistance that includes, but is not limited to, learning about college opportunities, visiting campuses, taking and completing college preparatory courses, and applying for college and financial aid.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
Develop an <b>Early Commitment to College Program Memorandum of Understanding</b> and enter into the MOU with each of the school districts in the CCCC service area.	-Development of MOU -Enter into agreement with 80% of districts by end of grant term -Increase in percentage of Service Area High School Districts participating	-Develop by Dec 2017 -Reach 80% by June 2019.	VP Student Services VP Administrative Services
<b>Hire a Program Manager and Department Assistant (DAII)</b> to serve as the liaison to the college's foundations, manage the Promise grant, track student outcomes, and generate revenue for the sustainability of the program.	-Successful hiring of Program Manager and Department Assistant II	-Candidate searches Summer 2017 -Expected start date Fall 2017	HR Manager
<b>Hire Institutional College Researcher</b> for tracking measures, outcomes and targets associated with CCCC and BC Promise Grant Programs.	-Successful hiring of Institutional College Researcher	- Candidate search Spring 2017 -Expected start date Summer 2017	HR Manager

<p><b>Develop Promise Program criteria,</b> application and awarding process, and program requirements, based on existing Inyo/Mono Promise Programs. Prioritize gap populations- African American, Native American, Foster Youth, low income</p>	<p>-Increase from 23% to 28% in first year, increase from 28% to 33% second year in high school yield -Decrease in access gaps reflected in Student Equity Plan</p>	<p>-fall 2017: Criteria, application and awarding processes developed and communicated to partners –Fall 2017-Spring 2018 advertised to schools, students and families</p>	<p>-VPSS, Promise Program Manager, DAII, Director of Counseling and SSSP, Director of Student Equity, Director of Access Programs, Director of Outreach and Student Activities</p>
<p><b>Hire a full time Financial Aid Liaison</b> to spend <b>dedicated time</b> on service area <b>high school campus</b> to provide information and assistance on applying for all <b>financial aid programs</b>. Students in <b>gap populations</b> and who qualify for free and reduced lunch programs will be <b>reached out to proactively</b>.</p>	<p>-Successful hiring -Schedule of visits developed -Increase in students participating -Increase in students applying for FAFSA, BOGW, scholarships -Develop baseline of HS participants; increase to 80% of service area high schools participating by 24 months -Disaggregate data among student applicants; identify/decrease gaps</p>	<p>-Candidate search Spring 2017 -Expected start date Summer 2017 -Begin serving high schools Fall 2017</p>	<p>Director of Financial Aid</p>
<p><b>Advise</b> juniors and seniors to enroll in English and math via <b>dual and concurrent enrollment</b> during junior and senior years.</p>	<p>-Increase in college-level placement in English and math -Increase in English and math taken in the first year -Increase in students attending high school directly out of college</p>	<p>-Spring 2017 Superintendent/principal and counselor collaboration meetings – Summer 2017: develop targeted materials and communication plan -Fall 2017: Dual/concurrent enrollment meetings</p>	<p>Director of Counseling and SSSP, Director of Student Equity, Dean of CTE</p>
<p><b>Partner with community organizations</b> to reach special populations for college and financial aid awareness and Promise</p>	<p>-Increase in high school enrollment yield by 10%</p>	<p>Spring 2017 schedule of meetings, Fall 2017 follow up,</p>	<p>Director of Student Equity, Director of Counseling and SSSP,</p>

Grant opportunities (OVCDC, ELAC, AVID, African American Chamber, etc.)	-Identify baseline data and address access gaps	Fall 2017 development of data for tracking progress	Director of ACCESS programs, Director of Outreach and Student Activities
Scale up existing <b>early awareness and outreach activities</b> to all CCCC campuses and service area high schools: 1) Classroom visits, 2) Parent and family nights; focus for special populations (African American, Native American, Hispanic parent/family nights), 3) Dual/concurrent enrollment informational meetings	-Calendar Developed and staffed -Increase in number of students and parents reached by outreach events -Increase in percentage of students attending college out of high school by 10% -Increase in percentage of African American, Native American, Hispanic, low income, Foster Youth, and disabled students attending college out of high school	-Dec 2017 schedule developed -June 2019 Schedule fully implemented for all service areas	VPSS- working with Directors of- Counseling and SSSP, Student Equity, Outreach and Student Activities and Access Programs
<b>Expand 5<sup>th</sup> and 8<sup>th</sup> Grade “I’m Going to College” days</b> to all campuses, with a focus on dual/concurrent enrollment and financial aid awareness	-Increase in percentage of participating students to 80%	-Expansion to all schools interested in participating by Spring 2018	Director of Counseling and SSSP, Director of Student Equity, Site Directors, Director of Outreach
Establish <b>joint college visits</b> to <b>CSUB</b> , other <b>CSUs</b> and <b>UCs</b> ; prioritize students in equity populations and first generation college students.	-Increase in college visit trips taken and institutions visited -Baseline number of high schools students participating year one; increase in number of high school students participating in year two.	-Spring 2017 collaboration meetings with partners for scheduling visits, -Summer, Fall 2017 visit planning, -Fall 2017, Spring 2018 visits	Director of Counseling and SSSP, Director of Student Equity, Director of Outreach and Student Activities, High School Partners

## APPLICATION ANNUAL WORKPLAN

**CCCC OBJECTIVE 2:** Partner with one or more school districts to support and improve high school student preparation for college and reduce postsecondary remediation through practices that may include, 1. Small learning communities: cohort scheduling of English, Area E course, Student Development B6 course, and Summer 2. Concurrent / dual enrollment 3. Informational outreach activities that encourage high school students to complete college preparatory courses, particularly in English and Mathematics 4. Support services for high school students 5. Early and sustained support for maximizing local, state, and federal financial aid.

<p><b>Expand Career Choices</b> college and career exploration courses offered through dual enrollment and high school articulation</p>	<p>-Increase in sections offered -Increase students enrolled -Increase in percentage of high schools participating</p>	<p>Incremental increases each semester with opportunities maximized by Spring 2018</p>	<p>Director of Counseling and SSSP, Counseling Faculty Chair</p>
<p>Expand <b>discipline-specific early outreach</b> opportunities hosted at the campus sites (Administration of Justice Forensics Experience, Cyber Security Workshop, Art Workshops, etc.)</p>	<p>-Increase in workshops, activities and bridges held -Increase in number and percentage of students who participate in early experiences</p>	<p>Fall 2017 and ongoing</p>	<p>Director of Outreach and Student Activities, Discipline Area Faculty, Director of Student Equity</p>
<p>Implement <b>high school pathway in Navigate</b> and expand to service area high schools juniors and seniors.</p>	<p>-Pathway developed -Baseline of students accessing in year one; increase in number and percentage of juniors and seniors accessing Navigate in year two</p>	<p>-Summer 2017 Pathway developed -Fall 2017 high school launch</p>	<p>VPSS, Director of Counseling and SSSP; Director of Student Equity; Director of Outreach and Student Activities</p>

<p><b>Increase dual/concurrent enrollment</b> and articulation opportunities. Work with high schools on further integrating learning supports for students taking dual/concurrent enrollment.</p>	<ul style="list-style-type: none"> <li>-Increase percentage of enrollments in dual/concurrent</li> <li>-Increase in percentage of African American, Native American, Hispanic, low income, Foster Youth, and disabled students</li> </ul>	<p>Spring 2017 superintendent/principal and counselor collaboration meetings, ongoing faculty collaborations</p>	<p>Vice President of Academic Affairs, Dean of CTE, Faculty Chairs</p>
<p><b>Host superintendent/principal and counselor meetings</b> on high school preparedness, early college options, Promise options and transfer.</p>	<p>Meetings held</p>	<p>Summer 2017 and ongoing</p>	<p>College President</p>
<p><b>Expand Pathways</b> to include high school, mapping early opportunities for earning college credit with dual/concurrent enrollment/articulation.</p>	<p>Pathways documents reflecting opportunities to earn credit in high school</p>	<p>Initiated Fall 2017, completed by Spring 2018</p>	<p>Vice President of Academic Affairs, Dean of CTE</p>
<p><b>Develop cohort of courses</b> to be offered at high school grade level through dual/concurrent enrollment (For example, in 9<sup>th</sup> grade- PDEV C100, PDEV C052 Becoming a Successful Online Student and Information Competency)</p>	<ul style="list-style-type: none"> <li>-Cohorts developed</li> <li>-Number of high schools implementing</li> <li>-Disaggregated data on students in cohorts of classes</li> </ul>	<p>Initiated Fall 2017, completed by Spring 2018</p>	<p>Director of Counseling and SSSP, Deans of CTE and Letters and Sciences</p>
<p><b>Expand on dual/concurrent enrollment orientations/informational</b> meetings for parents and students. Provide additional meetings earlier- spring of 8<sup>th</sup> grade year.</p>	<ul style="list-style-type: none"> <li>-Meetings and orientations held</li> <li>-Increases in rates of students earning college credit in high school- all populations</li> <li>-Increases in units taken in high school- all populations</li> </ul>	<p>Fall 2017 and ongoing</p>	<p>Director of Counseling and SSSP, Site Directors, Director of Outreach and Student Activities, Director of Access Programs</p>

<p>Develop a <b>concurrent/dual enrollment handbook</b> and associated video to ensure information about the programs are widely understood and disseminated.</p>	<p>-Handbook developed</p>	<p>The handbook will be complete by August 1, 2017.</p>	<p>Director of Counseling and SSSP, Dean of CTE</p>
<p><b>Further integrate learning supports and preparation:</b> integrate learning supports and integrate counselor visits into course period, require all students to take PDEV C052 taking an online class via concurrent enrollment , provide college tutors to high schools, provide Plato</p>	<p>-Number of students taking PDEV C052 concurrently          -Number of high schools participating          -Success rates</p>	<p>Scale up learning supports in Fall 2017, expand and refine models depending on needs of high school Spring 2018, ensure learning supports for all dual/concurrent enrollment students by Fall 2018</p>	<p>LAC Coordinator, Site Directors, Director of Counseling and SSSP, Dean Letters and Sciences, Dean of CTE</p>
<p>Complete steps necessary to <b>automate MMAP Decision Rules</b> for placement in English and math courses.</p>	<p>-Automation of process          -Increase in number and percentage of students placed into college-level courses</p>	<p>Steps for full implementation Fall 2017, fully implemented spring 2018</p>	<p>VPSS, Director of Counseling and SSSP</p>

## APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

**CCCC OBJECTIVE 3:** Utilize evidence-based placement and student assessment indicators at the community college district that include multiple measures of student performance, including grades in high school courses, overall grade point averages, results from common assessments, and input from counselors.

Ensure high school <b>CalPASS participation</b> for tracking data and automating multiple measures	-Number of schools participating in CalPass	Initiated at Spring 2017 collaboration meetings, progress on steps in 17-18, full implementation in 18-19	VPSS, Director of Counseling and SSSP, College Institutional Researcher
<b>Implement Common Assessment</b> examination when it is available.	-Replacement of Accuplacer	To be determined by state timeline	Director of Counseling and SSSP
<b>Conduct research</b> on local validity, reliability and disproportionate impact for placement process.	-Research conducted -Adjustments made where necessary	Spring 2018	College Institutional Researcher
<b>Host curriculum summits</b> in English and math with CCCC and high school counselors and faculty to better align curriculum, pathways and placement into college courses, building on the alignment of the Adult School Block Grant collaborative.	-Summit held -Curriculum changes made -Success rates in dual enrollment and college English and math courses	Committees established by December 31, 2017. Alignment of curriculum and development of pathways completed by June 30, 2019.	VPAA, Dean of Letters and Sciences, VPSS, Director of Counseling and SSSP

<p><b>Implement Co-requisite model</b> of Basic Skills.</p>	<p>-Curriculum changes in English and math courses          -Establish baseline of success rates in co-requisite courses          -Increase in successful progression through transfer level English and math</p>	<p>Curriculum changes 2017-2018, courses implemented Fall 2018</p>	<p>VPAA, Dean of Letters and Sciences, Learning Assistance/Basic Skills Coordinator, VPSS, Director of Counseling and SSSP</p>
<p>Ensure that <b>evidenced-based, multiple-measures placement</b> practices are understood and supported with <b>high school</b> and <b>college training</b>.</p>	<p>-Collaboration meetings held</p>	<p>Outreach will be completed by December 31, 2017. Ongoing meetings will occur through June 30, 2019.</p>	<p>VPSS, Director of Counseling and SSSP, College Institutional Researcher</p>
<p>Change Board Policy for <b>year registration</b> and <b>priority registration</b> for special <b>admit students</b>.</p>	<p>-Change in Board Policy</p>	<p>Fall 2017</p>	<p>VPSS, VPAA</p>
<p>Complete <b>necessary programming</b> for Banner to allow <b>year registration</b>.</p>	<p>-Programming changes implemented</p>	<p>Fall 2017/Spring 2018 for registration available for Summer 2018/Fall 2018/ Spring 2019 in April 2018</p>	<p>VPAA, VPSS Vice-chancellor of Information Technology</p>
<p>Implement <b>year round scheduling</b> within <b>Navigate</b>.</p>	<p>-Number and percentage of students using navigate          -Percentage of students scheduling for multiple terms</p>	<p>Fall 2017</p>	<p>VPSS</p>
<p><b>Implement year scheduling/registration</b> for students.</p>	<p>-Students able to register for a year of classes at one time.</p>	<p>Spring 2018</p>	<p>VPAA</p>

## APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

**CCCC OBJECTIVE 4:** Provide students who are enrolled at the community college district with access to courses, including, but not limited to, priority registration, and allowing them to register for a full academic year of courses at once, in order to keep them on track to graduate, transfer to a public postsecondary university, or earn a career technical education certification in California.

<p><b>Revise policies and practices to ensure priority access to registration</b> for special admit students at service area/partner high schools</p>	<p>-Board policies and procedures changed to ensure priority access -Practices changed to ensure priority access</p>	<p>Summer 2017</p>	<p>VPSS</p>
<p><b>Engage departmental faculty as completion and transfer coaches</b> within discipline. Coaches will be assigning a caseload of students within majors to provide support and information, connect students with resources and prospective transfer institutions. <b>Coaches</b> will be provided <b>training</b> and will participate in additional training and <b>professional development</b> once per semester.</p>	<p>-Coaches identified and matched to students- gap students prioritized based on Equity Plan -Training developed and conducted -Increase in completions -Increase in percentage transfer ready -Decrease in transfer gaps- low-income, DSPS, African American, Native American</p>	<p>Begin search for Faculty and Transfer Coaches in Summer 2017  Coaches being work with students Fall 2017</p>	<p>Promise Grant Program Manager, Director of Counseling and SSSP, Director of Student Equity, Director of Access Programs</p>
<p><b>Scale up existing peer mentoring program to augment completion and transfer coaching</b></p>	<p>-Increase peer mentors from 15 to 30 and implement at all sites -Completion and transfer focus training</p>	<p>Scale from 15 to 20 in Fall 2017 and from 20 to 30 in Fall 2018</p>	<p>Director of ACCESS Programs, Director of Student Equity, Director of Outreach</p>

Implement <b>proactive outreach</b> and <b>celebration</b> based on <b>milestone</b> completion points. Disaggregated milestone completions already tracked.	-Identify students at 12, 30 and 45 -Number of students communicated to -Increase in completions	Implement Fall 2017	Director of Student Equity, College Institutional Researcher, Director of Counseling and SSSP
Participate with <b>Complete College America</b> and CCCC Foundations to <b>incentivize 15 units</b> .	-Full-time enrollment required -Increase in percentage of students enrolled in 12 and 15 units. -Increase in % completing 30 units in 1st year.	Incremental implementation of incentives Fall 2017, continue to scale through Fall 2018 and Spring 2019	Promise Grant Program Manager, Director of Counseling and SSSP
<b>Require schedule approval</b> through <b>Navigate</b> . Navigate cautions a student on courses outside pathway. Navigate enables counselor approval of a student's schedule prior to registration to ensure courses are pathway or needed.	-Registration practices changed to require counselor/advisor approval	Schedule approval required in Navigate to coincide with year schedules in Spring of 2018	Director of Counseling and SSSP, Director of Access Programs
Use <b>Navigate integration</b> with Banner to <b>proactively intervene</b> when student is showing early signs of problems or deviation from the pathway.	-Faculty and counselors trained to use Navigate integration to proactively intervene	Fall 2017	Director of Counseling and SSSP, Director of Access Programs
<b>Implement Summer Bridge</b> with a targeted priority for gap populations as identified in CCCC's Equity Plan	-Number of participants from CCCC and high school -Percentage from gap populations -First term success and retention rates exceeding the college average	Summer 2017 with a target of 15 students with a 20% increase in Summer 2018 and in Summer 2019	Director of Student Equity, Director of Counseling and SSSP, Dean of Letters and Sciences, Director of ACCESS Programs
Implement <b>college wide campaign</b> to implement <b>Student Support ReDefined</b> with a focus on the two selected themes of <b>Directed/Focused and Connected</b>	<ul style="list-style-type: none"> <li>Disaggregated improvement in retention rates</li> </ul>	Fall 2017 and Spring 2018 college wide campaign led by SSSP Advisory Groups	Faculty co-chair SSSP, VPSS, VPAA

## APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

**CCCC OBJECTIVE 5:** Provide outreach to students who are enrolled at a community college within the community college district regarding the Associate Degrees for Transfer and the California Community College Transfer Entitlement Cal Grant program.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
Full implementation of <b>Navigate</b> to all students with an incentivized marketing campaign.	-Increase in percentage of students engaged with Navigate -Increase in retention -Increase in application conversion rate	50% increase by Fall 2017, additional 50% by Fall 2018, 90% adoption by Spring 2018	Director of Marketing, Promise Program Director, Director of Counseling and SSSP
Complete <b>Umoja application</b> and implement program	-Application submitted and accepted -Program components implemented -15 students identified and incorporated into the program	Process already initiated, apply Spring 2017, identify students Spring 2017 and Summer 2017, implement strategies Fall 2017, full implementation Spring 2018	Director of Student Equity
Strengthen and formalize partnership with <b>CSUB</b> to facilitate and streamline transfer of CCCC students to increase transfer rate to closest transfer partner. Use <b>partnership as model</b> for other establishing partnership with other <b>CSUs</b> and <b>UCs</b> .	-Partnership with CSUB formalized -Increase in students transferring to CSUB	Collaboration meeting Spring 2017, Agreement developed Fall 2017, Implementation for Spring 2018	Director of Counseling and SSSP, Articulation Officer

CCCC and Promise Program Manager work with <b>community partners</b> and <b>foundations</b> to fund an <b>endowment</b> for a <b>transfer scholarship program</b> for students earning an associate degree and meeting transfer requirements.	-Grant awareness raised -Community partners identified -Meetings held -Maximized partnerships CCCC Foundation and other community partners -Alumni Association revitalized -Endowment funds established	Grant awareness and partners identified Spring 2017, meetings with partners Summer 2017, funds raised and endowment established spring 2018	Promise Grant Program Manager
Integrate <b>transfer outreach, support</b> and <b>training</b> into current <b>Peer Mentor</b> program, which is targeted for <b>EOPS, DSPS</b> and <b>Equity Program Students</b> .	-Develop materials -Integrate into training	Spring 2017	Director of Access Program, Director of Student Equity
Scale up existing <b>CSU</b> and <b>UC</b> visits to include 2-3 visits/semester to <b>CSUB, UCR, UCLA TAP, CSUN</b> and other campuses based on student interest.	-Increase in visits -Increase in number of students participating -Increase in percentage of students transferring	Increase campus visits by 50% by Fall 2018, increase by an additional 50% by Fall 2019	Director of Access Program, Director of Student Equity, Director of Counseling and SSSP,
<b>Scale up</b> students attending <b>HBCU</b> College Tour, <b>HACU</b> Convention, <b>A2MEND</b> Conference, <b>Phi Theta Kapa</b> Nerd Nation, <b>UCI Honors</b> Conference, <b>UCLA</b> Transfer Alliance Program	-Number of students participating -Increase in disaggregated transfer rate	Fall 2017 and Spring 2018 increase participants by 30%, Fall 2018 and Spring 2019 increase participants by another 50%	Director of Student Equity, Honors and Phi Theta Kappa Program Coordinator
Develop comprehensive <b>transfer</b> guided <b>pathway</b> in <b>Navigate</b> .	-Transfer guided pathway developed	Fall 2017	VPSS, Director of Counseling and SSSP
Develop <b>additional Associates Degrees</b> for <b>Transfer</b> where supportable. Maximize those that can be offered on each campus.	-Additional ADT's identified that can be supported -Additional ADT's developed and approved by governing board and state chancellor's office	Fall 2018	VPAA, Dean of CTE, Dean of Letters and Sciences

<b>Expand imbedded advising</b> into all <b>gateway</b> courses and key <b>core transfer courses</b> .	-Increase in percentage of courses with imbedded advising	Phased increase- 50% increase by spring 2018 and additional 50% by 2019	Director of Counseling and SSSP, Counseling Faculty Chair
Develop <b>resources</b> and <b>information</b> for <b>transfer</b> focused on equity populations- Financial Aid, scholarships, four-year disabled services, HBCUs, HACU resources, institutions with clubs <b>programs</b> and <b>services</b> for particular <b>populations</b> .	-Particular populations identified -Resources, information, and means of distribution developed for particular populations	Spring and Summer 2017 for October 2017 Transfer Awareness Month	Director of Student Equity, Director of Counseling and SSSP
<b>Expand articulation</b> with all <b>UCs</b> and <b>CSUs</b> to address course to course major preparation articulation where Associate Degrees for Transfer are not available.	-Articulation expanded	Summer 2017 and ongoing	VPSS, Articulation Officer
Ensure that <b>C-ID course submissions</b> and <b>approvals</b> are <b>maximized</b>	-Increase in C-ID approved courses	Spring 2017 and ongoing	VPSS, Articulation Officer, Faculty Chairs
Implement <b>college wide transfer awareness</b> campaign with a focus on <b>ADTs</b> and <b>California Community College Transfer Entitlement Cal Grant</b> program. Build on existing video and transfer materials.	-Increase in transfer, ADT and Financial Aid awareness measured on Student Experience Survey -Increase in ADTs completed -Increase in transfer rate	Spring 2017 campaign developed, Summer 2017 video and resource materials developed, October 2017 campaign launched for Transfer Awareness Month	Director of Counseling and SSSP, Director of Marketing, Faculty Chair of Counseling
Implement <b>UC Pathways</b>	-Pathways developed -Awareness raised	Fall 2017 and ongoing	VPSS, Articulation Officer, Faculty Chairs

## **SECTION 5: PROGRAM MANAGEMENT**

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### **5a: CAPABILITIES AND KNOWLEDGE OF STATE FUNDED PROJECTS**

The Kern Community College District serves as the fiscal agent for its member colleges; Bakersfield College, Cerro Coso Community College, and Porterville College. The KCCCD accounting structure is comprised of the Chief Financial Officer, Director of Accounting Services, District Accounting Manager and staff who work with accounting managers and staff at BC and CCCC. The external audit of KCCCD was clean, with 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.

**Data Collection and Reporting:** BC, CCCC, and KCCCD fiscal staff members will collect and report project financial information. BC Office of Institutional Effectiveness will work with the KCCCD institutional research staff members to collect and report student information, as well as progress toward project goals, benchmarks, 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.

Both institutions are Achieving the Dream leader colleges and have thus been engaged in intensive data analysis and disaggregation for several years. KCCCD produces an annual Elements of Student Success report that captures the key milestones and outcomes identified in each college's workplan.

**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. Both BC and CCCC have a growing proportion of the budget now comprised of categorical and grant funds in the last 3 years, nearing \$17 million in 2016-17 at BC. The BC VP of Student Affairs jointly manages approximately **\$10M** and the CCCC VP of Student Affairs manages approximately **\$3.2M** in categorical funds with statewide and federal reporting requirements.

### **5b: PROGRAM ADMINISTRATION**

**Bakersfield College:** Bakersfield College intends to utilize the expertise and experience of multiple administrators, faculty, staff, and educational and community partners to successfully implement this transformational work. While the Director of the BC Foundation, all Vice Presidents, and multiple counseling staff are already deeply engaged in the work of the College 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, BC is requesting funding to cover the costs of a full-time **Director** of the Bakersfield College Transfer Promise who will manage the California College Promise Innovation Grant at BC. The Director of the Transfer Promise will report directly to the President to ensure alignment with the strategic and collaborative community work ahead, particularly in fundraising efforts for the financial support component of this work.

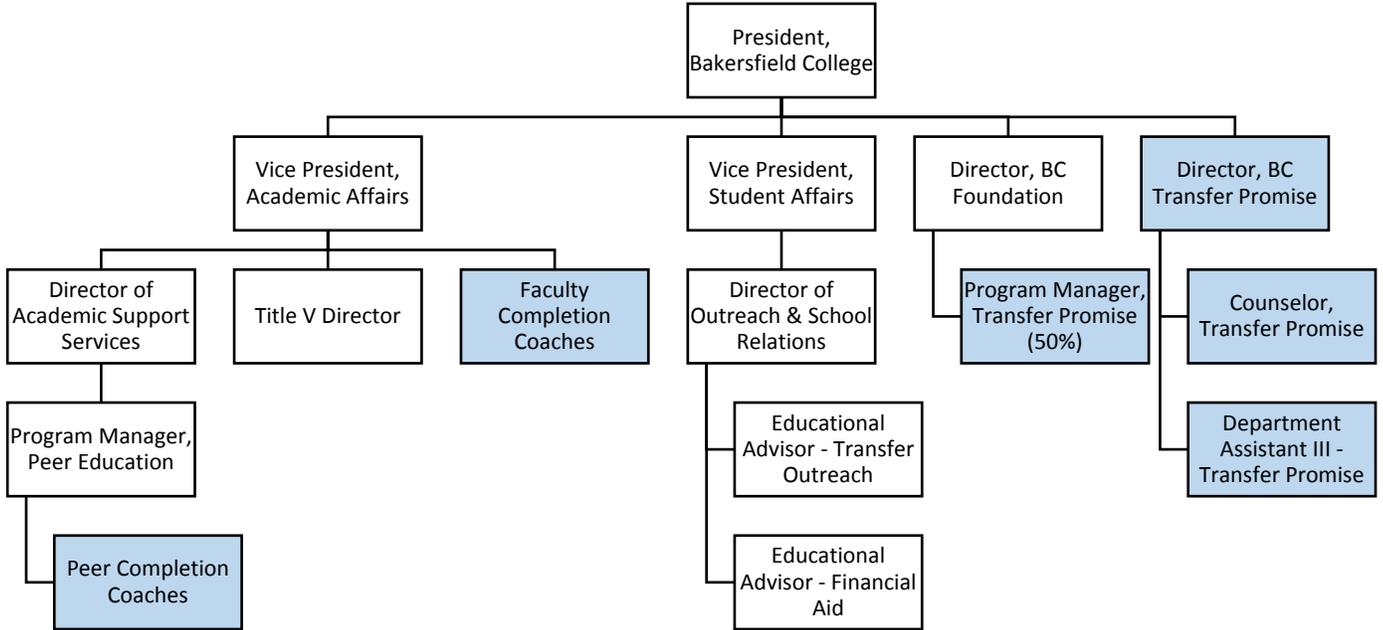
BC has also identified a need for a dedicated **Program Manager** specifically focused on the equity agenda of the promise: ensuring financial support. The Program Manager will support fundraising efforts, including the college's work to endow a scholarship fund for disproportionately impacted students in collaboration with Title V, and will be funded partially from the BC Foundation and partially from the Promise Grant until fully sustained by the Foundation after the end of the grant period. A **Counselor** will support student-facing work to ensure timely completion and tracking of students' progress through their defined transfer pathways. BC is also requesting funding to support compensation for **faculty and peer completion coaches**, expanding upon the already existing model the college piloted in fall 2016 based on student meta-major areas. A **Department Assistant III** will assist program staff and track the budget.

**Cerro Coso:** Like BC, CCCC will rely heavily on the positions and human resources already engaged with the existing Promise Programs, as well as the already-documented strategies that have positioned the college well for Promise Grant implementation. To build on this existing work, coordinate new efforts, and bring the CCCC Promise to scale, the college is requesting a dedicated **Program Manager**. This position will also serve as the liaison to the foundation and lead fundraising efforts to sustain and further build Promise Program capacity. In order to coordinate both Foundation and Promise work, the Vice President of Student Services and the Public Information, Marketing and Development manager will supervise the Program Manager. This position will serve on the Student Services Executive Council and other CCCC committees for full integration and collaboration within the college's programs and services.

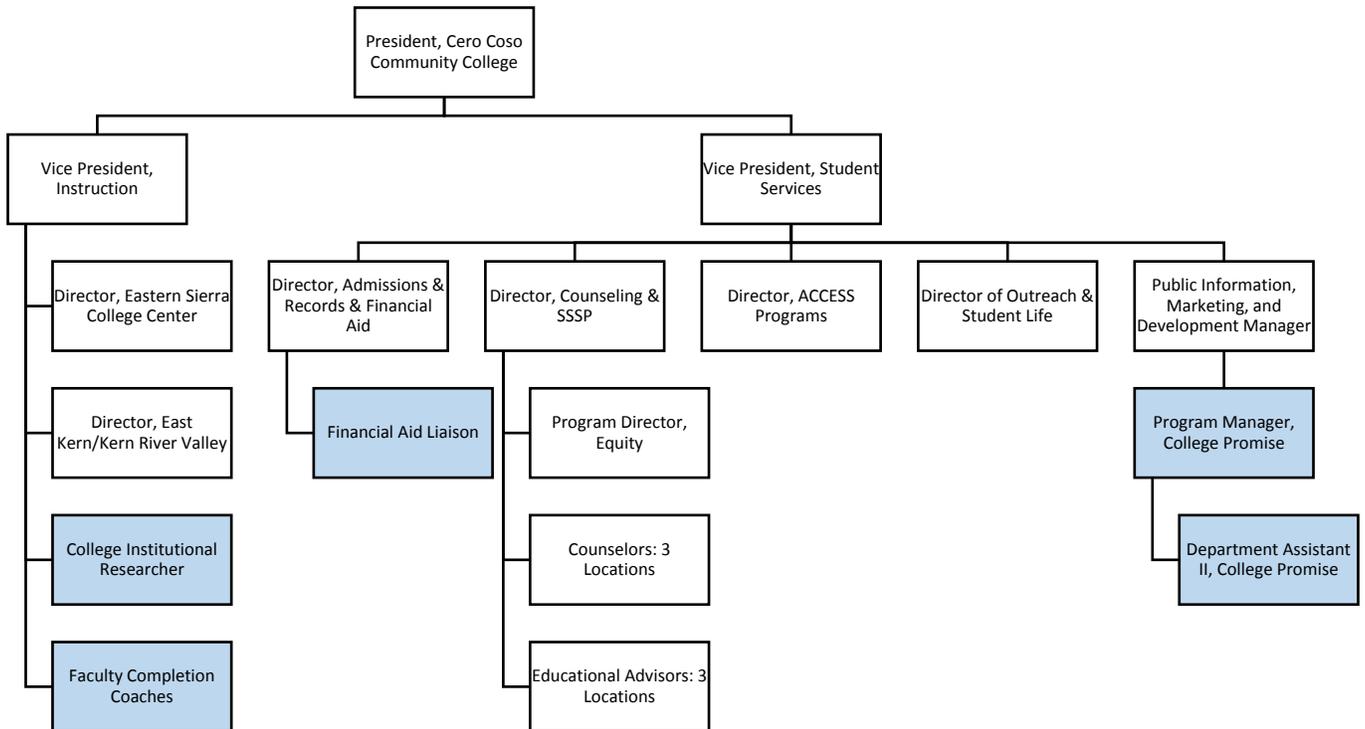
The college has also identified the need for an **Institutional College Researcher** to augment the District's existing IR capacity. This position will focus on the development of baseline data where needed, tracking identified targets and measures for program evaluation with a particular focus on disaggregated data for both colleges. A **Financial Aid Technician** with primary focus on outreach will assist with awareness and maximizing applications for all Financial Aid programs and scholarships. **Existing peer and new faculty completion coaches** funded through a combination of EOPS, Equity, and Promise funds will work with cohorts of students in collaboration with counseling services to coach students to completion and transfer. A **Department Assistant II** will provide administrative support and track the budget.

## 5c: STAFFING CHARTS

### *Bakersfield College*



### *Cerro Coso Community College*



Chancellor's Office  
California Community Colleges

District: Kern Community College District \_\_\_\_\_  
College(s): Bakersfield College \_\_\_\_\_  
RFA Specification Number: 16-041 \_\_\_\_\_

## APPLICATION BUDGET SUMMARY

Contact Name: Lesley Bonds, Director, Student Success & Equity

Email Address: [Lesley.bonds@bakersfieldcollege.edu](mailto:Lesley.bonds@bakersfieldcollege.edu) Telephone: 661-395-4707 Fax:

Object of Expenditure	Classification	Line	Total Grant Budget	Total Apportionment Budget (estimated)
1000	Instructional Salaries* (Faculty Release)	1	\$180,144	\$4,886,785
2000	Non-instructional Salaries	2	\$387,591	\$2,016,269
3000	Employee Benefits	3	\$153,429	\$1,818,062
4000	Supplies and materials	4	\$0	\$190,520
5000	Other Operating Expenses and Services	5	\$20,000	\$422,470
6000	Capital Outlay	6	\$0	N/A
7000	Other Outgo	7	\$0	\$1,040,000
Total Direct Costs		8	\$721,154	\$10,374,106
Total Indirect (4% of Line 8)		9	\$28,846	\$0
Total Program Costs		10	\$750,000	\$10,374,106

I authorize this total costs proposal as the maximum amount to be claimed for this project and assure that funds shall be spent in compliance with state and federal regulations.

Project Director Name/Title: Lesley Bonds  
Lesley Bonds, Director of Student Success & Equity *Authorized Signature*

Date: 2/1/2017

District Chief Business Officer: Deborah A. Martin by Carlin A. Felt  
Deborah Martin, Interim Chief Finance Officer *Authorized Signature*

Date: 2/1/17

\*Note: Grant funding cannot be used classroom instruction. These costs must be paid through apportionment.

# APPLICATION BUDGET DETAIL SHEET

Program Year: May 2017 – June 2019 \_\_\_\_\_  
Source of Funds: **PROPOSED: California College Promise Innovation Grant**

Object of Expenditure	Classification	Budgeted Expenses
1000	5 Faculty Completion Coaches (Non-Instructional Stipends) \$40,000 (Stipends) + \$6200 (Benefits) = <b>\$46,200</b>	<b>\$40,000</b>
1000	Counselor, Transfer Promise (Faculty) (1.0 FTE) \$140,144 (Salary) + \$42,043 = <b>\$182,187</b>	<b>\$140,144</b>
2000	Director, Transfer Promise, (Classified Manager) (1.0 FTE) \$207,976 (Salary) + \$62,392 (Benefits) = <b>\$270,368</b>	<b>\$207,976</b>
2000	Program Manager, Transfer Promise (Manager) (50%) (1.0 FTE) \$67,145 (Salary) + \$20,144 (Benefits) = <b>\$87,289</b>	<b>\$67,145</b>
2000	Department Assistant III, Transfer Promise (Classified) (1.0 FTE) \$75,501 (Salary) + \$22,650 (Benefits) = <b>\$98,151</b>	<b>\$75,501</b>
2000	10 Peer Completion Coaches (Student Employment) \$10.50/hour x 5 hours/week = \$52.5/student/week \$52.5/week x 35 weeks/year = \$1,836/year \$1,836/year x 10 students = \$18,360/year x 2 = <b>\$36,720</b>	<b>\$36,969</b>
3000	Defined Benefits: \$6,200 + \$42,043 + \$62,392 + \$20,144 + \$22,650	<b>\$153,429</b>
	<b>Total Direct Cost</b>	<b>\$721,154</b>
	<b>Total Indirect Cost (4 %)</b>	<b>\$ 28,846</b>
	<b>Total Funding Cost</b>	<b>\$750,000</b>







Chancellor's Office  
 California Community Colleges

District: Kern Community College District \_\_\_\_\_  
 College(s): Bakersfield College \_\_\_\_\_  
 RFA Specification Number: 16-041 \_\_\_\_\_

# APPLICATION BUDGET DETAIL SHEET

Program Year: May 2017-June 2019 \_\_\_\_\_

Source of Funds: **MATCH: Student Development Fund**

Object of Expenditure	Classification	Budgeted Expenses
1000	Faculty Counselors	\$76,940
3000	Defined Benefits	\$25,390
5000	Employee Travel / Professional Development	\$4,500
5000	Food / Meetings	\$600
5000	Outreach / Advertising	\$200
<b>Total Direct Cost</b>		<b>\$107,630</b>
<b>Total Indirect Cost (4 %)</b>		<b>0</b>
<b>Total Funding Cost</b>		<b>\$107,630</b>



Chancellor's Office  
California Community Colleges

District: Kern Community College Foundation \_\_\_\_\_  
College(s): Bakersfield College \_\_\_\_\_  
RFA Specification Number: 16-041 \_\_\_\_\_

# APPLICATION BUDGET DETAIL SHEET

Program Year: May 2017-June 2019

Source of Funds: **MATCH: BC Foundation**

Object of Expenditure	Classification	Budgeted Expenses
7000	Direct Aid: President's Scholars Funding	\$80,000
7000	Direct Aid: Norm Levan Scholars Funding (pending Board approval)	\$800,000
	<b>Total Direct Cost</b>	<b>\$880,000</b>
	<b>Total Indirect Cost (4 %)</b>	<b>0</b>
	<b>Total Funding Cost</b>	<b>\$880,000</b>



Chancellor's Office  
California Community Colleges

District: Kern Community College Foundation \_\_\_\_\_  
College(s): Bakersfield College \_\_\_\_\_  
RFA Specification Number: 16-041 \_\_\_\_\_

# APPLICATION BUDGET DETAIL SHEET

Program Year: May 2017-June 2019

Source of Funds: **MATCH: Basic Skills Initiative/Transformation Grant**

Object of Expenditure	Classification	Budgeted Expenses
1000	Administration	\$134,000
1000	Faculty / Professional Experts (study hall)	\$360,814
2000	Student Employment (instructional)	\$211,200
4000	Employee Travel / Professional Development	\$14,340
<b>Total Direct Cost</b>		<b>\$720,354</b>
<b>Total Indirect Cost (4 %)</b>		<b>0</b>
<b>Total Funding Cost</b>		<b>\$720,354</b>

Chancellor's Office  
California Community Colleges

District: Kern Community College Foundation \_\_\_\_\_  
College(s): Bakersfield College \_\_\_\_\_  
RFA Specification Number: 16-041 \_\_\_\_\_

# APPLICATION BUDGET DETAIL SHEET

Program Year: \_\_\_\_\_ May 2017-June 2019  
Source of Funds: **MATCH: College Futures Foundation Dual Enrollment Grant Fund**

Object of Expenditure	Classification	Budgeted Expenses
4000	Dual enrollment course materials	\$38,000
4000	Non instructional supplies (student orientation and advising workshops)	\$8,000
5000	Employee Travel / Professional Development (curriculum alignment)	\$40,000
5000	Consulting Services / Evaluation	\$50,000
	<b>Total Direct Cost</b>	<b>\$136,000</b>
	<b>Total Indirect Cost (4 %)</b>	<b>0</b>
	<b>Total Funding Cost</b>	<b>\$136,000</b>

Chancellor's Office  
California Community Colleges

District: Kern Community College District \_\_\_\_\_  
College(s): Cerro Coso Community College \_\_\_\_\_  
RFA Specification Number: 16-041 \_\_\_\_\_

## APPLICATION BUDGET SUMMARY

Contact Name: Heather Ostash, Vice President Student Services

Email Address: [hostash@cerrocoso.edu](mailto:hostash@cerrocoso.edu) Telephone: 760-384-6249 Fax: 760-384-6219

Object of Expenditure	Classification	Line	Total Grant Budget	Total Apportionment Budget (estimated)
1000	Instructional Salaries*	1	\$52,000	\$690,454
2000	Non-instructional Salaries	2	\$439,236	\$382,475
3000	Employee Benefits	3	\$219,775	\$322,176
4000	Supplies and materials	4	\$2,000	\$112,164
5000	Other Operating Expenses and Services	5	\$8,143	\$357,315
6000	Capital Outlay	6	0	0
7000	Other Outgo	7	0	\$500,000
Total Direct Costs		8	\$721,154	\$2,364,584
Total Indirect (4% of Line 8)		9	\$28,846	Not applicable
Total Program Costs		10	\$750,000	\$2,364,584

I authorize this total costs proposal as the maximum amount to be claimed for this project and assure that funds shall be spent in compliance with state and federal regulations.

Project Director Name/Title: (Position to be filled) \_\_\_\_\_

Date: \_\_\_\_\_

District Chief Business Officer: \_\_\_\_\_

Authorized Signature

Authorized Signature

Date: 2/1/2017

Deborah Martin, Interim Chief Finance Officer

\*Note: Grant funding cannot be used for classroom instruction. These costs must be paid through apportionment.

Chancellor's Office  
California Community Colleges

District: Kern Community College District \_\_\_\_\_  
College(s): Cerro Coso Community College \_\_\_\_\_  
RFA Specification Number: 16-041 \_\_\_\_\_

# APPLICATION BUDGET DETAIL SHEET

Program Year: May 2017 – June 2019 (26 mo.)  
Source of Funds: **California College Promise Innovation Grant Program** \_\_\_\_\_

Object of Expenditure	Classification	Budgeted Expenses
1000	13 Faculty Completion Coaches, Non-Instructional Stipends at \$4,000 stipend and \$620.56 benefits each; totaling \$52,000 (Stipends) + \$7,800 (Benefits) = \$83,858	\$52,000
2000	Program Manager, College Promise, (1.0 FTE Classified Manager) \$134,290 (Salary) + \$62,497 (Benefits) = \$197,787	\$134,290
2000	Institutional Researcher (0.75 FTE in yr 1, 1.0 FTE in yr 2; Classified) \$102,704 (Salary) + 39,256 (Benefits) / yr = Total \$179,732 (Salary) and \$68,698 (Benefits)	\$179,732
2000	Department Assistant II, College Promise (0.5 FTE, Classified) \$30,924 (Salary) + \$2,268 (Benefits) = \$33,192	\$30,924
2000	Financial Aid Liaison (Tech; 1.0 FTE, Classified) \$94,290 (Salary) + \$52,934 (Benefits) = \$147,224	\$94,290
3000	Defined Benefits: Faculty Stipends \$7,800, + Program Manager \$62,497 + Institutional Researcher \$68,698 + Fin. Aid Tech \$52,934 + Dept Assistant II \$2,268 = \$158,946	\$219,775
4000	Marketing and Publicity Materials: Social Media, Website development, printed material	\$2,000
5000	Student Transportation to CSUB and other identified Universities in CA, including food, operating expenses and services (\$3,640). Faculty professional development including related travel (\$4,503). Total \$8,143	\$8,143
	<b>Total Direct Cost</b>	<b>\$721,154</b>
	<b>Total Indirect Cost (4 %)</b>	<b>\$ 28,846</b>
	<b>Total Funding Cost</b>	<b>\$750,000</b>







Chancellor's Office  
California Community Colleges

District: Kern Community College District \_\_\_\_\_  
College(s): Cerro Coso Community College \_\_\_\_\_  
RFA Specification Number: 16-041 \_\_\_\_\_

# APPLICATION BUDGET DETAIL SHEET

Program Year: May 2017-June 2019 \_\_\_\_\_

Source of Funds: **Student Development**

Object of Expenditure	Classification	Budgeted Expenses
2000	Student Workers (Student Ambassador Program)	\$34,000
3000	Defined Benefits	\$488
5000	Student Travel (Phi Theta Kappa National and Regional Conferences)	\$20,000
<b>Total Direct Cost</b>		<b>\$54,488</b>
<b>Total Indirect Cost (4 %)</b>		<b>0</b>
<b>Total Funding Cost</b>		<b>\$54,488</b>

Chancellor's Office  
 California Community Colleges

District: Kern Community College District \_\_\_\_\_  
 College(s): Cerro Coso Community College \_\_\_\_\_  
 RFA Specification Number: 16-041 \_\_\_\_\_

# APPLICATION BUDGET DETAIL SHEET

Program Year: May 2017- June 2019

Source of Funds: **EOPS**

Object of Expenditure	Classification	Budgeted Expenses
1000	Faculty Counselor	\$8,448
2000	Student Workers (Peer Mentors)	\$46,000
3000	Defined Benefits	\$1,280
5000	Student Travel (College visits to UCSB and CSUB)	\$21,000
<b>Total Direct Cost</b>		<b>\$76,728</b>
<b>Total Indirect Cost (4 %)</b>		<b>0</b>
<b>Total Funding Cost</b>		<b>\$76,728</b>

Chancellor's Office  
California Community Colleges

District: Kern Community College Foundation \_\_\_\_\_  
College(s): Cerro Coso Community College \_\_\_\_\_  
RFA Specification Number: 16-041 \_\_\_\_\_

# APPLICATION BUDGET DETAIL SHEET

Program Year: May 2017-June 2019

Source of Funds: CCCC Foundation

Object of Expenditure	Classification	Budgeted Expenses
7000	Direct Aid to Students' College Promise Scholarship money	\$500,000
	<b>Total Direct Cost</b>	<b>\$500,000</b>
	<b>Total Indirect Cost (4 %)</b>	<b>0</b>
	<b>Total Funding Cost</b>	<b>\$500,000</b>

## SECTION 8: SUSTAINABILITY OF THE PROGRAM

The College Promise is not yet another initiative; rather, it is a large-scale, college-wide rethinking of how we approach the business of student success. Both colleges are laser-focused on improving outcomes for students across the educational spectrum, having invested substantial resources in improved placement practices, restructured support, and alignment with high school and university partners. This is evidenced through each colleges' designation as leader colleges in Achieving the Dream, history of securing highly competitive grants and awards, and demonstrated through faculty and staff leadership in statewide initiatives.

Both BC and CCCC have committed significant **general, categorical, and Foundation funds** to position the colleges for further implementation and scale of the **Bakersfield College Transfer Promise** and **CCCC Promise**, respectively. For these reasons, applying for this grant is not a shift in direction or priorities but instead the next logical step in the work of the colleges. BC and CCCC are well positioned to accomplish the outcomes and objectives detailed in the RFA; this grant will accelerate the timeline.

In the two years of the grant period, both colleges will refocus, refine, and scale activities from access to completion to sustain the program. Key activities that will become integrated include, 1) outreach activities to recruit students specifically to pathways programs, 2) maximize financial aid to reduce unmet need and remove access barriers, 3) develop systems to track students through ERP, and 4) implement completion coaching communities to provide intrusive advising support as students through their pathways. This comprehensive redesign from entry to completion is a part of the sustainability of the program.

Both colleges have a stellar reputation in California for their fiscal prudence, with strong reserves, a strong compliance with the 50% law, and 75-25. **Bakersfield College** reported a steady increase in restricted funds, growing from \$9,491,453 to **\$16,899,264** in just four years. These dollars are integrated campus-wide to advance the student success and equity agenda that is fundamental to the success of the Transfer Promise. The grant funds will not be used to supplant or redirect, but to enhance the work of both colleges.

Additionally, BC boasts strong community support for this work, as evidenced through a growing number of [letters of support](#) submitted by community leaders and [articles published](#) in the local newspaper. This broad-sweeping support has been a near mandate for the transformational work in recent years and will certainly prove so as the college leads the effort to scale and sustain the program moving forward.

BC commits to sustain the Promise, absorbing all positions beyond the grant cycle.

BC Positions	Long Term Funding Source
Director, Promise Program Manager, Promise (50%) Department Assistant III, Promise	BC Foundation (100%)
Counselor, Transfer Promise	SSSP (50%) and GUI – Counseling (50%)
Faculty Completion Coaches	GUI – Student Development Fund (100%)
Peer Completion Coaches	Equity (100%)

**Cerro Coso Community College** has already made a significant commitment to progress on achieving the outcomes and objectives of the California Promise Innovation Grant. The Inyo/Mono Promise has been in place at the ESCC campuses for nearly 7 years. Moreover, CCCC has already effected significant **cultural change** through the work of ATD and the **commitment** of the college to improve student achievement. CCCC funding sources have already been identified to sustain the requested positions beyond the grant period:

<b>CCCC Positions</b>	<b>Long Term Funding Source</b>
Program Manager, Promise Department Assistant II	Foundations (100%)
Institutional College Researcher	IEPI (50%), GUI (25%), Equity/SSSP (25%)
Financial Aid Technician	Equity (25%) BFAP (25%) GUI (50%)
Faculty Completion Coaches	GUI – Student Development Fund (100%)
Peer Completion Coaches	EOPS (25%), Equity (25%), Student Development Fund (50%)
Student Employment – Tutoring	Equity (25%), BSI (50%), GUI – Instruction (25%)

For **direct student support**, the Promise Program Manager will lead fundraising efforts toward a **\$2M** endowment while the CCCC Foundation has already identified **\$250K** to repurpose for the **College Promise Scholarship**. CCCC will establish the President’s Circle to promote the Promise in feeder high school communities.

The Program Manager will also revitalize the Alumni Association as source of revenue. CCCC expects these funds to offset the ongoing costs of student visits to CSU and UC campuses. All efforts focused on the Promise are in addition to the already-established Inyo/Mono College Promise.

As this application has enumerated, the progress of the colleges and the growth trajectory in **early college outreach, pathways development, dual/concurrent enrollment, college-readiness, and completion/transfer**. Both colleges commit to continue the work beyond 2018. This grant period affords each college time to fully participate in a cycle of inquiry – to set targets and goals, implement, evaluate, and adjust. Simply put, each college will use the innovation award dollars to address existing institutional barriers to student success and equity as identified and addressed through collaborative, data-informed processes.