



## Request for Proposals

*By invitation only*

# Prioritizing Adult Community College Enrollment (PACCE RFP)

*Increasing community college enrollments and re-enrollments of adult learners, aged 25+.*

As open access institutions, community colleges serve as a pivotal part of the higher education ecosystem, enrolling the most demographically diverse student bodies in higher education. While community college students are often older adults, many colleges are struggling with developing strategies for enrolling adults without short-term credentials or associate degrees, especially Black, Hispanic, Latino, and Native American adults. This initiative seeks to provide technical assistance, financial support, and peer learning opportunities to institutions that are working towards scaling promising strategies that intentionally address improving adult student enrollments, in particular for Black, Hispanic, Latino, and Native American adults. These efforts include traditional enrollment activities as well as a broader set of behavioral design and financial sustainability efforts.

Many colleges are already working to increase adult student enrollments. These colleges demonstrate an understanding of the needs of adult students, include racial equity as a goal, and have an institutional commitment to engaging in policies and practices that are scalable and sustainable. They use data to make informed decisions addressing the issues that cause students to forgo higher education or stop out after they enroll. The colleges well-positioned to join this initiative have been engaged in these efforts for a number of years, recognize that there is more that needs to be done, and are committed to continuing the work of refining the policies, practices, and programs necessary to live up to their mission.

## We are looking for...

Colleges with early evidence of strategies to increase enrollment of adult students in high-quality credit and/or non-credit programs. We welcome multiple approaches that address structural and process changes, organizational capacity, systems improvement, services improvement, and enrollment efforts. We seek ideas that have been tried and tested internally and show promise but are not yet fully scaled. We look to work with colleges that learned about the needs of adults in their community and have been responsive to addressing those needs, but now realize there is more to be done and would value technical assistance, additional financial resources, and peer learning to help scale your efforts throughout your institution.

## Project Objectives

1. Scale enrollment strategies that intentionally target and support the enrollment of Black, Hispanic, Latino, and Native American adult learners, age 25+ in high quality credit and/or non-credit programs leading to certificates, certifications, and associate degrees.
2. Identify lessons learned and proof points to be shared with the field.
3. Develop resources that improve the goals and implementation of adult enrollment strategies at two-year colleges.

## Who Can Apply?

Public two-year institutions located in the following states are eligible: Alabama, California, Colorado, Florida, Michigan, New York, North Carolina, Virginia, and Texas. Also eligible are Tribal Colleges.

Institutions that have a track-record of efforts aimed at increasing the enrollment of adult students with intentionality, scale, and urgency.

Only applications from institutions with a demonstrated commitment to racial equity.



Applications are encouraged from all colleges meeting the RFP criteria regardless of their affiliation with ATD. ATD status will not be a factor considered during the review process.

## How Many Awards and How Much?

- Up to 20 community colleges will be selected to participate in this grant opportunity. Each selected college will complete a two-part Request for Proposal process and be eligible to receive a flexible grant up to \$75,000 to support their adult student enrollment efforts.

## Grant Period

This project will run from **October 13, 2021** through **May 31, 2023**.

Date	Activity
October 13, 2021	Virtual kickoff meeting with selected cohort of institutions.
Fall 2021 and Spring 2022	Institutions work with technical assistance providers to refine plans and scale implementation efforts based on their proposed work.
Duration of Grant	Monthly check-in calls with each college's team leader.
Fall 2022 – Spring 2023	Additional technical assistance and implementation support, and evaluation efforts. Grant closes May 2023.

## Technical Assistance

Throughout the grant period, institutions will be expected to refine planning and implementation of an effort that is designed to address increasing enrollment of Black, Hispanic, Latino, and Native American adult learners, age 25+. Each selected college will identify a guiding team of four or five individuals to participate in technical assistance from experts in leveraging behavioral psychology to improve the gap between enrollment intention and action, and business model development to identify and articulate the ROI and sustainability of enrollment efforts. Additionally, colleges will have an opportunity to receive additional technical assistance based on the scope of their work.

Technical assistance will consist of a monthly curriculum, feedback from technical assistance providers, open office hours, and other individualized coaching supports.

Technical assistance providers include:

**Achieving the Dream** - As the largest community college network, ATD is experienced at building institutional capacity and supporting equity-minded education reform efforts. They are best poised to help cohort participants with data informed decision-making, holistic interventions, and systems-thinking.

**Ideas 42** - A leading consultancy in behavioral science, they work with nonprofit organizations and educational institutions to develop solutions that reflect how people make decisions. They are best poised to help cohort participants understand the behavioral design implications of their projects and help colleges bridge the gap between intention and action for adult student enrollment decisions.

**rpkGroup** - A national higher education consultancy focused on helping colleges identify sustainable business models for innovation, they work with higher education professionals addressing design and implementation. They are best poised to help colleges understand that sustainable participation efforts are indeed business decisions that require resources and articulation of ROI.

*\*Note that all technical assistance opportunities will be provided virtually to minimize the need to travel as the COVID-19 pandemic continues.*

## College Expectations

Selected colleges will be expected to prioritize their adult learner enrollment strategies and move with urgency to refine planning and scale implementation efforts by the fall of 2022. Each institution will be expected to actively participate in the technical assistance, use grant funds to help scale efforts, and engage with the grant evaluator as needed to assess implementation efforts.

## Selection Process

First, interested colleges will submit a proposal to Achieving the Dream that will be reviewed by a selection committee. From that pool, 20 colleges will be selected to complete paperwork (including a grant budget and narrative) for a grant of up to \$75,000 from Lumina Foundation. The selected colleges will begin preliminary technical assistance and related activities while their grant applications are being processed; however, no grant funds will be released until a grant agreement has been executed. (Accordingly, interested colleges must be able to support the participation of their college team in these activities without Lumina grant funding.)

It is our intention that grant funds are used to further develop sustainable process, policy, workflows, resources, programs, services, or technology applications that improve adult student enrollments at the institution. Grant funds may be used to support any aspect of proposed work except: one-time marketing or outreach campaigns; funding salaries; travel; attempting to influence legislation; lobbying; influencing the outcome of any election; or registering voters.

A project budget will be required for direct college grants, as will mid-year and final grant reports.

## Selection Timeline

Timeline	Activity
August 9, 2021	Requests for Proposal (RFP) are released to eligible institutions.
August 25, 2021	RFP webinar scheduled for eligible institutions. (see registration information below)
September 17, 2021	Applications due by 8 p.m. EST.
October 5, 2021	Applicants receive notification of their application status and if selected, are invited to complete Part 2 of RFP process.
October 13, 2021	Virtual kickoff meeting with selected cohort.

## Selection Criteria

Strong applications will demonstrate and clearly articulate:

- Prior success in implementing institutional strategies that have increased the outreach and engagement of adults and adults of color in particular.
- Prior success in developing partnerships that increase the outreach and support of adult students.
- One clearly identified strategy the institution seeks to scale to engage adults of color with some college and no degree and/or adults who have no prior history with higher education.
- Alignment with the institution’s strategic enrollment management plan with emphasis on adult student enrollment in high quality credit or non-credit programs.
- Institutional commitment to prioritize the narrowing of racial equity gaps for adult students.
- Data informed institutional decision making at the organizational and department levels and clearly defined metrics and goals for proposed credit or non-credit enrollment efforts.
- Policies and/or practices that support educational attainment of students from low-income families, adult students, parenting students, and students of color.

## Application Support

ATD will host a webinar on **August 25, 2021 from 1 – 2 p.m. EST** to discuss this RFP and answer prospective applicants' questions. The webinar will be recorded and available for subsequent viewing. You may register [here](#).

Prospective applicants may email this address in advance of submitting the RFP application with any questions regarding the RFP or process, [LuminaRFP@achievingthedream.org](mailto:LuminaRFP@achievingthedream.org).



Ready to proceed? Please complete the RFP application below.

# Proposal Application

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The application consists of three components: narrative proposal, institutional data, and leadership support.

## Narrative Proposal

### Institutional & Application Contact Information

#### Organization Information

**Porterville College**

#### Additional Contact Information

Name and email addresses for the institution's President/CEO and their administrative assistant:

Dr. Claudia Habib, President: [claudia.habib@portervillecollege.edu](mailto:claudia.habib@portervillecollege.edu)

Felisa Hannah, Administrative Assistant to the President: [felisa.hannah@portervillecollege.edu](mailto:felisa.hannah@portervillecollege.edu)

Name, job title, and email address for the person submitting the application:

Primavera Arvizu, Vice President of Student Services: [prarvizu@portervillecollege.edu](mailto:prarvizu@portervillecollege.edu)

Name, job title, and email address for the person(s) who should be notified of application status (if details provided in a prior question, just include their name):

Michelle Miller-Galaz, Dean of Instruction: [Michelle.miller@kccd.edu](mailto:Michelle.miller@kccd.edu)

#### Funding Request

**\$75,000**

Total Amount Requested (up to \$75,000):

**Please answer the following 11 questions concisely—limit answers to 300 words per question.**

1. Tell us about your efforts to address adult participation at your college over the last four years. We are especially interested in understanding how you have been altering your business model and enrollment efforts even before the COVID-19 pandemic.

Porterville College works closely with the local Adult School. A counselor/advisor are assigned to meet with students at the adult school site. Remote services offered to students were continuously offered since the onset of the pandemic. We offered drive-thru assistance at the Adult School this past year due to Covid-19.

The college collaborates with the Tule River Reservation to provide services to Native American students. A counselor and advisor are assigned to assist students with college admissions applications, registration, applying for services at the reservation as well as at the college campus. Services are offered both in-person and via Zoom.

Staff provide outreach to various Tulare County college and job fairs, community businesses/organizations such as Community Services Employment Training (CSET), Proteus, Tulare County Health & Human Services, and the Employment Connection. Staff offer appointments via Zoom, in-person, and via tabling at the local businesses/agencies.

Teams conduct outreach to rural communities to provide one stop registration assistance to potential students throughout the county in Earlimart, Pixley, Terra Bella, Strathmore, Plainview, Poplar, Richgrove and Woodville. We also offer ESL Express Enrollment events at our campus several times a year to provide in-person registration assistance in the evenings.

The Porterville College Voices United committee meets to discuss innovative ways to support ESL, DACA, Dreamer, AB540 and undocumented student populations.

Enrollment events are offered throughout the year for new students: RegFest and Pirate in a Day. Students are able to submit an application to the college, enroll, apply for resources/services for upcoming semesters during these events. They have been offered virtually and in-person.

Virtual as well as drive-thru services have been available to new and returning students during the pandemic. Services included: Financial Aid, Admissions and Records, Counseling/Advising, and Access Programs. Virtual Office Hours, Zoom Appointments, and in-person appointments have been available to students.

2. What have you done to operationalize the institution's strategic enrollment management plan with emphasis on adult student enrollment in high-quality credit or non-credit programs?

Currently, Porterville College's strategic enrollment management plan does not have an emphasis on adult student enrollment. The focus of our institution's strategic enrollment management plan is for recruitment towards high school students. However, one of the key demographics for growth for Porterville College is Porterville residents age 25+ with a high school diploma and no bachelor's degree. This demographic accounts for approximately 70.2% of Porterville's population. Providing non-credit programming to this target population is a goal that is being examined. PC staff is conducting a needs analysis to identify needs and programs that can alleviate the gaps.

PC has established a partnership with California Farmworkers Association (CFF) to reach out to our migrant population in the Porterville area. With the partnership, Porterville College was able to provide outreach to approximately 300 migrant workers in the fields and packing houses to encourage enrollment in non-credit programs. The ESL program is reviewing community needs to ensure our programming provides industry requested education in English and vocational fields. Another opportunity is developing non-credit programs for 5,000 waste water treatment professionals in the Central Valley who are in need of annual training. Additional non-credit programs will be created after the needs analysis that focus on student and community needs.

We have identified a counselor and an educational advisor that are assigned to work closely with our non-credit student population. The staff assist with onboarding efforts that include registration and completion of a non-credit educational plan. Ongoing support/guidance efforts are provided to the non-credit students throughout the year.

3. Please explain your proposed grant project. Be sure to include data used to inform your specific student population targets and outcome goals by race and by previous enrollment history.

The Kern Community College District sub-regions represent a diversity of religions economic backgrounds, sexual orientations, abilities, and ethnicities. In 2020-2021, approximately 27% of the student population is within the age range of 25 plus. The economic factors in the communities are also specific, with agriculture, retail, and hospitality prominent in different sub-regions.

Unemployment in the sub-region generally remains higher than state levels, especially in areas relying upon agriculture employment. We must help with diversification through training/certificate programs in order to be responsive to economic trends. Numerous opportunities for growth in adult schools and community colleges exist in Health, Social Sciences, Agriculture, Education, and Warehousing. Training services occupations (i.e. hotel management/culinary) which allow for quick employment can be a partnership between the College and Adult School.

According to Economic Modeling Specialists Intl. (EMSI), the Porterville sub-region as a whole averages almost 5,300 openings a year. At 2,500, the bulk of the openings do not require a High School Diploma/GED, most of which are in Farming, Fishing, and Forestry (1,300).

The number of students receiving associate's degrees increased by 60% from 2017-2018 (437) to 2019-2020 (698), but the number of students receiving certificates of achievement declined by 35% in the same time period, from 121 to 79. The number of students receiving Job Skill certificates decreased by 50%, from 142 to 71.

The primary focus will be scaling enrollment and outreach strategies that will support the enrollment of Hispanic males, American Indian/Native Alaskan (0.6%), Pacific Islander/Filipino (1.8%), and adult education population 25 years and older (27%) student groups. The themes are increasing the ESL pipeline, non-credit pathway expansion, completion, and expanding the workforce. The following goals will be addressed:

- Increase the ESL Vocational Pathways by aligning and accelerating ESL curriculum from 1 to 5
- Develop three Non-credit pathways to increase access to college and completion
- Increase among all students, the number who earn a California Community College Chancellor's approved certificate by 10% in 2021-22 by aligning Certificates with workforce needs
- Developing new community partnerships/advisory board

4. Please identify specific strategies you plan to scale. How long you have been working on this effort? And, what tells you this is a good idea?

Porterville College is part of the Kern Adult Education (AEP) Consortium, a collaboration of 11 adult schools, KCCD and the three colleges since 2014. The consortium is a critical partner through the Porterville sub-region to meet the needs of adult learners. Recently, the consortium has started to create pathways and support for adult ed students to further expand their employment and earning potential by continuing their education at a community college.

PC meets with Porterville Adult School (PDS) on a regular basis for coordination of services. College Courses offered at the Adult School currently are Student Success courses and one ESL course. Opportunities to meet students' needs include expanding ESL programs and bridge courses to help adult students enter college better prepared, especially in English and Math.

PC is actively involved with Tulare Workforce Investment Board (WIB) and recently entered into a new contract. The contract allows Tulare County residents to receive training provided by PC, funded by the Workforce Innovation and Opportunity Act (WIOA) through Individual Training Accounts (ITA). The following PC programs were added and approved in the Eligible Training Provider List (ETPL):

- Basic Wildland Firefighter Academy
- Industrial Maintenance
- Industrial Technology
- Welding Technology

Since 2016, PC has been a participant in the California Chancellor's Office Strong Workforce Program that works to increase social mobility and fuel regional economies with skilled workers through career technical education. PC is part of the Mother Load region that is focused on a broad-based approach to post-pandemic workforce recovery. The recovery efforts target regional investments to serve greater numbers and diverse populations of Californians and the delivery of flexible and manageable workforce training and education-leading career pathways that result in high-skill and high-wage employment. This coming cycle a greater emphasis is placed on workforce programs that support traditional and non-traditional students.

5. What challenges do you anticipate needing to address to achieve the goals associated with your identified strategies?

Porterville College faces specific challenges. While PC is part of KCCD its regional context is more closely aligned with Tulare County and the Visalia-Porterville Metropolitan Statistical Area (MSA). The Visalia-Porterville MSA unemployment rate was 11.1 percent in July 2021. Of 150 areas nationwide Visalia-Porterville was the least educated city (150th). In addition the region has the 148th lowest percent of high school diploma holders and lowest percent of associate degree holders and college-experienced adults, and last in bachelor and higher degree attainment. These challenges also provide opportunities.

The ongoing Pandemic of COVID-19 and the variants have stressed the college system reducing enrollment and class section offerings by about one-third. As of August 26, 2021 only 36.5% of Tulare residents are fully vaccinated. KCCD has mandated a COVID vaccine and mask requirement for all students and employees. It is unclear if the requirements will have a negative impact on enrollments.

Another challenge is obtaining sustainable funding sources to continue the work past the original grant. While it is anticipated that the PACCE work will be incorporated into the work of the college it is unclear at this writing if there is a sufficient revenue stream to accomplish the program's long term goals.

Another challenge is the loss of male enrollment at our College. With the pandemic, the number of male students have reduced significantly as many have focused on returning to the workforce. Along with the reduction in the number of male enrollments, Porterville College has had a significant decrease in the number of students at our College with above 20% reduction in enrollment pre-pandemic levels.

Furthermore, a significant portion of our adult population are migrants who follow the crop harvesting season. This means we have a significant number of potential students who enter and exit our adult pathways throughout the academic year and tracking their movements has proved difficult.

6. Identify those who will be critical to leading this work as part of the core team. Include names and job titles where known, and stakeholder groups that will be included where individuals have not yet been selected.

Kern AEP is diverse, both geographically and economically. Covering over 24,000 square miles it includes portions of all the counties of Kern, Inyo, Mono, Tulare, and San Bernadino Counties. Beyond KCCD's Adult Education Program Consortium, PC partners with the Porterville Sheltered Workshop and is exploring ways to offer services to clients with disabilities. Porterville Sheltered Workshop provides programs to assist the mentally and physically disabled in effectively dealing with habilitation challenges in the areas of vocational, basic education, social, independent living, and recreational needs. PC is actively involved with Tulare Workforce Investment Board (WIB) and recently entered into a new contract. The contract allows Tulare County residents to receive training provided by PC, funded by the Workforce Innovation and Opportunity Act (WIOA) through Individual Training Accounts (ITA).

Through the partnership with PAS, a PC Counselor and Educational Advisor provide services two times per week at Porterville Adult School and once per semester a week-long one-stop outreach, orientation event "Pirate in a Week" is held by Porterville College and involves adult school students.

The Porterville College Core team and stakeholders include the following:

#### **Porterville College**

- Michelle Miller-Galaz, Ed.D: Porterville College Dean of Instruction
- Erin Wingfield: Porterville College Dean of Student Success and Counseling
- Reagen Dozier: Porterville College Title V Program Director
- Hector Briseno: Porterville College Adult Education Counselor
- Antonio Salazar: Porterville College Adult Education Educational Advisor
- Two Porterville Faculty members will be selected to be part of the team

#### **Stakeholder Groups**

- Larriann Torrez: Director of Porterville Adult School
- Jason Ridenour: Economic Development and Housing Manager
- Thatcher Weldon: Kern Community College District Adult Education Program Consortium Co-Chair

7. How will the institution evaluate the success of this work? Please describe your data capacity to track the following metrics: Evidence-based policies are implemented to increase enrollment and/or re-enrollment of adults, especially for each racial equity population; Increases enrollment of first-time adult students, especially for each racial equity population; Increases re-enrollment of adults with some college no degree especially for each racial equity population.

Porterville College will maintain records and provide student success reports through the PC Office of Institutional Research and KCCD Institutional Research. PC values continuous assessment in its efforts to improve services to our students, employees, and community. KCCD and PC IR uses Tableau Dashboards, California Community College Chancellor's office Data Mart, National Student Clearinghouse, and other sources in reporting data. PC IR departments continuously review enrollment, awards, and course success through customized dashboards that filter by first generation status, ethnicity, and age.

The PACCE committee will create a Theory of Change by developing a Logic Model that sets short and intermediate term objectives. The Office of Institutional Research will use the Logic Model and establish a set of enrollment metrics and create a dashboard that allows PACCE committee access to real time data.

IR and PACCE will examine the implementation of qualitative activities and quantitative metrics through assessments, program review, surveys, data review, and other activities that provide the relevant information regarding its progress in meeting its stated goals and objectives of inclusion, equity, and student success. PC uses summative and formative evaluations to continually monitor and improve the program. IR will use repeated measures to collect the data at multiple time points over an extended period of time.

The evaluation cycle and assessment will align with the College's Strategic Plan Addendum:

- Increase completed
- Increase Transfers
- Decrease the average number of units accumulated by CCC students earning associate degrees
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups

8. How has the institution addressed racial equity gaps and how does this work contribute to the institution's overall racial equity goals?

Porterville College is a federally funded designated Hispanic Serving Institution (HSI), providing educational opportunities for approximately 4,103 full and part time students each year. Through the governance process the college created a Pathways to Success and Equity Committee (PSEC) to coordinate community college wide planning for identifying and implementing student success strategies across campus. A Data Team then was established, which reports to PSEC, a group that reviews in detail any data about the college, with a focus on student success and equity, and proposes recommendations for changes in policy, procedures, and college culture.

Some of the target areas is to increase completion, transfer, and decrease unit accumulation are the following student groups:

- First generation students (60%)
- Male students (35%)
- Adult Education Student Community (27%)
- ESL Student Population (2%)

Using data from the Census Bureau's American Community College Survey, about 54% of Porterville residents speak a language other than English at home, slightly higher than the county rate and almost 10 percentage points higher than the statewide rate. Almost 60% of Porterville College students are first generation college students. One area of concerns is our gender breakdown. Males represent under 40% of our student body in typical years is down 35% for fall of 2021, during the pandemic.

The institution has improved the rate of students taking 15 more units in their first semester from 17% to 28% and the rate of students taking 30 or more units in their first year from 14% to 21%. This improvement was due to a focus on building comprehensive student educational plans with students, launching a 15 to Finish Campaign, focus on transfer, developing abbreviated student educational plans with high school seniors, and launching a PC Promise program.

9. Please describe your institution's prior successes in developing partnerships and implementing institutional strategies that have increased the outreach and engagement of adults of color.

Porterville College is very proud of its reputation of being both academically-focused and student centered. As indicated in the Mission Statement, the College promotes a student-centered learning environment, the "staff commits itself to innovation, respect, collaboration, and participatory governance." Diversity and equity are prominent among the goals of the strategic plan. "Student Success" is central to our mission at the College, and numerous support services are offered in the spirit of student-centered learning. Additionally, the Porterville College Foundation actively supports students in scholarships and provides activities, programs, and facilities.

PC has invested in the Guided Pathways Framework that is proven to eliminate equity gaps and advance equitable student completion and achievement outcomes. Through an institutional redesign of policies and practices, clear paths are created for every program. These paths assist students in understanding program requirements, transfer requirements, length to completion, and workforce outcomes.

PC was awarded a Title V Developing HSI grant to enhance STEM curriculum and pedagogy, with the express purpose of increasing learning outcomes and closing equity and achievement gaps.

During the 2020-21 year, PC administration/staff/faculty attended UCLA's Multicultural and Equity sessions that assisted in developing collaborations focused on improving instruction and equity. Faculty regularly provide professional development creating a space for educators to learn teaching and learning perspectives for equity, and to reflect, collaborate, and deepen their practice as educators.

PC was an early adopter of new California policy by eliminating all remedial math sections and placing all students into college level math and adoption of concurrent supports. Corequisite strategies support more equitable math outcomes for students who previously would have placed into remedial courses and adding additional time to degree completion.

PC has invested in the position of Director of Equity and Student Success.

10. Tell us about the community in the college service area. Provide information that will help illustrate the primary industries, community infrastructure, unmet educational need, and opportunity for adult enrollments in your community.

PC, established in 1927, is located in San Joaquin Valley in Tulare County, California with a population of more than 454,000. The county sits four and half hours from San Francisco and three hours from Los Angeles. PC is part of a three college Kern Community College District that serves an area of some 24,000 square miles in all or portions of Kern, Tulare, Inyo, and San Bernardino Counties. With an open admission policy, PC is committed to providing excellent educational opportunities and is recognized as a Hispanic-Serving Institution (HSI) program. The College provides academic services to 4,293 students, 3,377 of which are minority students (81.7%), first generation (60.9%), and offers a wide range of educational programs that lead to associate degrees, certificates, transfer, and/or career readiness opportunities.

According to the US Census only 11% of Porterville residents and 13.8% of Tulare County residents hold a bachelor's degree or higher. This is a critically low rate especially when compared to the rate of persons with a bachelors in the state of California (32.6%) and the US (30.9%). When reviewing the data out of the 11% holding a bachelor's degree or higher only 5.6% are Hispanic. There is also a higher percent of persons living in poverty in Porterville (30.1%) and Tulare County (27.1%) compared to California (15.1%) and the US (14.6%). Poverty is also reflected in the free and reduced lunch numbers, 80% are eligible for the program. Unemployment in the region generally remains higher (Tulare County, 11.1%) than state levels (California, 7.6%), especially in areas relying upon agriculture employment.

The College offers non-credit and credit educational programs that include transfer, career and technical education. At PC there are eight academic divisions plus one division in student services at the College.

11. Please provide examples of policies and/or practices at your institution that support the educational attainment of students from low-income families, adult students, parenting students, and students of color.

According to the California Community Colleges #RealCollege Survey (40,000 students participated in the survey), 50% of respondents were food insecure in the prior 30 days (fall 2016 and fall 2018), 60% were housing insecure in the previous year, and 19% were homeless in the previous year.

The College supports students in accessing available Financial Aid through Financial Literacy. Expanding knowledge on the benefits of applying for Financial Aid. Two years ago the College launched the PC Promise Program. PC Promise is funded by various programs which assists students with the cost of tuition and fees for students for the first academic year attending PC.

Support students in accessing available food benefits. Students have a low history of participating in public benefit programs, like CalFresh, that help address food insecurity. The CalFresh program provides monthly benefits to help students purchase groceries. This is in the process of being implemented on campus.

Porterville College provides students with a Food Pantry on campus to provide emergency, supplemental food to students to assist in fighting food insecurities one step at a time. Food Pantries are a logical starting point to basic needs centers, as they are tangible and address immediately the most basic need, hunger.

Provide populations specific supports; Veterans, undocumented, parenting, foster youth, LGBTQ, etc. Extended Opportunity Programs and Services (EOPS) is a state program to make sure students disadvantaged by social, economic or linguistic barriers get the resources they need to enroll and succeed in any California Community College.

The College entered into an MOU with United Farm Workers (UFW) Foundation. The UFW Foundation's Community Colleges Project offers a unique opportunity for students, staff, and faculty at Porterville College to access personalized immigration legal services from highly qualified attorneys.

Timely Care is Telehealth for all enrolled students. Students have access to 24/7 medical and mental health support.

## Institutional Data

Please complete the data template, which includes contextual data about your institution, access and outcomes, and equity. The [data template](#) should be submitted as an Excel file, as per the submission instructions. Please report the baseline numbers for the following metrics:

- Increases enrollment of first-time adult students, especially for each racial equity population. Spring/Fall 2019 and Spring/Fall 2020.
- Increases re-enrollment of adults with some college no degree, especially for each racial equity population. Spring/Fall 2019 and Spring/Fall 2020.
- Sub-baccalaureate enrollment in credit and non-credit. Spring/Fall 2019 and Spring/Fall 2020.

## Leadership Supporting Documents

### Letter from the President/CEO

Please include in your submission a statement of support from the president/CEO for the institution's engagement in this project. The statement should demonstrate how this work and the focus on adults of color, aged 25+ aligns with your institution's commitment to racial equity and describe how the president/CEO will support and resource this work beyond the grant period.

### Letter from the Chief Business Officer

Please include a separate letter from the chief business officer of your institution to demonstrate their support for and engagement in this project. The letter should include a clear commitment to examining business practices and the engagement in supporting the sustainability of this work beyond the grant period.

## Submission Guidelines and Support

Interested applicants should complete all three components of the Request for Proposal and submit their completed applications via email to [LuminaRFP@achievingthedream.org](mailto:LuminaRFP@achievingthedream.org).

### Application Checklist

Applications are considered complete when the following documents are submitted in one email to [LuminaRFP@achievingthedream.org](mailto:LuminaRFP@achievingthedream.org) with the subject line: [College Name] Application for PACCE RFP:

- This application form (PDF) with the completed narrative questions. All questions must be addressed for the application to be considered complete.
- Completed [data template](#) (Excel file). [Additional information](#) on the data template.
- Supporting documents: Two letters of support for this work, one from the President/CEO and one from the chief business officer.

### Submission Support

All questions related to this project or submitting an application should be directed to [LuminaRFP@achievingthedream.org](mailto:LuminaRFP@achievingthedream.org).



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September 13, 2021

Achieving the Dream and Lumina Foundation

Re: Prioritizing Adult Community College Enrollment (PACCE) Initiative

Dear Grant Review Committee:

Please accept this letter as an expression of the Kern Community College District's commitment to support its Porterville College's application to the Prioritizing Adult Community College Enrollment (PACCE) initiative to identify and scale promising strategies for increasing enrollment of adult students in high quality credit and/or non-credit programs. Expanding Adult Education in California will facilitate connections across the community to break down silos to link educational, financial literacy, and workforce development services.

Porterville College is located in the rural eastern area of California's Central Valley. Realizing that a substantial percentage of students enter college under-prepared to engage in college level work, we consistently support initiatives that foster community access to career readiness and educational support services. Current data reveals that 60% of Porterville College students are first-generation with 28% of students' parents neither have more than a 9<sup>th</sup> grade education. The college is virtually the only higher education opportunity in the community. There are a high percentage of low-income families residing in the targeted region. Families in the target areas consistently fall below the median income ranging from \$31,489 to \$43,823 significantly below the State (CA) average of \$80,440. The target high school senior dropout rate is 2.1% for the district which is in live with the California state dropout rate of 2.4%.

These statistics clearly confirm the importance of developing and implementing best practices aimed at improving the educational outcomes. Embracing the California Community College Vision for Success recommendations, we are dedicated to increasing our focus on minimizing the barriers that impede a student's successful transition into a community college and/or the workforce.

Data driven decisions are fundamentally changing the approach to addressing the diverse student needs. Participating in the PACCE Initiative will assist the college in strengthening and scaling up strategies to aid in the economic security of the low income community.

Kern Community College District greatly appreciates your consideration of expanding the Adult Community College Enrollment Initiative in California. If you require additional information, please contact me at (661) 336-5117 or [arlitha.williams@portervillecollege.edu](mailto:arlitha.williams@portervillecollege.edu).

Sincerely,

A handwritten signature in blue ink, appearing to read "Arlitha", is written over a white background.

Arlitha Harmon, Ph.D.  
Interim Chief Financial Officer

President's Office

[claudia.habib@portervillecollege.edu](mailto:claudia.habib@portervillecollege.edu)

September 14, 2021

Dear Achieving the Dream,

I am Dr. Claudia Habib, the President of Porterville College. I am happy to write this letter to support our application for the ATD Prioritizing Adult Community College Enrollment (PACCE) grant.

Porterville College joined *Achieving the Dream* in 2013, in 2016 earned Leader College status, and in 2020 we were recognized as a College of Distinction as a result of our collaborative work towards student success.

The College has implemented a Success and Equity Committee (recently renamed Pathways to Success and Equity) and a Data Team that examine data and practices across the College that impact student success. Through these efforts, we have implemented a number of changes, including accelerating students through basic skills sequences, an early adopter of eliminating all remedial math sections and placing all students into college level math, and a variety of policy changes that reduce barriers and facilitate completion.

PC has invested in the Guided Pathways Framework that is proven to eliminate equity gaps and advance equitable student completion and achievement outcomes. Through an institutional redesign of policies and practices, clear paths are created for every program. These paths assist students in understanding program requirements, transfer requirements, length to completion, and workforce outcomes. The College was also awarded a Title V Developing HSI grant to enhance STEM curriculum and pedagogy, with the express purpose of increasing learning outcomes and closing equity and achievement gaps.

Porterville College culture is already immersed in the student success and equity agenda. We believe our participation in this program will help us continue to focus on ESL, non-credit pathway expansion, completion, and expanding the workforce. Our newly hired Student Success and Equity Director will also help us to continue this work beyond the grant period. My team and I are committed to fully participating in the project to support the momentum we have achieved.

Sincerely,



Dr. Claudia Habib  
President



Porterville College is a member of the Kern Community College District

**"Start Here. Go Anywhere. Do anything."**

**PortervilleCollege.edu**

Metrics	Annual Reporting Deadlines
1.2 Increases enrollment of first-time adult students, including each racial equity population.	February
1.3 Increases re-enrollment of adults with SCND including for each racial equity population.	February
Note: See Grantee Guide to Metrics for detailed explanation of metrics criteria and definitions.	