Guided Pathways to College Completion:
Leveraging Dual & Concurrent Enrollment Pathways in Kern County

Bakersfield College
Prepared by Janet Fulks, Interim Dean of Student Success & Pre-collegiate Studies
and Lesley Bonds, Student Success Program Manager
Contributor: Sonya Christian, President

Project Synopsis

Bakersfield College plans to meet the greatest needs in the region to increase college and transfer readiness using dual\(^1\) and concurrent\(^2\) enrollment courses which allow high school students to earn college credit. With the support of College Futures, Bakersfield College (BC) intends to reduce student time to transfer and BA completion by ensuring students from feeder high schools:

1. Enter BC ready to enroll in college level English (English 1A: Expository Composition) and college level math (Math B70: Intermediate Algebra), or
2. Complete one term (4 courses) of college classes while in high school and reduce their time to transfer

Within five years, Bakersfield College intends to offer 100 dual and/or concurrent enrollment courses throughout the Kern High School District (KHSD). To meet this goal, several infrastructure issues need to be addressed, including the development of courses that address both high school and college expectations, the alignment of assessment and advisement practices, and ensuring there are a sufficient number of qualified teachers for dual enrollment courses.

This project will engage the largest high school district in California, the Kern High School District, in a collaborative effort to increase college readiness and help students to earn college credit earlier in their educational careers. With 84% of Bakersfield College’s incoming students requiring remedial coursework and just 15% of Kern High School District students pursuing A-G requirements, it is imperative that BC faculty and KHSD teachers collaborate to prepare these students to take and succeed in college-level coursework.

The three primary activities of the project are as follows:

1. Engage Kern High School District and Bakersfield College math faculty in professional development and curriculum alignment work to address college-readiness in math
2. Offer 6 dual and concurrent enrollment courses in the high schools to ensure students are earning college credit earlier in their educational pathways
3. Participate in the AACC Pathways Project to develop guided pathways for all students at Bakersfield College.

---

\(^1\) Dual enrollment courses are those taught by a high school teacher who meets California Minimum Qualifications for community college math instruction. Students taking these courses will be enrolled in both the high school and the college, and the student will earn credit at both institutions for the course.

\(^2\) Concurrent enrollment courses are those taught on a high school campus outside of the normal hours of instruction. These courses are taught by BC faculty and a student will earn credit at BC but not at their high school. These courses can be taught in person, hybrid, or online.
Project Strategy

Successful Transitions

- Ensure student readiness for degree completion pathway by increasing the number of students prepared for college-level coursework at high school graduation
- Decrease the time it takes for a student to complete coursework needed at Bakersfield College to transfer to four-year college and complete a degree by implementing general education courses with transfer agreements in the senior year
- Provide intrusive educational advising in the junior year to assess college readiness and discuss degree pathway options and course-taking patterns
- Collaboratively align curriculum to ensure common core delivery and college level mathematics skills expectations are streamlined for entering students

Regional Alliances

- Implement dual/concurrent enrollment courses through partnership between BC and Kern High School District with support from the Kern Community Foundation
- Offer joint professional development and networking opportunities for educators in Kern County to establish and begin working toward regional agenda
- Collaborate with California State University Bakersfield to develop equivalency track within master’s degree in teaching mathematics to address lack of minimally qualified math faculty
- Continue work K-18 partners through the Kern Community Foundation to explore and address issues of college access regionally.

Improved Policy and Practice

- Develop guaranteed transfer pathways for high school students in addition to AP and IB.
- Collect and evaluate data on policies and practices related to dual/concurrent enrollment, including equivalency and minimum qualifications required for high school teachers.
- Evaluate current policies limiting California Community College’s (CCC) role and support in delivery of Basic Skills/Remedial Preparatory work at high schools
- Engage in the national Pathways Project institutes and interface with 29 other community colleges regarding best practices in program pathways development and implementation.

Research

Dual and Concurrent Enrollment

Dual and concurrent enrollment are highly effective strategies for to promote college completion and success. According to a 2012 study by the Community College Resource Center, the benefits of dual enrollment include higher rates high school graduation rates, higher four-year college enrollment rates, higher college credit accumulation, and improved persistence in college. Dual/concurrent enrollment students also are less likely to take remedial classes.³

Further research suggests students who are dually enrolled in high school are more likely to see an increased GPA, earn their high school diplomas, enroll in college to pursue bachelor's degrees, and make more positive progress toward degree completion than their peers. This enrollment strategy benefits the average student with particular benefits for male and low-income students, as opposed to top academic achievers.4

Another study found that the single most important factor in determining college success is the academic challenge of a student's high school coursework. A student who acquires at least 12 college credits prior to high school graduation has a higher likelihood of post-secondary graduation within four years than his or her peers. Researchers note this success can be attributed to the fact that students entering with 12 units are more than twice as likely to earn 20 or more credits in their first year.5

Meeting Expectations & Building Confidence

Dual and concurrent enrollment programs offer students the opportunity to transition to college expectations earlier in the pipeline.6 As a result, students develop the skills necessary to enter college prepared to persist and progress.7 Of these skills, researchers have identified the following traits of student participants in dual/concurrent enrollment programs:

- Students explore majors and careers prior to declaring a pathway in college
- Students identify and address educational and achievement gaps before entering college
- Students learn about persistence and success in college
- Students identify the benefits of college work, degrees, and understand increased earning potential8

Passing college-level courses—especially while still in high school—can encourage students to think of themselves as college material. Currently, only 35.6% of Kern High School District students are pursuing A-G courses. While KHSD students may take advanced placement (AP) and international baccalaureate (IB) courses, these require that students take and pass the exam, and petition for college credit. Dual/concurrent enrollment courses will allow students to secure college credit by the end of their course and give them a head start on a two- or four-year degree.

Remedial Placement

Remedial course placement is a significant barrier to completion for most Bakersfield College students. More than eight out of every ten Kern High School District students are placed into remedial math or English, even after implementing a new multiple measures placement approach. Despite gains in remedial sequence completion, just 25.3% of BC students who begin in a remedial math course enroll in a college-level math course within 6 years, while just 28.9% enroll in a college-level English course in the same period. These courses are requirements for any associate degree program. We are seeking to ensure that students enter BC prepared to enroll in college-level math and English.

Project Context

Student Placement & Multiple Measures

A growing body of national research has indicated that the use of assessment test results misplace students over 30% of the time. To correct this placement system, Bakersfield College has been collaborating with the KHSD to use multiple measures (GPA, grades and ERWC) in addition to the test score to more accurately place students into math, English, ESL, and reading. BC and KHSD also collaborate on EAP to multiple measure students directly into English B1A, the first collegiate level English course and one that is universally transferable. However, students must be on the A-G track in order to qualify to take EAP. In this plan, BC Educational Advisors will work with students in their junior years to determine the course-taking pattern that aligns best with their goals. This continued modification of placement methods has afforded students the opportunity to succeed in college-level coursework, often bypassing remediation time, units and financial aid.

---

9 https://www.bakersfieldcollege.edu/scorecard/success/entry
10 https://www.bakersfieldcollege.edu/scorecard/success/progression
Assessment Test Timing

The current assessment test time frame does not leave adequate time for students to address skills gaps before they graduate from high school. Currently, BC assesses incoming high school students in spring of the senior year. BC will collaborate with KHSD to begin assessing students in the junior year to facilitate improved response to diagnostic issues and quality student interventions.

Curricular Misalignment

Misalignment between high school and college curriculum further exacerbates the likelihood that high school students will enter remediation at BC and that they will be less likely to succeed in core college-level courses. Thus, even though students may receive counseling regarding their Smarter Balanced assessment, recommendations may not align with either the BC curriculum or its assessment test. Two-way professional development is necessary to allow faculty and counselors to discuss the Common Core and expected college-level mathematics competencies. Beginning this dialogue in the context of content development for dual/concurrent enrollment courses will create an opportunity to build stronger curricular links and appropriate advising for KHSD students.

Shortage of Minimally Qualified Faculty

As mandated by legislation, minimum qualifications are set by the community colleges regarding required educational credential. Minimum qualifications vary by subject area, but most often include a subject-specific master’s degree. This has a particularly significant impact in math, as there is no public four-year university in Bakersfield offering a master’s degree in mathematics, yet it remains the subject area in which students’ performance is lowest. Thirty six KHSD math teachers have expressed interest in filling in the gaps to teach dual enrollment mathematics courses.12

Project Description

The plan includes the development and implementation of a general education transfer pathway beginning in a student’s senior year of high school. After review of a student’s junior year transcript and a one-on-one meeting, a BC advisor will use junior transcripts to determine which four of 6 general education course offerings will best meet a student’s educational plan.

<table>
<thead>
<tr>
<th>Year</th>
<th>KHSD School Sites</th>
<th>Courses Offered</th>
<th>Student Reach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1: 2016</td>
<td>3</td>
<td>18</td>
<td>540</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>48</td>
<td>1,440</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>90</td>
<td>2,700</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>150</td>
<td>4,500</td>
</tr>
<tr>
<td>Year 5: 2020</td>
<td>31</td>
<td>186</td>
<td>5,580</td>
</tr>
</tbody>
</table>

12 Kern High School District surveyed high school teachers to determine how many met minimum qualifications and how many were interested in acquiring the necessary credentials in October 2015.
Dual/Concurrent Enrollment Transfer Pathways

The Dual/Concurrent Enrollment Transfer Pathway is designed to prepare students to leave high school college-ready and/or with at least one term of college credit. Each of the 6 course offerings will have a course identifier (C-ID) or articulation agreement in place to ensure transferability to California State University and University of California colleges.

While BC is offering 20 dual enrollment courses at 6 different high schools in Kern County in fall 2015, these courses are almost entirely Career-Technical Education courses which do not have an associated course identifier for transfer to any CSU or UC. It is important to note that financial aid regulations place a cap on the number of credits a student may earn; when a student earns non-transferable course credit early in his or her academic career, it has the potential to damage that student’s eligibility for financial aid later as he or she pursues a four-year degree. While BC plans to continue to offer CTE courses for certificate-seeking students, the Dual/Concurrent Enrollment Transfer Pathway will be an institutional change addressing transfer student needs. BC has piloted this pathway with 14 dual enrollment courses at the Wonderful Academy where students are working to earn an associate’s degree in high school.

The year 1 course offerings for this project with KHSD are as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English B1A</td>
<td>Dual</td>
</tr>
<tr>
<td>Math</td>
<td>Math B70</td>
<td>Dual or Concurrent</td>
</tr>
<tr>
<td>History</td>
<td>History B1</td>
<td>Dual or Concurrent</td>
</tr>
<tr>
<td>Sociology</td>
<td>Sociology B1</td>
<td>Concurrent</td>
</tr>
<tr>
<td>Medical Terminology</td>
<td>Medical Science B60</td>
<td>Concurrent</td>
</tr>
<tr>
<td>Economics</td>
<td>Economics B1</td>
<td>Dual or Concurrent</td>
</tr>
</tbody>
</table>

Because BC has already developed a presence at many Kern High School District school sites to offer dual/concurrent course offerings, we have identified the following high schools as implementation sites in year one and year two to build upon existing work:

- **Year 1**: Shafter High, Arvin High, North High
- **Year 2**: Golden Valley High, Independence High, West High, Bakersfield High, Foothill High

By fall 2020, BC intends to establish a presence at all 31 Kern High School District sites, thus providing the opportunity for 100% of KHSD students to pursue a semester of college credit while still in high school, thereby shortening their time to transfer and completion.
Professional Development

Professional development is vital to the sustainability of any promising practice in education. Bakersfield College proposes a three-pronged approach to professional development:

<table>
<thead>
<tr>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Alignment</td>
</tr>
<tr>
<td>At a bi-annual Professional Development Summit, a task force of BC faculty and KHSD teachers will come together to discuss curriculum and common core alignment to strengthen course offerings and ease student transition from high school to college.</td>
</tr>
</tbody>
</table>

Using the highly successful Building Bridges Conference Model, the task force will meet bi-annually to collaborate to align curriculum at the high school level with that at the college level to better serve students in transition. For more information on Building Bridges, please see: [http://buildingbridgesconference.blogspot.com/](http://buildingbridgesconference.blogspot.com/)

Data Collection

Bakersfield College intends to test this model for regional, state, and eventual national scalability using outside consulting services via WestEd. Each year, BC intends to evaluate student success data, disaggregated by demographic, student preparation level, high school and subject. Additionally, BC would like to host student, KHSD teacher and BC faculty focus groups. Ultimately, BC will explore student graduation and transfer rates among each cohort of participants.

Partnerships

Bakersfield College will work with the following Kern County partners to implement the activities outlines in the above Project Description:

<table>
<thead>
<tr>
<th>Partner</th>
<th>Role</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kern High School District</td>
<td>The Kern High School District will serve as a host site for all dual enrollment courses proposed in this project. Additionally, KHSD will be responsible for communicating with teachers regarding minimum qualifications.</td>
<td>Vickie Spanos, Director of Instruction at KHSD <a href="mailto:vspanos@khsd.k12.ca.us">vspanos@khsd.k12.ca.us</a></td>
</tr>
<tr>
<td>American Association of Community Colleges</td>
<td>Bakersfield College has been selected as one of just 30 colleges in the country to participate in intensive guided pathways development and implementation work with experts at the American Association of Community Colleges.</td>
<td>Gretchen Schmidt, Executive Director of the Pathways Project, AACC <a href="mailto:gschmidt@aacc.nche.edu">gschmidt@aacc.nche.edu</a></td>
</tr>
</tbody>
</table>
Kern Community Foundation

Bakersfield College staff are serving on the Kern College Access Team with representatives from K-18 institutions to discuss alignment, cultural disconnects, and community partnerships as they relate to college access. This work is facilitated by the Kern Community Foundation and is opening up the lines of communication among these partners.

Kristen Barnes, President and CEO of the
Kern Community Foundation
kristen@kernfoundation.org

California State University Bakersfield

California State University Bakersfield math faculty and administrators will collaborate with BC math faculty to develop a Community College Instruction track within a current master’s degree program.

Dr. Jacqueline Mimms, Associate Vice President at CSU Bakersfield
jmimms@csub.edu

Goals & Outcomes

Goal 1: To improve collaboration and communication among high school and postsecondary educators in Kern County. Activity 1: Engage Kern High School District and Bakersfield College math faculty in professional development and curriculum alignment work to address college-readiness in math.

<table>
<thead>
<tr>
<th>Short-Term</th>
<th>Intermediate</th>
<th>Long-Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 KHSD teachers and BC/CSUB faculty will form a task force to plan and implement local professional development institutes to review and align curriculum, as well as to streamline math common core instruction</td>
<td>100 Kern County educators will participate in professional development opportunities by 2017. 100% of BC math faculty will have participated in the institutes to better understand common core curriculum and instruction.</td>
<td>300 Kern County educators will participate in professional development opportunities by 2020. BC and KHSD curriculum will align to best prepare students for college-level coursework to expedite the student pathway toward bachelor degree completion.</td>
</tr>
</tbody>
</table>

Goal 2: To increase college and transfer-readiness among students in the Kern High School District. Activity 2: Offer dual and concurrent enrollment courses in high schools to ensure students are earning college credit earlier in their educational pathway.

<table>
<thead>
<tr>
<th>Short-Term</th>
<th>Intermediate</th>
<th>Long-Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>In fall 2016, Bakersfield College and KHSD will offer 15 transferable dual/concurrent enrollment course offerings to reach 600 students in the district and provide opportunity for 10% of KHSD students to earn a semester of college credit before they graduate from high school.</td>
<td>By fall 2018, BC and KHSD will double transferable dual/concurrent enrollment course offerings to reach 2,700 students in the district and provide opportunity for 50% of KHSD students to earn a semester of college credit before they graduate from high school.</td>
<td>By fall 2020, BC and KHSD will increase transferable dual/concurrent enrollment course offerings to all 31 high schools in the district and provide opportunity for 100% of KHSD students to earn a semester of college credit before they graduate from high school.</td>
</tr>
</tbody>
</table>
**Goal 3:** Develop guided pathways through which students can progress more quickly to transfer and attain a four-year degree. **Activity 3:** Participate in the AACC Pathways Project to develop guided pathways for all students at Bakersfield College.

### Outcomes

<table>
<thead>
<tr>
<th>Short-Term</th>
<th>Intermediate</th>
<th>Long-Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>In February 2016, BC will prepare for and attend the first Pathways Project Institute in San Antonio, TX. BC will develop a set of meta-majors.</td>
<td>By fall 2018, BC will have completed its participation in the Pathways Institutes and will have developed and published guided pathways and majors maps for all programs and all students.</td>
<td>By 2020, 100% of students at BC will have been utilizing guided pathways and program maps for at least 2 years. BC will see an increase in program completion outcomes by at least 10% by 2030.</td>
</tr>
</tbody>
</table>

### Project Management

The following personnel will oversee varied aspects of the guided pathways project with KHSD. Below is a description of each person's role:

**Dual Enrollment Program Manager:** A full-time staff member reporting to a Dean of Instruction will establish and maintain the project. This staff member will ensure dual/concurrent enrollment offerings are consistent with BC policies and procedures, manage the budget, as well as the plan and implement ongoing professional development between BC faculty and KHSD teachers. This person will also be responsible for tracking student enrollment and completion, and will work closely with WestEd to assess project-related student success data.

**Educational Advisor:** This full-time staff member will report to the Dean of Student Success & Pre-collegiate Studies and will manage and support all dually-enrolled students in the KHSD to review transcripts, develop abbreviated student educational plans in the junior year, and advise students on course-taking patterns in the senior year. The Educational advisor will also work closely with the Director of Enrollment Services to apply multiple measures of assessment to all incoming students to ensure appropriate course placement.

**BC Adjunct Faculty:** BC faculty in discipline areas outlined above will work for BC and be paid per class in line with district policy through BC's general fund. These faculty may include Kern High School District teachers who meet minimum qualifications for community college instruction.

**Faculty Liaisons:** These faculty members will serve as direct points of contact for all KHSD feeder schools. They will be trained in matriculation steps, knowledgeable about degree pathways and transfer requirements, and will refer teachers, staff and students to appropriate resources. They will be responsible for maintaining contact with the Dual Enrollment Program Manager, and will receive an annual stipend for this work.

**Site Coordinator:** This staff member will report to the Kern High School District and provide on-site coordination of program offerings. This person will serve as the primary liaison between KHSD teachers and BC faculty, and will make weekly site visits to ensure site needs are met.
Implementation of this project has already begun in that the lines of communication between BC and KHSD are open. BC has already received notice that it was selected to participate in guided pathways development work under the direction of experts in the field. As such, BC is ready to implement these courses in fall 2016.

**Implementation Timeline**

**Spring 2016:**

Prior to implementation, BC will hire all project personnel in spring 2016. In anticipation of this important work, BC administrators will attend the first AACC Pathways Project Institute in San Antonio, TX, in early February. Upon their return, BC will also host a conference, “Redesigning Community Colleges” in February 2016 and has already secured David Jenkins, co-author of Redesigning America’s Community Colleges, as the keynote speaker. This conference will jumpstart regional dialogue around guided pathways work while allowing BC the opportunity to discuss important interventions like dual/concurrent enrollment with constituents. In April, BC administrators will attend a second AACC Institute in Washington, DC.

A BC Educational Advisor will visit the high school sites (Shafter, Arvin, and North), to review transcripts and meet with students to develop abbreviated educational plans. The educational advisor will host an orientation workshop at each high school to help students understand the expectations and requirements of the dual/concurrent enrollment program, as well as to aid in registration in the appropriate courses for their senior year. This case management strategy will allow BC and KHSD to more accurately assess and direct students to the most effective path to college completion.

**Summer 2016:**

In summer 2016, BC will convene KHSD teachers and BC faculty to discuss curriculum and common core alignment for the inaugural Professional Development Institute. From there, a small task force will take responsibility for working in between institutes to gather data, redesign curriculum, and communicate back to leaders at both BC and KHSD. High school site leaders will work with the KHSD site coordinator to purchase all course materials and discuss needs prior to the start of course in the fall. BC will invite WestEd to campus for a thorough review of data needs and tracking.

**Fall 2016:**

BC and KHSD will launch 18 courses at 3 high school sites. BC administrators will attend the third AACC Pathways Project Institute of the year. In late fall, BC will host the second Professional Development Institute.

**Spring 2016:**

BC and KHSD will launch the second round of 18 courses at the 3 high school sites. A BC Educational Advisor will again work with juniors to review transcripts, develop educational plans, and facilitate orientation sessions at the original 3 host sites. Additionally, the Educational Advisor will work with other BC staff to reach the new 5 sites to implement this work. BC administrators will attend the fourth AACC Pathways Project Institute.
Summer 2016:

BC will host the third Professional Development Institute. BC administrators will attend the fifth AACC Pathways Project Institute. The Site Coordinator will visit all new sites individually to discuss needs. BC will invite WestEd to campus for a thorough review of first year implementation data. WestEd will hold focus groups of BC faculty, KHSD teachers, and students to review year 1 implementation and recommend adjustments for year 2.

Fall 2017:

BC will launch an additional 30 courses at 5 new sites while maintaining a presence at all 3 former sites for a total of 48 course offerings at 8 sites. BC administrators will attend the final AACC Pathways Project Institute. Year 1 dual/concurrent enrollment participants will transition to BC through the Making It Happen (MIH) Program.

Spring 2018:

BC will launch the second round of 48 course offerings at 8 sites. BC will host the fourth Professional Development Institute. BC will scale up to provide educational advising to juniors. BC educational advisors will begin reaching out to 7 new school sites while continuing work with students at the 8 current sites. BC will officially launch the plan for guided pathways implementation for 100% of incoming students in fall 2018.

Short-Term Risks to Sustainability & Scalability

Bakersfield College is situated particularly well to implement this project at scale and in a way that is sustainable for students in Kern County. The Kern High School District is the largest high school district in the state, offering an extensive support network and diverse opportunities to broaden the reach of dual/concurrent enrollment. Bakersfield College and the Kern High School District have a strong foundation for collaboration to prepare students for collegiate success, and leaders at both BC and in the KHSD are committed to ensuring student readiness and effective transitions along a degree completion pathway. This commitment is evident in the work the college is doing to support student success through the award-winning Making it Happen (MIH) program, Multiple Measures project, expanding equity initiatives, and focus on course acceleration and compression. However, BC has considered several short-term risks to successful project implementation and has plans to address them moving forward.

Addressing Minimum Qualifications

California State University Bakersfield (CSUB) has a Master of Education in Teaching Mathematics on moratorium. As they move from a quarter system to a semester system, math faculty intend to revisit the curriculum to again offer the master’s degree to interested teachers. Unfortunately, this credential does not meet CCC minimum qualifications for mathematics instruction at BC.

To address minimum qualification attainment, Bakersfield College math faculty will work with CSUB math faculty to develop a track that will meet BC’s math department standards for
equivalency. This track will be called "Community College Instruction" and will emphasize math-specific content more heavily.

By offering this track to KHSD teachers, BC expects to see a stronger applicant pool for math faculty positions, allowing BC to offer higher numbers of mathematics courses to students while also increasing support for those who enter requiring remedial support.

Though this discussion is in the early stages, the work ahead appears promising. Should this arrangement fall through, BC has identified Point Loma Nazarene University and the University of La Verne – two institutions with satellite campuses in Bakersfield – as potential alternatives.

**Addressing College Preparedness**

All too often, students entering college requiring remediation are viewed from a deficit mindset; student in remedial courses even have difficulty imagining themselves as college students. While this project focuses on dual/concurrent enrollment program development and implementation to prepare students to enter college with a term of credit complete, it is important to note that the large majority of KHSD students who enroll at BC require remedial coursework in math and may not be prepared to engage at college-level. BC is collaborating with KHSD to implement a fourth year math requirement for students unprepared to take transfer-level math through this project. BC will assess student readiness in the junior year and educational advisors will advise students take a remedial math course instead of the math offered through this project. The professional development discussed in this proposal is focused on math curriculum/common core alignment with the goal that students will be more successful as a result.

While risks are present, BC has made significant strides in the Kern County community in recent years. These strides have enabled faculty and staff to build a strong foundation from which BC, in collaboration with local educational partners, will forge this important work to shorten the pathway to transfer and bachelor degree attainment for students in our community.

**Project Funding**

Bakersfield College is requesting funding support from College Futures for the first two years of the project with the opportunity for renewal for the subsequent three years. This is a $1,406,000 project, of which Bakersfield College will fund $795,000 and the Kern High School District will fund $75,000 to cover 61.9% of the total project cost. We request funding for $536,000 over two years from College Futures for the remaining 38.1%.

Please refer to the Expenditure overview on the following page for a breakdown of proposed funding sources and responsibility for the first two years of this project.
<table>
<thead>
<tr>
<th>Expense</th>
<th>Year 1: BC</th>
<th>Year 2: BC</th>
<th>Year 1: KHSD</th>
<th>Year 2: KHSD</th>
<th>Year 1: CF</th>
<th>Year 2: CF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual Enrollment Program Manager Salary + Benefits</td>
<td>$88,000</td>
<td>$91,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Advisor Salary + Benefits</td>
<td>$75,000</td>
<td>$77,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KHSD Site Coordinator Salary + Benefits</td>
<td></td>
<td></td>
<td>$37,000</td>
<td>$38,000</td>
<td>$37,000</td>
<td>$38,000</td>
</tr>
<tr>
<td>Site Coordination Travel Expenses</td>
<td></td>
<td></td>
<td>$5,000</td>
<td>$6,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Materials &amp; Textbooks</td>
<td></td>
<td></td>
<td>$81,000</td>
<td>$135,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Orientations and Advising Workshops</td>
<td></td>
<td></td>
<td>$3,000</td>
<td>$8,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AACC Pathways Projects Institutes Attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$11,000</td>
<td>$12,000</td>
</tr>
<tr>
<td>Pay for BC Adjunct</td>
<td>$3,250/ class x36 = $117,000</td>
<td>$3,500/ class x96 = $336,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development for Alignment</td>
<td></td>
<td></td>
<td>$25,000</td>
<td>$25,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Curriculum Alignment Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$15,000</td>
<td>$15,000</td>
</tr>
<tr>
<td>Pay for Faculty Liaisons</td>
<td>$1,000/year x 3 sites = $3,000</td>
<td>$1,000/year x 8 sites = $8,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation and Oversight; Consulting Services</td>
<td></td>
<td></td>
<td>$50,000</td>
<td>$50,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Materials and Supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$10,000</td>
<td></td>
</tr>
<tr>
<td>Technology &amp; Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$10,000</td>
<td></td>
</tr>
<tr>
<td><strong>Yearly Subtotal</strong></td>
<td>$283,000</td>
<td>$512,000</td>
<td>$37,000</td>
<td>$38,000</td>
<td>$247,000</td>
<td>$289,000</td>
</tr>
<tr>
<td><strong>Project Total</strong></td>
<td>$795,000</td>
<td>$75,000</td>
<td></td>
<td></td>
<td>$536,000</td>
<td></td>
</tr>
</tbody>
</table>

*Year 2 increases account for a cost of living adjustment determined by the district*
Below is a description of the planned expenditures associated with each budget line

- **Course Materials & Textbooks**: Cost includes allocation to help KHSD school sites to build inventory of textbooks in dual/concurrent enrollment courses to be used for future student checkout. Calculation assumes the following: $150/book x 30 students/class = $4,500/course. Six courses/high school = $27,000/site.

- **Student workshops**: Cost includes $1,000/school site for printing materials and food for student orientation and advising workshops for dual/concurrent program enrollment.

- **AACC Pathways Project Institutes Attendance**: Cost includes travel and per diem for meals not covered by the institute for a total of approximately $3,750/institute for 5 people to attend 3 institutes per year.

- **Professional Development Institutes for Curriculum Alignment**: Cost includes venue/technology reservations, printing materials, guest speakers, and food.

- **Curriculum Alignment Work at BC**: Cost includes special pay for math faculty to review curriculum and make recommended changes based on professional development institute work with high school teaching staff.

- **Evaluation and Oversight; Consulting Services**: Cost includes consulting services with WestEd to review student success data related to project implementation. Consulting work will also include the development and implementation of guided pathways work within two years at BC.

- **Office Materials**: Cost includes purchase of office materials and supplies, including furniture like a desk, chair, partitions, etc., for personnel engaged in project implementation and guided pathways work.

- **Technology & Equipment**: Cost includes purchase of desktop and laptop computers for personnel engaged in project implementation and guided pathways work, as well as technology required for on-site course delivery.