

# BARSTOW COMMUNITY COLLEGE



## “CALIFORNIA COLLEGE PROMISE INNOVATION GRANT PROGRAM”

FEBRUARY 2017

CHANCELLOR'S OFFICE  
CALIFORNIA COMMUNITY COLLEGES

DISTRICT: \_\_\_\_\_  
COLLEGE(S): \_\_\_\_\_  
RFA SPECIFICATION NUMBER: **16-041**

## CONTACT PAGE

TO BE COMPLETED BY CCCC

Grant Agreement No.: \_\_\_\_\_

Proposal ID No.: \_\_\_\_\_

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Fiscal Year: \_\_\_\_\_

**Funding Source(s):** Proposition 98 General Funds

**Project Title:** California College Promise Innovation Grant Program

**Institution:** Barstow Community College

**Address:** 2700 Barstow Road

**City:** Barstow **State:** CA **Zip + 4:** 92311-6608

### District Superintendent/President (or authorized Designee)

Name: Dr. Debbie DiThomas Title: Superintendent/President

Phone: ( 760 )252-2411 ext.7215 Fax: ( 760 )252-1629 E-Mail Address: ddithomas@barstow.edu

### College President (or authorized Designee)

Name: Dr. Debbie DiThomas Title: Superintendent/President

Phone: ( 760 )252-2411 ext.7215 Fax: ( 760 )252-1629 E-Mail Address: ddithomas@barstow.edu

### Responsible Administrator (Appropriate Program Area)

Name: Dr. Khushnur Dadabhoy Title: Vice President of Student Services

Phone: (760)252-2411 ext. 7353 Fax: (760)252-6739 E-Mail Address: kdadabhoy@barstow.edu

### Project Director

Name: Dr. Khushnur Dadabhoy Title: Vice President of Student Services

Phone: (760)252-2411 ext. 7353 Fax: (760)252-6739 E-Mail Address: kdadabhoy@barstow.edu

### Business Officer (or authorized Designee)

Name: George Walters Title: Vice President of Administrative Services

Phone: (760)252-2411 ext. 7290 Fax: ( 760 )252-6745 E-Mail Address: gwalters@barstow.edu

### OR Person Responsible for Budget Certification

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Phone: ( ) Fax: ( ) E-Mail Address: \_\_\_\_\_

**Barstow Community College**

***California College Promise Innovation Grant Program:  
“Barstow Promise”***

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## **NEED (STATEMENT OF THE PROBLEM)**

### **A. “Description of the problem that this proposed grant program will address.”**

Barstow Community College District encompasses a rural, remote area in the Mojave Desert. Barstow, the most populated area in the district and home to the college, is a small town in situated halfway between Los Angeles and Las Vegas. This barren land is cut off from urban centers and has no natural resources or industry. Job and educational opportunities are extremely limited and the town’s **7.9%** unemployment rate is higher than the national average (U.S. Census, 2016). Over **33%** of Barstow residents were in poverty in the past 12 months, twice the rate of the state (Table 1). The area is economically depressed and plagued with issues that accompany widespread poverty.

Students have few educational role models or knowledge of postsecondary education. **51.4%** of adult residents have a high school education or less, 12.2% higher than the state. Further, 19.7% of those Barstow residents have not even completed high school. Barstow lacks community members who are familiar with pursuing postsecondary education.

Against this backdrop, Barstow Community College (BCC) has provided higher education in the community for 57 years. Dedicated BCC administrators and staff recognize the need for a coordinated, multi-pronged effort to change the trajectory for students in the area. To this end, BCC leadership approached area school districts to create a strong partnership and coordinated program. Administrators from Barstow, Baker, and Silver Valley Unified School Districts have joined together for this initiative. BCC and school district leadership have identified central barriers to local students’ postsecondary educational success:



As noted above, few community members have taken part in education beyond high school. Many have the perception that higher education is inaccessible, too expensive, and not relevant. Educating students and their families on the benefits of higher education and connection to career opportunities is critical. The cost of higher education, particularly at the community college, is a twofold issue. Community members are generally unaware of the financial aid and other assistance that is available to students. For those who do attend BCC, covering the full cost of tuition and buying books each semester is a hardship. As demonstrated in Tables 1 and 2, below, this area is among the poorest in the state. Further, students need clear educational pathways connected to employment options so they can move purposefully through their course of study and onto their employment goal. At the same time, students need to arrive at BCC more prepared for college level work. Partnership with local school districts is key to addressing this aspect.

### **B. “Description of the district and college(s), including demographics, regional characteristics, and enrollment data.”**

The BCC District is located in the High Desert of San Bernardino County. Barstow's most striking feature is its extreme isolation. Target school staff report many students have never left this small town and are totally unaware of the world beyond. There are few major employers in the area besides a railroad company. Students have no exposure to higher education or what types of career paths are possible.

All of the communities served are rural, and the majority of the residents are low-income, underprivileged minorities. Table 1 highlights some of the regional characteristics. The district includes Barstow (population 23,692) and Baker (population 735), while Silver Valley USD serves a dispersed population, including students whose families reside on a military base.

According to the most recent census data, these communities have poverty and unemployment rates much higher than the state, while the level of education for adults is markedly lower. BCC's district is highly diverse, with over two thirds of residents identifying as Hispanic/Latino, Black, Asian or Native American.

Strikingly, in Barstow, 1,404 school aged children are homeless (CA Dept. of Education). This includes school aged kids who live on the street, are "couch surfing," doubled/tripled up with other families, or living in motels. While the largest portion of these are children who are "doubled or tripled up" with other families, this still amounts to a staggering **21.5% of school aged children in Barstow who meet the definition of homeless**. This rate is more than four times the national average.

Table 1: Regional Facts Highlights			
	Barstow	Baker	California
Population	23,692	735	39,250,017
Unemployment	7.9%	6.4%	5.2%
Adults w/ a high school education or below	51.4%	36.1%	18.2%
Poverty Rate	33.7%	23.0%	15.3%
Median Income	\$39,632	\$30,750	\$61,818
Race/Ethnicity:	Latino 45.4%, White 32.5%, Black 10.9%, Other Races 11.2%	Latino 68.3%, White 26.5%, Other Races 5.2%	Latino 38.8%, White 40.1%, Black 6.5%, Other Races 20.6%

*U.S Census Bureau; Bureau of Labor Statistics 2016*

Table 2 outlines key data from the three high school partners. A high percentage of students are low-income, as evidenced by the fact that between 46-100% of partner high school students qualify for free or reduced price lunch. Between 61-84% of students in these high schools are from diverse backgrounds.

Table 2: High School Partners Highlights			
	Barstow HS	Baker HS	Silver Valley HS
Enrollment	1,401	38	378
Qualify for free/reduced price lunch	70.7%	100%	46.0%
Race/Ethnicity	Hispanic/Latino 53%, White 21.8%, Black 16.5%, Other Races 8.7%	Hispanic/Latino 84.2%, White 15.8%	White 38.4%, Hispanic/Latino 34.9%, Black 15.9%, Other Races 10.8%

California Department of Education, Ed-Data, 2015-16

High school students within the district also have an exceptionally low college-going rate. On average, only **65.8%** of Barstow USD graduates (only school from which detailed data is available) from 2010-14 enrolled in any type of college for any amount of time. This is **8.9%** lower than the state. Over the last four years, the Barstow USD college enrollment rate declined by 8.6%. Moreover, the number of Barstow USD graduates who complete any type of college degree is a dramatic **32.8% lower** than the state of California. Five years after high school graduation, only 12.9% of 2010-11 graduates have completed any type of postsecondary degree.

Table 3 shows that BCC's enrollment is 4,640. The capture rate from local high school's is around 40%, but only 42.7% of first year students persist to their second semester. Overall, 41.3% of students complete a certificate, degree, or meet transfer outcomes (complete 60 or more units of transferable coursework with a 2.0 or higher). BCC offers 26 associate degrees and 27 CTE certificates.

Table 3: Barstow Community College Highlights	
Unduplicated Headcount	4,640
Capture Rate	40%
Overall Fall to Spring Retention Rate	62.2%
1 <sup>st</sup> Year Student Fall to Spring Retention Rate	42.7%
Cohort 6 Year Completion Rate (receive degree, certificate or meet transfer outcomes)	41.3%
Academic Degrees (May 2016)	Academic 200, CTE 92
Certificates (May 2016)	Academic 2, CTE 43
Race/Ethnicity	Latino 40.8%, Black 14%, White 32.3%, Other Races 10.7%

BCC Institutional Research 2016

**C.** "Description of any past efforts, resources, and/or support the applicant has invested to address the objectives outlined in section F of this RFA and if possible, the number of students served via those efforts."

The Barstow College Board of Trustees passed a resolution in November 2015 authorizing the President/Superintendent to "engage in efforts" to further the goals of a college promise. In August 2016, she invited the Mayor, Barstow USD Superintendent, and the BCC Board of Trustees President to join her at the California Promise Conference

in Oakland. This team was inspired by the presentations about successful promise programs and began discussing the “game changing” potential such a program could bring to Barstow. These Barstow leaders are all committed to the advancement of local students to the community college, and then into the workforce or to transfer.

After the conference, this core group strategically added members to form a BCP Committee (Org Chart #2), which includes the above members as well as the Mayor, City Manager, K12 Board Members, additional K12 Superintendents, local foundation representatives, BCC Trustees, BCC administrators as well as several community leaders. Three subcommittees were formed: Fundraising, Marketing, and Program Development/Operations. These groups meet regularly to develop their respective areas. Partners returns to their home organizations to inform their colleagues, delegate tasks, and advance the work needed to make BCP a success.

This committee structure ensures high involvement and investment by eager parties throughout the BCC District. BCC Trustees and all local school boards passed new resolutions in January 2017 affirming their partnership and commitment to BCP. BCC also secured a \$19K planning grant to begin BCP efforts and further develop the infrastructure needed to launch BCP in May 2017.

BCC currently provides outreach to the District’s High Schools to assist students with concurrent enrollment, assessment testing, filling out the FAFSA, and filling out the BCC admissions application. The summer “Bridge to College Success” program is another example of BCC’s outreach to local graduating seniors. These programs are designed to increase the number of students who graduate from high school and encourage their advancement in higher education. Because of these outreach efforts, more than 90% of graduating seniors from the district’s high schools are applying to BCC as one of their possible pathways to higher education, but the actual capture rate still remains in the 40% range.

Current efforts that relate to the grant objectives are described further in the “Response to Need.” In regards to section F of the RFA, this proposal addresses the first priority additional point criteria to identify local public and private sources. The project also leverages funding sources to better align efforts to improve students’ success.

Amid these issues are committed educators and community leaders who are dedicated to changing the trajectory for these students and community. There is a strong need for existing educational resources to work together for consistent messages, clear pathways, and maximum effectiveness. BCP has already become a catalyst to organize leaders and deepen partnerships. BCP is a mechanism to coordinate, enhance and expand efforts that take place in each educational arena.

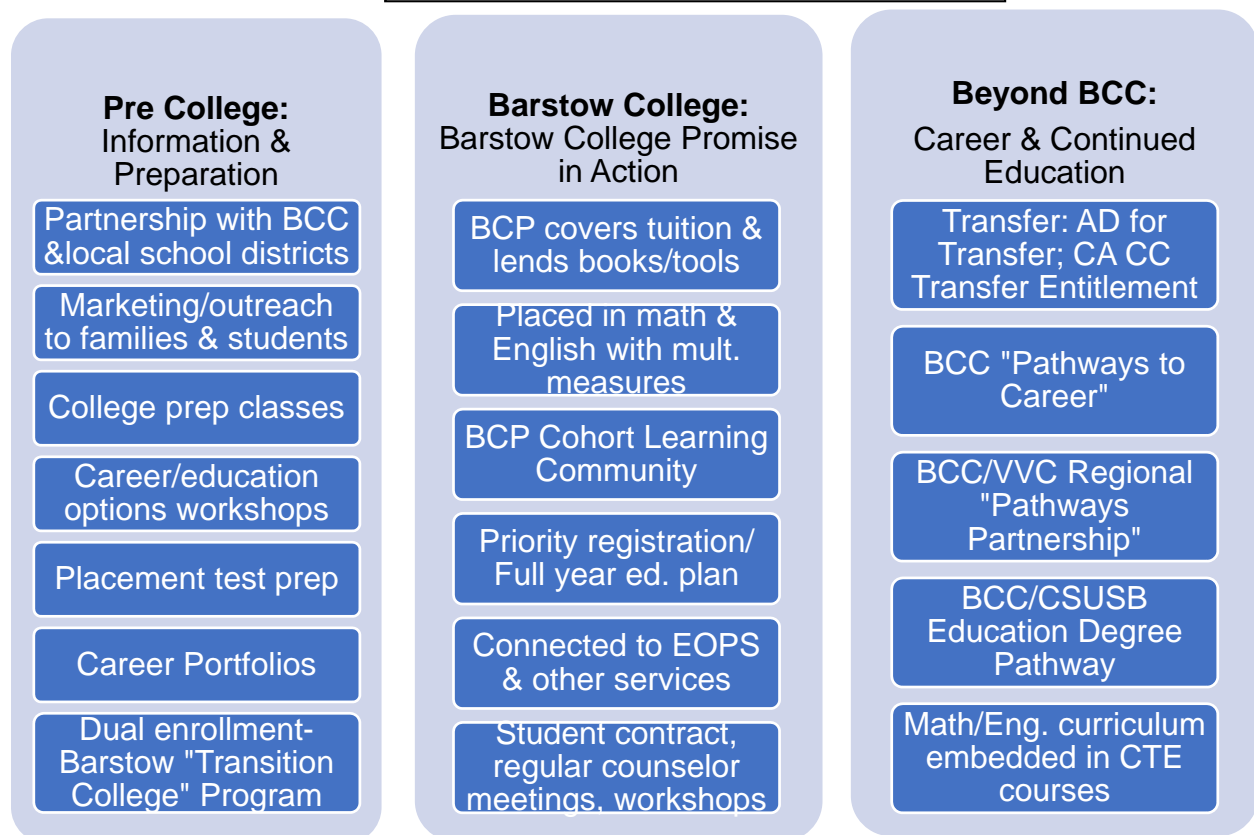
## **RESPONSE TO THE NEED**

**A. “Describe programs and services currently provided by the applicant that relate to the objectives of this grant.”**

Barstow College has developed a clear strategy and strong foundation to implement a high impact “Barstow College Promise” (BCP) program. BCP is a multipronged strategy that enhances and expands ongoing efforts. It is led by a coalition of organizations in the Barstow Community College (BCC) District, including BCC (lead organization), the City of Barstow, the three K12 feeder public school districts (Barstow, Silver Valley, and Baker Unified), a charter school, and several community leaders.

The BCP Committee will move forward with the following areas of focus: K12 program enhancements to programs that offer preparations for college, pathway programs that are designed to improve/enhance advancement from high school to college, implementation of multiple measures assessment for math and English placement, and college advisement to increase college enrollment with an emphasis on ADT programs that lead to baccalaureate degrees at UC and CSU schools, examination of how to enhance CTE programs, and the finalization of requirements to participate in the BCP program. Two strategies are particularly innovative- a “Pathways Partnership” with Victor Valley College and the development of embedded math and English into CTE courses. Figure 1 lays out BCP’s key strategies as students are in high school, attend BCC, and once they move beyond BCC. Below, the work already underway for each of these strategies is discussed.

**Figure 1: Barstow Promise Strategy**





### **Current Pre-College Efforts (Links to Objectives 1 & 2):**

- Partnership with local school districts: Leadership from BCC, the three feeder school districts, and charter school are actively working together on this initiative through the BCP Committee. Their ongoing investment of time and effort demonstrate the strong commitment from these partners. Each school district is examining K-12 program enhancements that will improve student preparation for college. The school districts are also investigating how they can leverage local funding and internal resources. Recent professional development meetings between BCC and K12 counselors, math and English instructors serve as a basis to expand collaboration and improve articulation in these respective areas.
- Marketing and outreach to families and students: Community educators cite Barstow's lack of a college going culture as a central hurdle to local students' college enrollment. Educating parents on the benefits of college and resources available through BCP will be key. The BCP Marketing Subcommittee is currently designing wide-ranging marketing campaigns that will target all households in the BCC district. Because "Town Hall Meetings" have proven successful in the past, a minimum of four are being planned, targeting each school district.

Outreach to students continues in the high school classroom. Presently, BCC provides outreach programs to the District's high schools. BCC advisors visit the HS campuses to assist students with concurrent enrollment, assessment testing, applying for Federal Financial Aid (FAFSA), and filling out the BCC admissions application. Under BCP, these efforts will expand. The BCP Committee is exploring ways to create grade level specific lesson plans on college going and BCP that can be replicated across high schools. BCC outreach to high school will also include workshops on career/education options and preparation for college placement tests.

- College Preparatory Classes: High Schools acknowledge the critical role that college preparatory classes play in students' success. The K12 districts are investigating concrete ways to enhance their programs and increase college preparedness.
- Career Portfolios: Barstow HS is preparing to implement comprehensive "career portfolios" with students. There are concrete steps for students in each grade to assess their career interests and abilities and connect those with educational plans. This model has been shared with and positively received by the other school districts.
- BCC On Campus/College Placement Preparation: "Summer Bridge to College Success" program is another example of BCC's current outreach to graduating seniors from the BCC District who plan to attend BCC in the fall. Students who are assessed at below college-level in math and/or English are assigned to the appropriate Bridge to College Success workshops, which provide refreshers in the subjects. The benefits include preparation for the college environment; review of math and/or English, possible recommendation to higher level college classes.
- Dual Enrollment: This school year marks the fourth successful cohort of the BCC/Barstow High School "Transition College" dual enrollment program. Tuition, books, and transportation are free for participants. Students attend BCC in the morning and Barstow HS in the afternoon. Over their junior and senior years, they earn 35 transferrable college credits and are on track to meet the A-G requirements. BCC is also in its third semester offering CTE courses to Barstow HS students. Participants are bussed to BCC for one hour each morning for IMMT courses.

### **Current BCP Efforts on Campus (Links to Objectives 3,4 &5):**

- **BCP Framework:** The BCP Committee has drafted the following initial parameters for student participation in BCP:
  1. Students will be selected on a first come first serve basis in proportion to the numbers at the respective high schools. If one school does not use their full allotment other schools will be eligible.
  2. 100 students will be guaranteed that their tuition will be paid and a book and tool lending program will be established.
  3. The Promise will work as a “last dollar” program.
  4. All participants must complete a FAFSA and add BCC to their application.
  5. All students must complete a Barstow College application.
  6. All students must complete the BCC placement process and meet with a counselor.
  7. No minimum GPA will be required to be admitted to the program.
  8. All students must maintain their FT status and carry a load of 12 units.
  9. All students must maintain an overall BCC GPA of 2.00 to remain eligible.
  10. All students must sign a “BCP Contract” and fulfill the outlined requirements.
- **BCP Student Contract:** To maximize BCP cohort members’ success, each will sign a contract outlining their responsibilities. Fulfilling the contract items will ensure their ultimate success completing a degree and/or being prepared to transfer. The BCP contract has been drafted and states students must:
  - Enroll and complete at least 12 units each semester (unless they have a waiver from the BCP Grant Coordinator or VPSS).
  - Maintain a minimum semester GPA of 2.0.
  - Submit an academic progress report (signed by instructors) each month as indicated by the BCP deadline dates.
  - See an academic counselor a minimum of two (2) times per semester as indicated by the BCP deadline dates.
  - Attend a minimum of three (3) BCP approved seminar/workshops each semester and complete workshop forms for each seminar.
  - Attend a BCP Mandatory Orientation once a year.
- **Tuition & books:** The community’s educational leaders agree that college cost (tuition and books) is a top barrier to local students’ continued education. Covering tuition and loaning books to BCP participants would be a transformative shift. Current work on this aspect include assessing how much funding is needed to support BCP students through this grant and how much the BCP Fundraising Subcommittee needs to raise to sustain the program in the future. The Subcommittee has already secured some sponsors and is actively pursuing others. The CCPIGP grant funding would help BCP launch successfully, demonstrate results, and give the committee time to pursue continued funding.
- **Learning Community:** The VPSS has outlined the vision for establishing an academic learning community for BCP cohorts. Research has shown this model to be effective in four year institutions. BCC is developing an innovative plan to apply the model in a two-year environment. Students will be placed together in the BCP Learning Community where they would take two or more thematically linked courses, in their first and second semesters, with added support, such as extra counseling, advising

and tutoring. The theory behind learning communities is that they give students an opportunity to form stronger relationships with each other and their instructors, engage more deeply with the integrated content of the courses, and access extra support, making it more likely they will pass their courses, persist from semester to semester, and graduate.

- Multiple Measures Placement: BCC is in the midst of finalizing the switch to multiple measures placement. In Fall 2016, the BCC Academic Senate voted to adopt the MMAP formulation as recommended by the Chancellor's Office. BCC is currently conducting a validation study on placement results. BCC is prepared to replace Accuplacer with the Common Assessment when it is available.
- EOPS and other services: BCC staff will work to connect students with EOPS and other student support services without duplicating efforts. At present, the BCP Committee includes the VP of Student Services who oversees EOPS and other services. She is working to connect BCP plans with already available services.

### **Beyond BCC (Links to Objectives 4 & 5):**

- Transfer: BCC currently provides 9 different Associate Degrees for Transfer (ADTs), with another one in the approval process. These ADTs are designed to emulate the UC and CSU baccalaureate degree curriculums for the first and second year so that the recipients of BCC's ADTs can matriculate directly into those programs as juniors in their respective BA and BS programs.
- Pathways to Career: At present, pathways in CTE and ADT help students connect specific career with areas of study. The work begun on the high school "Career Portfolio" project and the BCC/K12 collaboration through the BCP Committee are paving the way to further develop distinct pathways that begin in high school.
- Barstow & Victor Valley Colleges "Pathways Partnership": The Presidents of BCC and neighboring Victor Valley College have met to explore a mutual interest in establishing an innovative regional "Pathways Partnership." As the two community colleges serving the High Desert, the colleges have a number of shared goals and needs. Each campus has educational programs unavailable on the partner campus. A student participating in a Pathways Partnership will take the general education and all other courses possible at his/her home campus. The student will then take the remaining specialized courses on the partner campus to complete the degree. This opens significant new opportunities for students. The Presidents are also pursuing partnership with local transit to provide transportation.

Campus Presidents have identified the following areas of study to potentially include: nursing, public safety, animation, paralegal, construction, business education technology, computer and information systems, cosmetology, and industrial maintenance mechanic technician.

Goals of the Pathways Partnership are to:

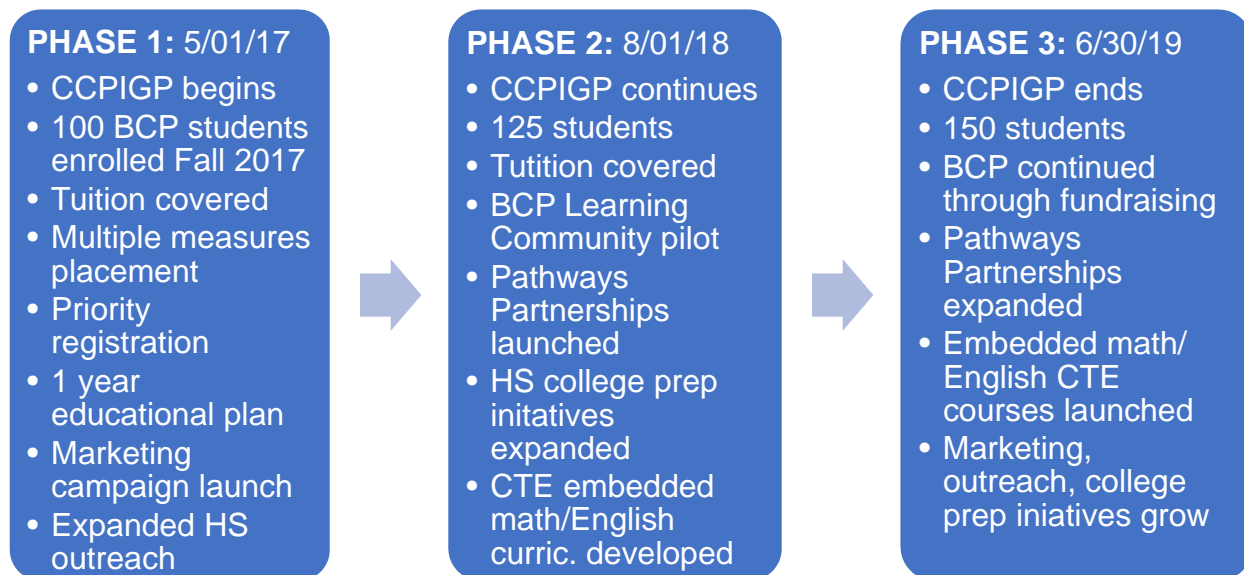
- Generate more opportunities for students by creating access to academic programs that would not be available otherwise.
- Create clearly defined educational pathways for students in specific areas of study and link those areas of study to career goals and opportunities.

- Maximize each college's resources by utilizing each other's courses or training space unavailable at the home campus.
- Have more students successfully graduate with a degree or certificate, prepared to join the workforce.
- BCC & CSU San Bernardino Education Degree Pathways: BBC and VVC are also in talks with CSU San Bernardino to explore establishing partnerships with some of CSUSB's programs, specifically special education and the K-8 teaching credential. This demonstrates an existing high level of regional partnership.
- Embedded Math/English Curriculum in CTE: BCC VP of Instruction has identified current math and English course structure as a substantial barrier to CTE students' degree completion. CTE programs are offered at a remote site while these courses are taught at the main campus. Plans are underway for faculty to develop curriculum to embed one unit of math and one unit of English into existing CTE courses.

**B.** *"Articulate targets for the number of students programed to be served by the program over the two years and two months program period."*

Increasing shares of entering students will be served over the 26 month grant period. Figure 2 outlines the three phase BCP implementation timeline, including the number of students to be served at each stage.

**Figure 2: Barstow College Promise Timeline & Students Served**



**C.** *"Identify key strategies and implementation benchmarks for evaluating the progress of efforts to implement the California College Promise Innovation Grant Program."*

The BCP will be implemented by a Grant Manager, with support from the Program Coordinator, in conjunction with the BCP Committee. The Grant Manager will assess the progress of BCP efforts and report back to the committee regularly. The Grant Manager will also report to the Chancellor's Office as required in the RFA.

BCC has a culture of assessment and program improvement. Institutional Research will track BCP cohort members and compare their academic performance (retention, progress, graduation, transfer, and participation in Pathways programs or CTE embedded math/English classes) with those students not a part of BCP. Assessment will inform decision making throughout the grant period.

The Workplan details measurable outcomes for each grant objective. The Grant Manager will analyze this data at regular intervals as indicated in the Workplan and compare to identified benchmarks to gauge if objectives are on track to be met and adjustments made to services as needed.

### **BCP Benchmarks:**

1. Number of students enrolled in BCP (tuition covered, signed contract, completed requirements).
2. Number students who retain or graduate (including participation in Pathways Partnership with Victor Valley College).
3. Number students who transfer (including Education Degree Pathways with CSU San Bernardino).

**D.** *“Describe how the grant will leverage new or existing resources and funds to ensure program sustainability beyond the life of the grant.”*



Plans for BCP sustainability have been part of the planning from its inception. BCC, the BCP Fundraising Subcommittee, and the school districts will work as a team to leverage funds, reassign human resources, and secure new funding sources.

As described above, BCP is led by a committee of educational and city leaders. The Fundraising Subcommittee was established to work in earnest to secure sponsorship for long term BCP sustainability. In addition, each BCP Committee partner is examining resources they can leverage to support the program. The sustainability section of this grant discusses further details.

To continue BCP, BCC will leverage institutional, Student Equity and Basic Skills funds, when allowable. The staff time commitment will be highest at the outset of the project as groundwork is further established. BCC will be cognizant of planning for BCP long term staffing needs. BCC leadership will reassign staff duties to support BCP and examine institutionalizing the Grant Manager position. BCC and/or the Committee will pursue other grants to support BCP. An example of initial success is that BCC secured a planning grant for BCP of \$19K from the College Future’s Foundation. At the same time, partner school districts will examine how to use local funds and school resources to support the project. School districts will also direct personnel effort to enhancing and implementing the efforts described in this proposal.

## APPLICATION ANNUAL WORKPLAN

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

**OBJECTIVE #1.0:** Partner with one or more school districts to establish an Early Commitment to College Program that is consistent with the intent of Article 6.3 (commencing with Section 54710) of Chapter 9 of Part 29 of Division 4 of Title 2 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)
1. Implement a multi-pronged "Barstow College Promise" (BCP) in partnership with local feeder high schools.	Increase the number and percentage of high school students within the region who are prepared for and attend college directly from high school. (Outcome #1)	Begin 5/2017, ongoing	BCP Committee, VP Student Success. Grant Manager (GM)
2. Barstow's population includes 33.7% below poverty, 67.5% underrepresented, and 21.5% homeless youth (Pg. 2, Table 1). BCP's far reaching efforts will reduce the postsecondary achievement gap for all these groups. The GM will implement grant activities with particular attention to connecting with these communities.	Reduce and eliminate achievement gaps for students from groups that are underrepresented in postsecondary education, such as under- represented minority students, low-income students, students who are current or former foster youth, students with disabilities, and students who are veterans. (Outcome #6)	Begin 5/2017, ongoing	BCP Committee, VP Student Success. Grant Manager (GM)
3. Hire Grant Manager and Prog. Coordinator to lead grant.	1 qualified Grant Manager and 1 qualified Program Coordinator hired.	6/2017	VP Student Success
4. BCP Committee (including 3 subcommittees) meets to organize efforts/partnership with school districts. GM continually reports back to Committee.	7 BCP Committee meetings held each year, subcommittees meet as needed.	Ongoing	BCP Committee, GM

5. Kick Off meeting for BCP- invite community to learn about BCP, how community can get involved/benefit/support.	1 kick off meeting promoted and conducted.	2/2017	BCP Committee
6. Establish timelines for applications to BCC & application procedure for BCP.	1 timeline, 1 BCP application, 1 procedural guide written.	4/2017	BCP Program/Operations Committee; Admissions & Records; GM when hired
7. Produce lists of potential BCP students.	1 list from each HS produced.	5/2017, 5/2018	A&R, GM when hired, HS Counselors
8. BCP cohort selected & informed.	Year 1: 100 BCP participants selected, Year 2: 125 BCP participants selected.	7/2017, 7/2018	GM
9. Facilitate BCP participants' connections with existing support programs on campus to support their long-term progress.	100% of BCP participants receive counseling and information regarding other campus programs.	5/2019	GM, Student Success & Equity, EOPS
10. BCP participants receive priority consideration for EOPS.	100% of BCP participants are reviewed by EOPS to assess eligibility.	7/2017, 7/2018	GM, EOPS
11. Partner with HS counselors to address placement of HS students in college preparatory courses.	2 meetings held with college prep course placement a central agenda item.	6/2017, 6/2018	GM, HS Counselors, HS Principals
12. Expand BCC outreach to grades 9,10,11.	3 outreach events held each semester.	5/2019	GM, Program Coordinator (PC) BCP Peer Mentors, BCC Student Success
13. Enhance BCC outreach to grade 12 with a focus on college going and financial aid.	4 outreach events held each semester.	5/2019	GM, Program Coordinator (PC) BCP Peer Mentors, BCC Student Success
14. Launch BCP community outreach campaign (including social media, advertising, newspaper, radio, pamphlets, postcards, posters, town hall meetings) to educate students and families about college opportunities (Marketing Subcommittee)	1 marketing campaign implemented.	4/2017	BCP Marketing Committee

15. Develop schedule of HS visits.	1 annual schedule produced each year.	6/2017, 6/2018	GM, PC, HS Counselors
16. Hire & train BCP Peer Mentors.	5 BCP Peer Mentors hired and trained.	8/2017, 8/2018	GM, PC
17. Utilize BCP Peer Mentors to do outreach in HS and facilitate "peer to peer" conversations.	2 Peer Mentor visits to each HS each semester.	Begin 9/2017, ongoing	Peer Mentors (PM), under direction of GM & PC
18. Host campus visits for potential BCP participants.	1 campus visit event targeted at HS students each semester.	11/2017, 3/2018, 11/2018, 3/2019	GM, PM, PC, Student Govt. Leaders
19. Participants attend BCP Orientation. BCP Contract explained and signed.	1 BCP Orientation held. All BCP cohort members sign BCP contract.	8/2017, 8/2018	GM, PC, PM
20. Participants meet with counselor twice a semester.	2 meetings held each semester between each participant and BCC counselor.	12/2017, 5/2018, 12/2018, 5/2019	BCC Counselors
21. Participants submit instructor midterm progress reports.	1 progress report is submitted for each class by every BCP cohort member.	11/2017, 3/2018, 11/2018, 3/2019	BCC faculty, GM
22. Participants attend college success workshops.	3 workshops attended by each BCP cohort member each semester.	12/2017, 5/2018, 12/2018, 5/2019	Student Success, GM
23. Books, calculators, and CTE instructional tools available for participant checkout.	1 lending library distribution/collection will be held each semester.	12/2017, 5/2018, 12/2018, 5/2019	GM, PC
24. Participants coded and academic performance (including GPA, units, progress, retention) tracked.	100% BCP cohort members coded. 1 comprehensive report of academic performance indicators generated.	8/2017, 1/2018, 8/2018, 1/2019	Institutional Research (IR)
25. Biannual assessment of BCP program progress. Narrative & expenditure reports prepared for Chancellor's Office. Results shared with BCP Committee.	1 program progress report produced after each semester.	12/2017, 7/2018, 12/2018, 7/2019	GM, IR, BCC Business Office



## APPLICATION ANNUAL WORKPLAN

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

**OBJECTIVE #2.0:** 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, but are not limited to,

- Small learning communities,
- Concurrent / dual enrollment,
- Informational outreach activities that encourage high school students to complete college preparatory courses, particularly in English and Mathematics,
- Support services for high school students,
- Early and sustained support for maximizing local, state, and federal financial aid.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
1. BCP Committee structure connects and organizes collaboration between K12 schools and BCC.	Increase the number and percentage of high school students within the region who are prepared for and attend college directly from high school. (Outcome #1)	Ongoing	BCP Committee, including top administrators from K12 districts and BCC.
2. HSs look at establishing an "English Reading Writing Curriculum" (i.e. pre English 101), with a focus on critical thinking. Students who successfully complete it will be prepared for college level English without remediation.	Decrease the number and percentage of high school students within the region who require postsecondary remediation in English.	5/2019	K12 Superintendents, Principals, HS Counselors
3. BCC faculty teach assessment test preparation & math/English skills refresher to students at HS.	1 assessment test preparation session held at each high school.	4/2017, 4/2018	BCC Math, English Faculty
4. "Career Portfolios" introduced at Barstow HS. Students build career & educational portfolio in each grade. Share model with other high schools.	A. 100% of students in BHS pilot produce portfolios. B. 100% of HSs receive materials on how to implement portfolio program.	5/2019	Barstow HS Counselors, Teachers, HS Principals

5. Professional development for BCC/HS counselors, math instructors, English instructors to expand articulation dialogues and college preparation in their respective subjects.	1 professional development meeting held each semester.	12/2017, 5/2018, 12/2018, 5/2019	BCC Counselors, Math, English Faculty. HS Counselors, Math, English Teachers.
6. Promote current AVID tutors at HS to help students eligible for that program prepare for college.	Decrease the number and percentage of high school students within the region who require postsecondary remediation in math & English.	5/2019	GM, PC, PM, HS Counselors, HS Teachers
7. Encourage BCP participants to take part in "Bridge to College Success" summer program (focus on math/English skills refreshers) when appropriate to their needs.	100% BCP participants will receive information on attending "Bridge to College Success."	8/2017, 8/2018	GM, PC, PM, HS Counselors
8. As noted in Objective 1- Wide-ranging outreach to HS grades 9-12, including financial aid, college options, connecting education and career goals.	8 lesson plans developed (2 per year in each grade)	5/2019	BCP Committee, GM, PC, PM
9. Develop grade level specific lesson plans on college going and financial aid that can be replicated across districts.	Increase the number and percentage of high school students within the region who are prepared for and attend college directly from high school. (Outcome #1)	6/2018	K12 representatives with GM
10. BCP Peer Mentors and staff serve as a support and role models for HS students & take part in outreach.	PM visiting HSs 4 times per semester.	5/2019	PM
11. Continue partnership with BHS for "Transition College" dual enrollment program. Target participants for BCP enrollment.	1 new "Transition College" begins program each year.	Ongoing	BCC, Barstow USD
BCP GM partners with BCC Basic Skills Initiatives to leverage programs/ resources to reduce the need for remediation.	Decrease the number and percentage of high school students within the region who require postsecondary remediation in math & English.	5/2019	GM, Student Success & Equity

## APPLICATION ANNUAL WORKPLAN

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

**OBJECTIVE #3.0:** 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)
1. BCC is finalizing implementation of an evidence-based "multiple measures" placement process that considers multiple student assessment indicators. BCC is implementing multiple measures as recommended by the Chancellor's Office (approved by BCC Academic Senate, Fall 2016)	A. More accurately place students in math & English and reduce the need for remediation. B. Reduce and eliminate achievement gaps for students from groups that are underrepresented in postsecondary education, such as under- represented minority students, low-income students, students who are current or former foster youth, students with disabilities, and students who are veterans.(Outcome #6)	8/2017	Faculty, BCC Counselors
2. BCC will replace Accuplacer with Common Assessment.	More accurately place students in math & English and reduce the need for remediation.	When made available	BCC Counselors, IR
3. BCC conducting internal validation study on Accuplacer placement results and student performance to ensure proper student placement.	1 validation study report produced.	12/2017	BCC Assessment/IR
4. BCC will train counselors and other staff on Multiple Measures placement to ensure consistent use.	100% of staff with duties related to placement trained	12/2017	BCC Assessment/IR/BCC Counselors

5. For BCP students, counselor will review HS GPA, grades in specific HS classes, assessment results, and HS counselor input (when available). This information will inform the student's appropriate placement in math and English.	100% of BCP participants meet with counselor to review multiple measures of placement.	5/2019	BCC Counselors
6. BCC faculty will teach placement test/skill refresher workshops at HSs.	1 placement test workshop held at each high school.	4/2017, 4/2018	BCC Faculty, HS Counselors
7. Partner with existing "Bridge to College Success" summer program (focus on math/English skills refreshers) when appropriate to their needs. Based on academic performance there, possibility of change in placement.	100% of BCP participants informed about program.	8/2017, 8/2018	BCC Counselors, GM, PC
8. Professional development for BCC/HS counselors, math instructors, English instructors to expand articulation in their respective subjects. This will lead to better understanding of what a grade in a specific HS course says about a students' ability. It will increase the connection between BCC and HSs counselors for feedback.	1 professional development meeting held each semester	12/2017, 4/2018, 12/2018, 4/2019	HS Counselors, HS Teachers, BCC Counselors, BCC Faculty
9. Through BCP, participants will transfer with completed requirements in a timely manner.	Increase the percentage of high school graduates within the region who are placed in college-level Math and English at a public postsecondary university in California. (Outcome #2)	5/2019	GM, PC, BCC Counselors

## APPLICATION ANNUAL WORKPLAN

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

**OBJECTIVE #4.0:** 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)
1. BCP participants receive priority registration.	100% of BCP participants receive priority registration.	8/2017, 1/2018, 8/2018, 1/2019	Admissions & Records, Student Success & Equity
2. BCP participants and BCC counselors complete full year Comprehensive Educational Plans.	100% of BCP participants meet with a counselor and complete a full year Comprehensive Educational Plan.	8/2017, 8/2018	BCC Counselors, GM
3. As part of First Year Experience (FYE), BCP participants registered as a cohort in at least 2 of the same classes to form a learning community.	At least 75% of BCP participants registered in at least 2 classes with other BCP participants.	8/2017, 1/2018, 8/2018, 1/2019	BCC Counselors, GM
4. As part of FYE, BCP cohort members registered for Student Development Course (teaches college success skills) when possible.	1 Student Development course section for BCP cohort in Year 1. Assess expanding to 2 sections in Year 2.	8/2017, 8/2018	BCC Counselors, GM
5. Participants sign & follow BCP contract to ensure they will be on track to graduate, transfer, or earn a CTE certificate. Contract obligations include counselor meetings (2x semester), college success workshops (3x semester), instructor midterm progress reports, minimum 12 units, and maintaining a minimum 2.0 GPA.	100% of BCP participants sign BCP contract.	8/2017, 8/2018	GM, BCC Counselors

6. BCC administrators study what institutional/logistical changes would need to be made to make participant registration for a year of classes feasible.	Key administrators meet to assess feasibility and draft action plan to study or make possible changes.	5/2018	VP Student Services, VP Instruction, Admissions & Records, GM
7. Further develop and launch regional "Pathways Partnership" with Victor Valley College. For CTE students in fields like Nursing, Public Safety, etc.: After completing all classes possible at home college, student will take additional classes at partner college to attain educational goal.	Increase the percentage of students from the region who earn associate degrees or career technical education certificates. (Outcome #3)	5/2019	President, VP Instruction, Victor Valley College administrators
8. Further develop and launch partnership between BCC and CSU San Bernardino for Pathway to K8 credential and/or special education 4-year degree.	A. Increase the percentage of students from the region who graduate with a bachelor's degree. (Outcome #5) B. Increase the percentage of students from the region who successfully transfer from a community college to a public postsecondary university in California. (Outcome #4)	5/2019	President, VP Instruction, CSU San Bernardino administrators
9. Continue to develop and promote BCC's Pathways through CTE	Increase the percentage of students from the region who earn associate degrees or career technical education certificates. (Outcome #3)	5/2019	VP Instruction, Marketing Subcommittee

10. Outreach to high school students and community about additional educational options available through: BCC Pathways, "Pathways Partnership" and CSU San Bernardino Pathway.	A. Increase the percentage of students from the region who earn associate degrees or career technical education certificates. (Outcome #3) B. Increase the percentage of students from the region who successfully transfer from a community college to a public postsecondary university in California. (Outcome #4)	5/2019	Marketing Subcommittee
11. To make math & English courses more accessible to CTE students and support their academic progress, designated faculty member develops new curriculum that embeds 1 unit of vocational math or 1 unit of English into existing CTE courses.	A. 6 new CTE courses with embedded curriculum developed. B. Increase the percentage of students from the region who earn associate degrees or career technical education certificates. (Outcome #3)	5/2019	VP Instruction, Faculty
12. CTE courses with embedded math and English offered at off site CTE location.	A. 6 new CTE courses with embedded curriculum offered. B. Increase the percentage of students from the region who earn associate degrees or career technical education certificates. (Outcome #3)	5/2019	VP Instruction, Faculty
13. To support the academic progress and success of CTE students, place half time adjunct counselor at CTE remote site, funded by BCC.	A. 1 half time counselor placed at CTE remote site. B. Increase the percentage of students from the region who earn associate degrees or career technical education certificates. (Outcome #3)	5/2019	VP Instruction, Student Success & Equity, BCC Counselors

## APPLICATION ANNUAL WORKPLAN

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

**OBJECTIVE #5.0:** Provide outreach to students who are enrolled at a community college(s) 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)
1. Help all students (drawn from the district's highly diverse population) enter BCC with a clearly defined educational goal and pathway. As part of outreach to HSs, integrate activities to connect HS students' career interests and aptitudes with educational options available. Help students identify the educational pathway to their goal (CTE, ADT, AD, etc.) and financial support available to them.	Reduce and eliminate achievement gaps for students from groups that are underrepresented in postsecondary education, such as under- represented minority students, low-income students, students who are current or former foster youth, students with disabilities, and students who are veterans.(Outcome #6)	5/2019	GM, PC, PM, HS Counselors, Financial Aid
2. Include information on ADT and Transfer Entitlement Cal Grant in BCP marketing and program materials.	A. 1 marketing campaign implemented B. Increase the percentage of students from the region who successfully transfer from a community college to a public postsecondary university in California.(Outcome #4) C. Increase the percentage of students from the region who graduate with a bachelor's degree. (Outcome #5)	5/2019	GM, PC, PM. Marketing Subcommittee



3. Discuss ADT and Transfer Entitlement Cal Grant during BCP Orientation	A. 100% BCP participants receive information B. Increase the percentage of students from the region who successfully transfer from a community college to a public postsecondary university in California. (Outcome #4) C. Increase the percentage of students from the region who graduate with a bachelor's degree. (Outcome #5)	8/2017, 8/2018	GM, PC, PM
4. During academic year, hold workshops on ADT, Transfer Entitlement Cal Grant, and the overall CA public 4-year university transfer and financial aid process.	A. 4 workshops held each semester. B. Increase the percentage of students from the region who successfully transfer from a community college to a public postsecondary university in California. (Outcome #4) C. Increase the percentage of students from the region who graduate with a bachelor's degree. (Outcome #5)	12/2017, 5/2018, 12/2018, 5/2019	GM, PC, Student Success & Equity, Financial Aid
5. During twice a semester counselor meetings, educational goals and % progress to ADT is discussed for those on that track.	100% of BCP participants on ADT track will meet with a counselor and discuss % progress to ADT.	12/2017, 5/2018, 12/2018, 5/2019	GM, BCC Counselors
6. During Student Development course, discuss educational/career goals and connect with ADT when appropriate.	100% of BCP participants in Student Development course will take part in educational/career goals discussion and connect with ADT when appropriate.	12/2017, 12/2018	Counselors, Faculty
7. Target dual enrollment "Transition College" students with outreach regarding ADT and CCC Transfer Entitlement Cal Grant program.	100% of Transition College students receive information.	4/2017, 4/2018	GM, PC, PM, HS Counselors

## **PROGRAM MANAGEMENT**

**A.** *“Describe your districts capabilities and knowledge in conducting and administering state funded projects, as well as your ability to collect and report financial and student performance data.”*

Barstow College has sound knowledge and is fully capable of administering state funded projects. As shown in the organizational chart, the Grant Manager will report to the Vice President of Student Services (VPSS). The VPSS will oversee the Grant Manager's work on the project as well as sign off on expenditures. Under the direction of the Vice President of Administrative Services and in accordance with BCC policies, Business Office staff will be assigned to track and report on grant financials. The Grant Manager will be provided quarterly grant fund expenditure statements ahead of quarterly report deadlines. This ensures that all expenditures are appropriate to the grant, monitored, approved, and properly recorded.

BCC has successfully implemented state funded grants including the following current projects: IEPI, CTE Transitions Grant, Perkins, CCPT Ramp-Up, TAACCCT, CTE Enhancement, Proposition 39, Foster Kinship Care Education, CTE Strong Workforce, CTE Data Unlocked. This experience demonstrates that staff are knowledgeable on how to implement, manage, and report on state funded grants.

BCC has an experienced Institutional Research (IR) department who are adept at tracking and analyzing student performance data. BCC IR will code BCP participants (as described in Workplan) and track their performance including: GPA, units registered/completed, progress to degree, degree/certificate attainment, participation in regional “Pathways Partnership” classes, among other factors. BCC IR is currently doing a validation study for placement results related to multiple measures implementation. BCC IR will provide the Grant Manager with regular reports. This ongoing assessment is compared to benchmarks and measurable outcomes, outlined in the Workplan. This type of formative assessment allows for practices to be improved or corrected as needed so that the ultimate targets are achieved.

**B.** *“Identify experienced and appropriate program administration and support staff with sufficient time allocated to ensure success for the CA Promise Program.”*

As shown in the organizational charts, BCC has a well-developed team primed to lead this project. A Grant Manager (100% time) and Project Coordinator (50% time) will be hired to lead the project under the direction of the Vice President of Student Services.

BCC staff from areas including Counseling, Student Success and Equity, Special Programs and Services, Financial Aid, Institutional Research, Business Office, faculty in key areas, and Public Relations are ready to support this project. Each of these people have sufficient time allocated to ensure the success of the grant initiatives.

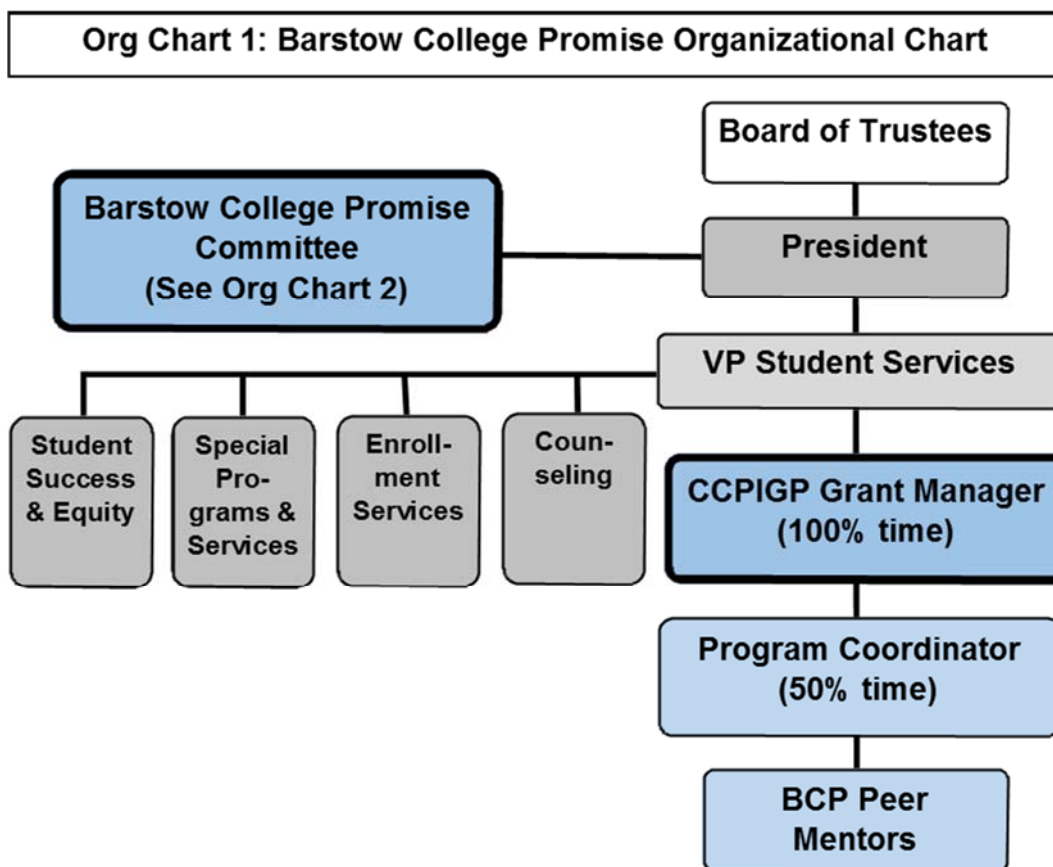
Through the BCP Committee, BCC and the school districts have already implemented the foundations for BCP strategies. The staff and faculty involved with their initial

development and implementation will continue to lead their expansion under this grant. Infrastructure, assessment, and stakeholder buy in are already established. This will minimize the startup time to significantly expand these initiatives and begin to see their impact on student success.

### C. Staffing Chart

Below are two organizational charts. The first shows the placement and staffing for BCP within the Barstow College structure. The Grant Manager will report to the VPSS, who also oversees Student Success & Equity, Special Programs and Services, Enrollment Services (includes Admissions and Records and Financial Aid), and Counseling. This organizational placement will optimize collaboration between these areas. The goal is to connect BCP participants to as many existing BCC resources as possible to maximize their support and efficient use of resources. BCP Peer Mentors will also be part of the grant staff, as peer-to-peer conversations are proven to be a highly effective tool.

The second organizational chart lays out the Barstow Promise Committee and demonstrates the broad involvement from three school districts, one charter school, and the leadership of the city of Barstow. These partners are already working through subcommittees to advance the BCP project.



**Org Chart 2: Barstow College Promise Committee Organizational Chart**



RFA Specification Number: 16-041

Source of Funds: **California College Promise Innovation Grant Program**

Object of Expenditure	Classification	Budgeted Expenses
1000	Certificated Salaries	40,000
2000	Classified Salaries	204,000
3000	Employee Benefits	94,000
4500	Non Instructional Supplies	22,000
5801	Marketing/Advertising	20,000
5823	Student Transportation	20,000
7600	Student Aid	320,000
	<b>Total Direct Cost</b>	<b>720,000</b>
	<b>Total Indirect Cost (4 %)</b>	<b>30,000</b>
	<b>Total Funding Cost</b>	<b>750,000</b>



Chancellor's Office  
California Community Colleges

District: Barstow Community College District  
College(s): Barstow College  
RFA Specification Number: 16-041

## APPLICATION BUDGET SUMMARY

Object of Expenditure	Classification	Line	Total Grant Funds Requested	Total Additional Funding
1000	Instructional Salaries*	1	40,000	
2000	Non-instructional Salaries	2	204,000	
3000	Employee Benefits	3	94,000	
4000	Supplies and materials	4	22,000	
5000	Other Operating Expenses and Services	5	40,000	
6000	Capital Outlay	6	0	
7000	Other Outgo	7	320,000	
Total Direct Costs			720,000	
Total Indirect (4% of Line 8)			30,000	Not applicable
Total Program Costs			750,000	

Email Address: \_\_\_\_\_ Telephone: \_\_\_\_\_

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: \_\_\_\_\_  
District Chief Business Officer: \_\_\_\_\_  
Date: 1-23-17  
Authorized Signature  
Authorized Signature

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

## **SUSTAINABILITY OF THE PROGRAM**

*“Indicate how the applicant will achieve sustainability by describing the funding sources, revised policies, and/or relocation of human resources where applicable.”*

Barstow College’s BCP grant initiatives are sustainable after the 26-month grant period. As evidenced in the previous narrative, BCC and the BCP Committee have done extensive groundwork to prepare for these initiatives and build strong partnerships. The collaborators have discussed building in sustainability from the outset and examined how each partner entity can support the continued project.

This grant proposal addresses the first priority additional point criteria to identify local public and private sources. The project also leverages funding sources to better align efforts to improve students’ success.

To reach optimal implementation levels, the Grant Manager and Program Coordinator’s focused time during the grant period are needed to build additional program infrastructure. Their efforts coupled with the work of the broad coalition through the BCP Committee will set up BCP to be continued after the 26-month grant period. BCC will evaluate if institutionalizing the Grant Manager position is needed or if the work can be reassigned to current staff positions.

Further proof of BCC’s current contribution to BCP include current resource investment in the form of a half time counselor at the CTE remote site, Peer Mentor wages, and BCC/K12 professional development events. BCC is committed to continuing to support this initiative.

As described in “Response to the Need,” section D, the partner school districts and BCC are assessing how to leverage existing funds to continue the program. Top community and educational leaders are involved in the BCP Fundraising Subcommittee. BCP’s documented success during the grant period will assist the Fundraising Subcommittee in their pitch to donors and sponsors.

The Barstow Mayor and K12 Superintendents from the region are highly involved with this project. They will examine how to leverage local funds to continue BCP after the grant period. The Fundraising Subcommittee has a defined goal and is formulating a plan to raise the funds needed to continue direct aid to students. The burden of fundraising and leveraging funds is shared across partners. The BCP Committee structure ensures that a long-term regional plan will be implemented by all partners.

BCP services are designed to connect participants to existing programs and services, especially those through Student Success and Equity and Special Programs and Services. BCC will leverage funds whenever appropriate and allowable. BCC will also revise policies, practices, or human resource assignments to sustain BCP. Examples of these concrete steps include:

1. Incorporate BCP participants into existing programs like EOPS and Equity programs.

2. EOPS will give BCP participants priority consideration.
3. Change policy to create a new priority registration category for the BCP cohort.
4. Create sustainable learning communities for the BCP cohort.
5. Reassign a counselor to work with the BCP cohort.
6. Reassign financial aid staff to work with BCP cohort.
7. Create BCP cohort pathways for degrees and certificates.
8. Work to establish a year round schedule for BCP cohort.

The key strategies BCC will incorporate to support the achievement of these goals include:

1. Increasing the relevance of certificates and degrees to match BCC's Educational Master Plan.
2. Reducing time to completion.
3. Increasing student supports to include embedded tutoring and intrusive advising, career planning and development and transfer planning.
4. Creating a Student Guided Pathway to Success that will show students a clear path to further college and or careers, involving semester by semester program maps, block and predictive scheduling and whole program enrollment, allowing students to see the goal in sight and more easily plan their coursework around their work and family responsibilities.
5. This work will be supported by a commitment to excellence in teaching and learning by having our top faculty teach these classes.

Overall, through implementing the practices described in this grant, a greater number of students in the region will be prepared for and attend college, earn an associate's degree, a CTE certificate, or transfer and earn a bachelor's degree. Due to the highly diverse population of the district, these efforts will have a distinct impact on achievement gaps from groups that are underrepresented in higher education. These initiatives will be sustained after the grant period so that even greater numbers of future students are positively impacted and reach their educational goals.