

1. Organizational Rationale & Background

Discuss the capacity of the lead entity and other key partners.

Mt. San Antonio College (Mt. SAC) proposes to be the lead entity in a consortium of community colleges, which also includes Sierra College, Bakersfield College, MiraCosta College, Long Beach City College (LBCC), Irvine Valley College (IVC), and Los Rios Community College District, including American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College. The consortium will focus on the innovative strategy of a guided pathways model that helps more students complete programs, earn credentials, and/or transfer to four-year institutions.

Currently, Mt. SAC monitors dozens of state, federal and private grant projects and has extensive experience in effective, efficient, and compliant grant administration. Among these projects are consortium efforts that include other community colleges, K-12 schools, universities, industry partners, and non-profit organizations. This institutional knowledge shows the college's capacity to successfully implement the proposed plan.

Discuss how the parameters of the Awards for Innovation in Higher Education align with your current organizational goals and/or aspirations.

For years, Mt. SAC has been moving in the direction of expanding successful models to reach as many students as possible and positively impact their educational outcomes:

- One of 30 colleges selected nationally to participate in the American Association of Community Colleges (AACC) Pathways Project, Mt. SAC is growing its capacity to design and implement academic and career pathways *at scale*.
- The Bridge Program's integrated cohort learning communities are supplemented with specialized classroom-based instructional assistance, peer mentoring, supplemental workshops, and study areas with computer resources.
- Pathways to Transfer is an accelerated program aimed at helping students testing below college-level English and math reach transfer-level courses.
- The Title V: Developing Hispanic-Serving Institutions grant is providing support services that accelerate students into and promote retention in college-level coursework and creating sustainable and scalable cohort models that move students quickly into college-level coursework and promote faster completion.
- The Basic Skills and Student Outcomes Transformation grant is developing an English co-requisite model and an accelerated basic skills writing course; creating an onboarding process for incoming freshmen into areas of interest; and contextualizing basic skills courses around students' identified career clusters.

Through these and other efforts, Mt. SAC has demonstrated its commitment "to reduce the time it takes students to complete degrees and credentials," one of the primary purposes of the Awards for Innovation in Higher Education. Likewise, the other partners will leverage their strengths and share effective practices with the consortium and throughout the state as strategies are piloted and scaled. Please see "Planning Process Overview" for a description of each partner's contributions to the proposed project.

2. Planning Process Overview

Describe initial ideas for allocating the new state resources and how these ideas build on proven practices or stem from a sound rationale for a new approach.

As the California Community Colleges Chancellor's Office (CCCCO) works toward the development of an integrated planning and reporting model for and alignment of the Student Success and Support Program (SSSP), Student Equity, Basic Skills, and Strong Workforce initiatives, the proposed consortium will develop a framework for guided pathways, effective practices, and milestones for completion, with the goal of accelerating students' time to completion of an associate degree and/or transfer to a four-year college or university.

Each of the ten partner institutions brings unique strengths to this partnership.

- Mt. SAC – See page 1 for a description of Mt. SAC's related work.
- Sierra – While not a formal participant in the AACC Pathways Project, Sierra has begun implementing a guided pathways model. Sierra will pilot strategies that are already underway at Mt. SAC. Their level of success in implementing guided pathways at a smaller, Northern California college will speak to the replicability of such strategies at other community colleges throughout the state.
- Bakersfield – As a member of the AACC Pathways Project, Bakersfield is committed to the guided pathways concept. They have begun the work of offering institutes across the state to promote California Guided Pathways.
- LBCC – The Long Beach Promise, a partnership among Long Beach Unified School District (LBUSD), LBCC, CSU Long Beach (CSULB), and the City of Long Beach, promises a college education to every LBUSD student. LBCC covers first semester enrollment fees for LBUSD graduates who enroll at LBCC the fall term immediately after graduation. CSULB offers guaranteed admission for first-time freshmen applicants and transfer applicants who meet minimum requirements. Partners offer a pathway of guidance and support from pre-K through college.
- MiraCosta – As an Achieving the Dream (ATD) college, MiraCosta has strong analytics structured around ATD metrics and the identification of choke points and bottlenecks that decrease a student's likelihood for success in completing a program of study. MiraCosta uses multiple measures placement for incoming students, an effective strategy that many colleges are just beginning to explore.
- IVC – IVC offers 24 Associate Degrees in Transfer (ADT) and has strong university articulation, especially with University of California, Irvine. At 58.9%, IVC's transfer rate among first-time college students is the second highest in the state, according to the CCCCCO's "Transfer Velocity Cohort Report." IVC is also one of 30 colleges nationally participating in the AACC Pathways Project.
- Los Rios – The four colleges that compose Los Rios are working on a variety of initiatives related to guided pathways, including creating seamless educational pathways from middle school to college, first year experiences, and strengthening institutional capacity to focus, align, and scale interventions.

New state resources would allow the consortium partners to work together on the development of a guided pathways model that will build on the strengths and effective strategies in place among the partners, as described in more detail below.

Discuss how your proposed approach will affect institutional practices in ways that increase the # and % of low-income students who are ready for transfer to a four-year university after not more than three years in a community college.

The development of a guided pathways model includes a focus on the transition from high school to college, an onboarding process that places incoming students into meta-majors (career clusters), basic skills courses contextualized to these meta-majors, integrated counseling and student services, mapping major programs of study that would not limit courses but facilitate informed choices, scheduling and clearly mapping required courses for students, educational planning that identifies a student's meta-major, and enrollment management to assist students in completing their mapped program in a timely manner by scheduling courses three semesters in advance, among other effective strategies that the consortium may explore during the planning period.

The consortium aims to implement strategies that would be scaled across the institutions and positively impact all students, including low-income students, first-generation college students, students from minority groups underrepresented in higher education, students who are current or former foster youth, students with disabilities, and students who are veterans.

Describe your initial ideas on how you will assess the proposed approach to ascertain its impact on students; please describe the data you plan to track by student race and gender.

The consortium will track specific cohort group metrics. The five most important metrics that the colleges should regularly measure are: (1) high school to college transition, (2) basic skills progression, (3) completion of courses and degrees, (4) CTE completion, and (5) transfer. Management and faculty will use these metrics to monitor students' progress, determine gaps, and develop plans for improvement. Each college's Student Equity Plan outlines specific goals, activities, and expected outcomes for defined student groups that have lower attainment rates (e.g., disproportionality), such as: minority males, current/former foster youth, veterans, students with disabilities, and low-income students. This additional disaggregation of data by key metrics enables the colleges to make data-based decisions that positively impact success for all groups.

Who will be involved in the planning process towards the development of the plan that would be the basis for the Innovation Award application?

Key faculty leaders (academic and counseling) and administrators from each consortium college will participate in two formal, in-person planning sessions during the planning period. The consortium anticipates up to five representatives from each institution to participate in these meetings. These representatives will both take

information back to and will gather feedback from their respective colleges, which will inform the project design and application development. Each of the consortium colleges will determine the appropriate leaders to participate in these planning sessions. Likely representatives will be Academic Senate Presidents, academic and counseling faculty, CEOs, instructional administrators, student services administrators, and/or research/institutional effectiveness representatives.

What will be the areas of focus during the planning process and what do you aim to accomplish by the end of the planning period?

Through at least two in-person meetings and additional forms of communication, the areas of focus will be: (1) to ensure that all partners are aware of the overarching guided pathways concept; (2) to discuss the effective pathways strategies and unique strengths that each partner brings to the project; (3) to gather feedback from key constituents at each college; (4) to compile baseline data among the consortium partners in areas to be determined, using consistent methodologies; (5) to map out a guided pathways model that could be piloted in pieces or in full among the consortium partners over the course of the grant period and beyond; (6) to map out an appropriate budget to implement these strategies, depending on the stage of development and other internal factors among the college partners; (7) to share a proposal draft ahead of the application deadline, ensuring that feedback from all partners is considered each step of the planning process; (8) to solicit input from the College Futures Foundation; and (9) to submit a well-planned, high-quality grant application to the California Department of Finance before the application deadline.

Discuss how the plans developed during this period might be utilized if your application is not selected for state funding.

Since each of the consortium partners is implementing some level of guided pathways, their work will continue if the application is not selected for state funding. Receiving one of the *Awards for Innovation in Higher Education* would help the partners to catalyze their efforts and to share effective practices among themselves as well as other colleges throughout the state. Without grant funding, the work will continue, but it may not progress as quickly as it would with grant funding.

Describe the specific data and/or indicators you plan to collect and analyze as part of the planning process.

If awarded a planning grant, during the consortium's first formal meeting, the partners would determine specific metrics that they would like to examine. These would likely include high school to college transition, basic skills progression, completion of courses and degrees, CTE completion, and transfer. Baseline data on these (and potentially other metrics) would be provided by each of the partners. If selected to receive an *Award for Innovation in Higher Education*, the partners would track these metrics as strategies are implemented during the project period.

3. Project Management and Timeline

Describe the proposed staffing for the project, identifying project personnel and any consultants or advisors who would be involved with the project. Include brief biographies of the key staff who will lead program implementation.

The consortium colleges are still determining which key faculty and administrators will represent their institutions during the planning process and during program implementation if the consortium is a recipient of the *Awards for Innovation in Higher Education*. At Mt. SAC, key players already involved in the planning process include the President & CEO, Dr. Bill Scroggins, the Vice President of Instruction, Dr. Irene Malmgren, and the Vice President of Student Services, Dr. Audrey Yamagata-Noji. Key faculty and staff involved in the implementation of pathways at the college include the Associate Dean of Instructional Services, Don Sciore, the Academic Senate President, Jeff Archibald, and faculty from various disciplines across campus. Mt. SAC anticipates that it will hire a project director (or fully reassign a full-time faculty member), as well as administrative support if awarded one of the *Awards for Innovation in Higher Education*.

Provide the timeline for completing the planning process.

If awarded a planning grant, the partners would begin discussions through email communication and conference calls in November and December. The planning team, with representatives from each college, would meet twice in January. The first meeting will be held near John Wayne Airport in Santa Ana. The second meeting will be held near Sacramento International Airport. In addition to these formal, in-person meetings, collaborators from each institution will work together via smaller conference calls and email correspondence, as needed, to further flesh out data needs, budget, timeline, work plan, and other elements. As the lead entity and author of the grant application, Mt. SAC intends to submit the proposal narrative and budget to the consortium shortly after the second in-person meeting, to allow for adequate time to review and provide feedback. Mt. SAC will submit the application by the February 3 deadline.

Indicate the total planning budget and the specific amount of that total requested from the Foundation.

Each of the colleges will contribute the time of key personnel to participate in the planning process. This cost cannot be calculated at this time, but it includes approximately 20 hours of time for five people (faculty and administrators) from the ten partner colleges. Additional in-kind staffing will include research to provide data for planning discussions. Mt. SAC will also contribute the time of staff to organize the two full-day planning meetings. The colleges will also contribute the cost of mileage to participate in local meetings. The only costs requested for this planning period will be to pay for travel-related costs and hotel contracts to host the two in-person meetings, as well as some basic supplies to use in facilitating the planning process (e.g., folders/binders, flip charts, markers). An estimated budget follows:

SUPPLIES

Flip charts (4 x \$25/chart), markers (\$20), folders binders (50 x \$4) = \$320

TRAVEL

Air travel (5 colleges x 5 people x \$226/person) from SMF to SNA = \$5,650

Air travel (5 colleges x 5 people x \$226/person) from SNA/SAN/LAX to SMF = \$5,650

Mileage (289 miles x \$0.54/mile x 2 roundtrips) from Bakersfield to SNA = \$312

Lodging (7 colleges x 5 people x \$150/person) near SNA = \$5,250

Lodging (6 colleges x 5 people x \$150/person near SMF = \$4,500

CONTRACTED SERVICES

Hotel for full-day meetings (SNA and SMF), including meeting space, audiovisual, and set-up (\$2,500), continental breakfast (50 people x \$30/person), lunch (50 people x \$45/person) = \$6,250 x 2 meetings = \$12,500

TOTAL REQUEST = \$34,182