Section A. Cover Page

APPLICATION COORDINATOR CONTACT INFORMATION

Name and Title: Carlos Gonzalez, Dean Organization: Los Angeles Mission College
Email Address: gonzalcr@lamission.edu Phone Number: (818) 364-7778
Mailing Address: 13356 Eldridge Avenue, Sylmar, CA 91342

LIST OF PARTICIPANTS

Los Angeles Mission College, LAUSD Northeast Region Schools (30), UCLA, CSUN

APPLICATION ABSTRACT

Los Angeles Mission College (LAMC) has worked diligently to create a campus culture that fosters a college-going mentality among its predominantly underrepresented student population through the implementation of support programs such as METAS (Mission's Excellence Toward the Advancement of Students), a pipeline toward college completion in a timely manner. LAMC aims to strengthen its efforts in instilling the college-going mentality among the neighboring community by engaging both students and their parents as early as elementary and middle school to be able to produce a strong workforce that contributes to the greater economy in the San Fernando Valley. LAMC proposes a "Guided Pathways: Accelerated Model to College Completion" centered around equipping students with a strong sense of self-efficacy by introducing them to the concept of a Growth Mindset through collaboration with local elementary/middle schools and utilization of Brainology® a blended learning curriculum technology led by trained high school teachers and college faculty. In addition to early outreach and coordination with K-12, other components of the program include employing student ambassadors, hosting annual promising practices symposia ensuring faculty/teacher alignment, facilitating "Growth Mindset" training for faculty and staff at the partner schools as well as early access to an established set of dual enrollment courses available to students as early as the 7th grade. The model also allows for ease of transition into college by providing students the opportunity to participate in transfer experience programs such as those sponsored by the Center for Community College Partnerships at UCLA.

FISCAL AGENT CONTACT INFORMATION

Name and Title: Dr. Monte Perez, President Organization: Los Angeles Mission College
Email Address: perezme@lamission.edu Phone Number: 818-364-7795
Mailing Address: 13356 Eldridge Avenue, Sylmar, CA 91342

ASSURANCE AND SIGNATURE

I assure that I have read and support this application. I understand that, if this application is chosen for an award, Los Angeles Mission College will serve as the fiscal agent for the award and that the responsibility of the fiscal agent includes distribution of funds to any other participants in the application pursuant to any agreement between the participants. I also understand that, if this application is chosen for an award, the Committee on Awards for Innovation in Higher Education may request submittal of reports or other information.

Signed: Dr. Monte Perez, Monte E. Perez Date: 2/3/17

Section B. Narrative Responses to Application Items

1. From the perspective of students, what is the problem you are trying to solve?

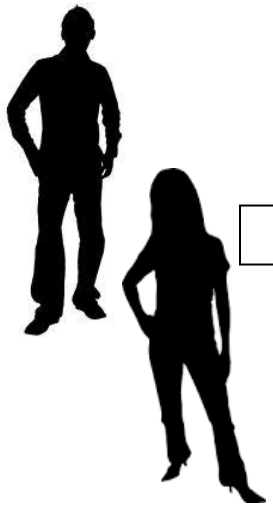
Los Angeles Mission College (LAMC) students have for decades been experiencing high rates of placement in basic skills, a lack of strong persistence, and low degree/transfer completion. The data is sobering, but most importantly, the student experience behind the numbers results in many students feeling like failures when, in fact, they have the capacity to succeed with an innovative paradigm shift in higher education. Evidence of the problem is clear. For the most recent LAMC student cohort, fall 2016, 90% (827/915) of first-time college students placed into basic skills math, and 80% (804/1007) placed into basic skills English. For underrepresented students, 92% (714/778) of Hispanics and 92% (24/26) of African Americans placed into basic skills math; 80% (688/855) of Hispanics and 95% (18/19) African Americans placed into basic skills English. Persistence rates for the fall 2014 cohort magnify the need. Only 53% (248/470) of students taking a math basic skills course successfully persisted to the next course level and only 63% (287/452) of students taking a basic skills English course successfully persisted to the next course level. For underrepresented students, 47% (181/383) of Hispanics and 50% (7/14) of African-Americans failed to persist in basic skills math course level within one academic year, and 64% (244/384) of Hispanics and 60% (3/5) of African-Americans did not persist in basic skills English course level within one academic year. Furthermore, the graduation and transfer rate for LAMC was 37% during 2014-2015 in comparison to the statewide percentage of 48% (California Community College Student Success Scorecard).

LAMC's student data is a microcosm of the problems facing the entire California community college system with respect to unacceptable low student success rates. For years, community colleges have often faulted high schools for students' lack of academic preparation. In turn, high schools have placed academic unpreparedness responsibility on middle schools, then middle schools on elementary schools, and the latter have shifted the responsibility to families for poor or nonexistent preschool choices. It's a vicious cycle of pointing fingers that presents a significant challenge to California's higher education institutions as they are the academic finishing line for students, and the most effective mechanism for families to break out of poverty. While this cycle has been happening, one of the major problems faced by California and the nation is the degree to which too many students end up in prison. The old paradigm of K-12 and higher education working in silos and an unwillingness of community colleges to transform remediation because of entrenched thinking has compromised the education system's ability to meet its overall mission of student success. LAMC proposes to take a leadership role in California to espouse a new paradigm, one where colleges work in tandem and in close collaboration with sister K-12 institutions, and where the institution at-large transitions its focus from remediating the **student** to remediating the **institution**. Where once California was the model for all quality education in the country, the harsh reality is that we often have looked out-of-state for research and evidence of change that produces results of students.

2. What is the innovation?

Informed by innovations from Ohio and New York institutions of higher education and by evidenced-based research, Los Angeles Mission College proposes **Guided Pathways: An Accelerated Model to College Completion.**

Guided Pathways: An Accelerated Model to College Completion



INNOVATION STRATEGIES

- Early Outreach & Coordination with K-12: Student Ambassadors, Faculty/Teacher Curriculum Alignment, Parent Conferences & 1+2 model (Three-Year Degree)
- Growth Mindset: Training for Faculty, Staff AND Students
- Early Dual Enrollment: 24-30 College Units completed while in M.S./ H.S.

Focus: Underrepresented Students

The Guided Pathways innovation is specifically designed to reduce the time it takes for students to complete degrees and/or transfer requirements and to reduce the total cost of attendance by implementing the Growth Mindset concept in collaboration with K-12 partners.

Psychological research led by Dr. Carol Dweck of Stanford University in K-12, community college, and university settings resulted in the Growth Mindset concept. The researchers hypothesized that resilience (ability to overcome obstacles and persevere) is determined by a student's mindset, specifically, if their mindset is fixed (aka entity theory) or malleable (aka incremental theory). This research demonstrated that some students believe that success is a result of effort (incremental) and others believe that their failure is due to a lack of talent (entity). These findings have significant implications for student success because, overall, students who were of an incremental theory mindset were more resilient and experienced positive outcomes such as higher grades and lower stress levels.[1] Historically, community colleges have focused on academic preparedness without any significant knowledge or tools to address the psychological mindsets that hold so many students back. LAMC proposes to change the culture of the institution and influence K-12 partners to implement the Growth Mindset concept to help students with "fixed" mindsets transition to a "growth" mindset. The implementation of this initiative represents a significant shift in the culture at LAMC but one where the institution is prepared to accept and execute with fidelity.

In addition, like many community colleges, LAMC could significantly improve its early student outreach and intervention coordination with K-12, starting with 7th graders for this proposed innovation. A comprehensive intervention in New York City showed that one

[1] Dweck, C.S., Yeager, D.S. (2012) "Mindsets That Promote Resilience: When Students Believe that Personal Characteristics Can Be Developed." Educational Psychologist, v47 n4 302-314

component—early and ongoing communication with students was key (see question 6). In addition, LAMC researched Ohio's early dual enrollment program, which serves as a model for three-year degree programs.[2] Combined, these activities (in addition to Growth Mindset) serve as the foundation for LAMC's new multi-prong innovation focused on students completing between 24 and 30 college credits while still enrolled in high school with mentoring and counseling support. As a result, students will expedite their higher education journey and save money by completing a college degree in three years—outcomes that directly address the sobering student success data described in question 1.

As a federally designated Minority-Serving Institution, we understand that students in our community have experienced dramatic and challenging life experiences at a young age that negatively impacted their K-12 education. Through the Guided Pathways innovation, LAMC proposes the following measurable objectives to meet the **overall goal to increase the number of underrepresented students who complete a college degree in less time and with less cost to the student**: increase high school student dual enrollment by 400% (baseline 54); increase financial aid applications/awards by 20% (baseline 3,532); decrease the number of students placing into remedial math by 20% and remedial English by 20% (baselines, 827, 804, respectively); increase student direct placement in college-level math by 20% and English by 20% (baselines, 88, 203 respectively); increase each year the number of students who earn a degree in three years (baseline, 0).

By reaching underrepresented students in K-12, we will be able to reduce the number of students who have historically placed into remedial courses and thus prolonged their road to a degree. Research has also found remediation is a significant factor in a student's decision to drop out of college.[3] Early outreach includes preparing students for placement. In addition, like many community colleges, LAMC will be revamping student math and English course placement through multiple measures, including a significant emphasis on high school grades and GPA. For far too long the college has relied on placement tests that demonstrate how students may *perform on exams* while ignoring critical high school classroom data that helps us understand how student may *perform in the classroom*. Supported by mentoring and counseling while students take advantage of LAMC's dual enrollment expansion, the college will continue to provide support to K-12 students as they transition to higher education. Of significant importance is the proposed collaboration among community college faculty and high school teachers to better align curriculum. The result of this work will further help produce a seamless transition from K-12 to higher education for students.

LAMC will partner with the UCLA Center for Community College Partnerships (CCCP) Scholars Program, designed to increase the number of transfer students from LA community colleges to UCLA. Students who complete between 24-30 LAMC units upon high school graduation will participate in one or more of the UCLA-sponsored transfer experience programs. Moreover, LAMC will leverage its well-established partnership with CSUN to enable students to participate in special programs such as EOP and/or Summer Bridge.

[2] Source: https://www.ohiohighered.org/3-year-degrees (Retrieved 11/20/16)

[3] Bettinger, E., Long B. (2008) "Addressing the Needs of Underprepared Students in Higher Education: Does College Remediation Work?" The Journal of Human Resources, vol. 44 no. 3 736-771

3. How will you implement this innovation?

Actions (Year 1)	Actions (Year 2)
Organizations: LAUSD Northeast Region Schools (30), LAMC, UCLA, CSUN	Organizations: LAUSD Northeast Region Schools (30), LAMC, UCLA, CSUN
Early Outreach & Coordination with K-12: 15 Student Ambassadors provide mentoring support; each assigned to two schools for 15 hours per week. LAMC counselors devote seven hours per week per school to assist with dual enrollment and financial aid processes. LAMC faculty and K-12 teachers meet annually for a curriculum alignment symposium with specific next steps to follow through on symposium outcomes. Leverage four-year university programs such as UCLA Transfer Experience programs sponsored by the CCCP and CSU Northridge Summer Bridge Program to help students accumulate additional units and/or have college credit options beyond LAMC. **Growth Mindset (GM):** http://3csn.org/ trains 120 college faculty and key staff to implement GM in counseling sessions and in the classrooms. Train-the-trainer model is executed; LAMC faculty, in turn, help K-12 partners implement GM at all partner K-12 schools. Introduce Growth Mindset to parents. **Early Dual Enrollment:** Enroll 2,160 students into at least two 3-unit college courses per semester with a focus on underrepresented populations. Coordinate with H.S. counselors to avoid duplication/competition with H.S. courses. Provide financial aid info and application support through workshops and/or 1-on-1 sessions for students ready to transition to LAMC. Track all students. Long-term outcome is for students to accumulate 24-30 college units before H.S. graduation. **Estimated total underrepresented students impacted:** 2,160 Dual Enrollment and over 15,000 K-12 students reached by activities.	**Early Outreach & Coordination with K-12:** 15 Student Ambassadors each assigned to two schools for 15 hours per week. LAMC counselors devote seven hours per week per school to assist with dual enrollment and financial aid processes. LAMC faculty and K-12 teachers meet for the second curriculum alignment symposium to discuss year one follow-through and to solidify next steps to continually implement promising practices. Continue to leverage UCLA Transfer Experience programs and CSU Northridge Summer Bridge Program to help student accumulate more units and/or have college credit options beyond LAMC. **Growth Mindset (GM):** http://3csn.org/ trains 250 more college faculty and key staff to implement GM in counseling sessions and in the classrooms. LAMC faculty increases training to K-12 partners. **Early Dual Enrollment:** Enroll 4,320 students into at least two 3-unit college courses per semester with a focus on underrepresented populations. Continue to coordinate with H.S. counselors to avoid duplication/competition with H.S. courses. Provide financial aid info and application support through workshops and/or 1-on-1 sessions for students ready to transition to LAMC. Track student course enrollment. Encourage students to complete math and English college requirements. Prepare students for multiple measure placement requirements. Monitor that students are on track to accumulate 24-30 college units before H.S. graduation. **Estimated total underrepresented students impacted:** 4,320 Dual Enrollment and over 25,000 K-12 students reached by activities.

The above chart details the proposed actions with a timeline and the organizations involved. LAMC's strong commitment to implement this project with an eye toward continuous improvement is demonstrated with a two-year timeline that culminates in the institutionalization of successful practices. During years three and beyond, LAMC will cycle processes from years 1-2 with appropriate adjustments made based on data-driven decision making. Woven within the timeline is LAMC's commitment to reduce the cost of books and materials for the dual enrollment courses, especially with regard to math. LAMC plans to provide students with access to electronic textbooks and open online educational resources by collaborating with faculty and participating in initiatives such as the California Open Online Library for Education. LAMC will disseminate lessons learned and successful attempts through white papers, social media, conference presentations, and onsite tours and presentations.

One risk relates to managing the workload requirements of the different innovations on staff and faculty, particularly on faculty who play a core role in instructional strategies. With an increased focus on teaching middle and high school students college-level courses, there is always the risk that expectations for faculty participation will be overwhelming. To mitigate this concern, faculty leadership are included in the planning and implementation process to assist in monitoring and supporting faculty involvement, and existing participation structures will be leveraged to support new tasks generated from the faculty-teacher curriculum alignment symposia. Changing the culture of an institution involves risks. LAMC has learned that the most basic but critical vehicle to get important work accomplished is through productive meetings. LAMC has worked to improve committee meeting productivity (e.g., agendas are followed, there is advanced preparation, facilitation, and effective follow-through). Furthermore, LAMC's approach is to begin implementation with personnel who are well respected and have ownership of the innovations. These people, in turn, serve as the catalyst for their peers to follow when they see student success realized through effective Guided Pathways implementation.

Another risk is the difficulty in and resistance to overcoming the fixed mindset of many underrepresented students. Getting them to transition to a growth mindset can be challenging. However, LAMC plans to mitigate this by offering more than just "drive by workshops" to its faculty and staff. By employing a train-the-trainer model for Growth Mindset, LAMC ensures that internal personnel become experts in GM and continue to teach and pass on the information to LAMC educators and to K-12 partner schools as well. By building the Growth Mindset intervention into the Guided Pathways, students will start their college experience with increased confidence to succeed in core curriculum and gateway courses such as English and math.

4. How does this innovation align with other efforts you are undertaking, and how does it relate to other efforts in higher education in California?

Many California community colleges, including LAMC, are currently piloting multiple measures for student course placement in math and English with the ultimate goal of statewide implementation and a decrease in the number of remedial courses students need to complete in math and English. Therefore, this effort complements the Guided Pathways innovation. However, multiple measures for placements alone is insufficient to help students. Given that multiple measures includes high school grades and GPA, it is critical that community colleges better collaborate with K-12 partners in order to help students increase their confidence in academics, and most importantly, in themselves. The lower the high school GPA, the lower the placement into college-level courses. Helping students change their mindset could increase their confidence to improve academically. In addition, students who pass college-level math and English through dual enrollment will not be required to confirm to any type of placement system upon their transition to college.

Another initiative many California community colleges have been piloting are ways to reduce the cost of textbooks. One of the most promising practices is to provide students with open educational resources available online.

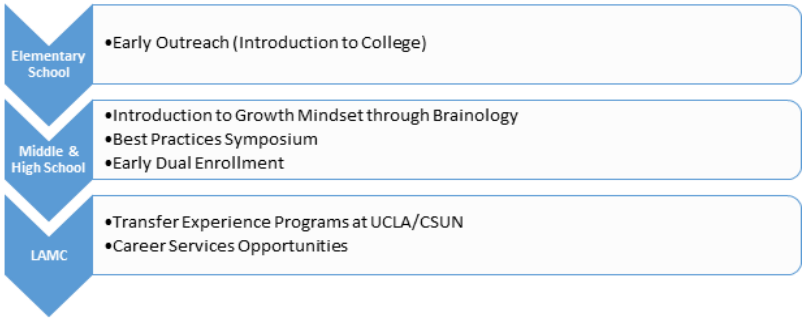
LAMC has also launched a new First Year Experience in the summer of 2016. Called the Mission's Excellence Towards the Advancement of Students (METAS) program, LAMC takes holistic steps to help ensure that when students arrive at the college that they receive the best first year experience possible that will motivate them to persist to graduate. METAS consists of a summer bridge with extensive orientations on financial aid, workshops on soft skills, and college survival skills. Once enrolled in the fall, students receive critical career advice through the career counselor and the business and industry speaker series. Given that reading is a key skill students must master regardless of the course, the METAS program also offers professional development to faculty in the research-based Reading Apprenticeship intervention to help them improve student reading proficiency across disciplines.

Through these combined efforts, these changes would affect nearly 2,160 students per year within the first year, expanding access to higher education at no additional cost to California. Since the cost of attendance at California State University (4-year institutions with the highest population of students) is estimated at $16,184 per year (tuition, fees, living expenses), students not supported by financial aid and who reduce time to degree by one semester would save about $10,000 each in avoided costs of attendance. For those students supported by financial aid, similar avoided costs would accrue to financial aid programs. Since average time to degree would be reduced through expanded dual enrollment and related support services and innovations, CSU capacity would increase, creating access for more new admissions per year at no additional cost to the state of California. In addition, the Guided Pathways (which is a 1+2 = 3-year degree program) would save families approximately **$34,957,440** (2,160 dual enrollment students who complete 30 units by high school graduation multiplied by $16,184 of CSU one year cost of attendance living with parent or relative) because dual enrollment classes are free to high school students. Furthermore, remedial course sequences that would have required up to an additional four semesters to complete, assuming students successfully pass each remedial course, equates to up to 35 additional course units at a cost of $2,710 (tuition and textbooks at LAMC) per student.

5. How could this innovation be scaled up within the setting in which you work and replicated in other areas in California?

Key LAMC strengths of the proposed Guided Pathways stem from the college's long and successful history of scaling practices and helping fellow colleges replicate initiatives from federal grants such as in the areas of STEM and Career & Technical Education. LAMC's proof of concept is rooted in research and will be scaled and replicated through the following activities:

- Conduct consultation and trainings and implement pilot program for Guided Pathways Model in collaboration with local elementary, middle, and high schools (see graphic below) and LAMC faculty/staff.
- Track data and evaluate outcomes of different components of the model (Early Outreach, Growth Mindset Training/Best Practices Symposium, Early Dual Enrollment, Transfer Experience Programs, and Career Services Opportunity) in order to make adjustments for scaling at LAMC. Further, monitor alternative to textbook initiative meant to reduce costs to students.
- Host open forum to present and share results of our Guided Pathways Model with other colleges within the district and throughout California for purposes of reaching students outside local area and instilling the college mentality among college students.
- Recruit faculty/staff representatives from our nine district sister college campuses and establish coalition/taskforce to make appropriate adjustments to the model based on needs of individual campus (e.g., identifying their local middle/high schools)
- Implement Guided Pathways Model initiative across the district and ultimately work alongside other districts to implement it statewide.
- Execute Ohio's successful "College Credit Plus" program, upon which the Early Dual Enrollment component is, in part, modeled after, has served 52,000 students within the 2015-2016 academic year through classes offered at 23 community colleges, 13 universities, and 35 private higher education institutions across the state.[4]



This innovation directly addresses the disconnect between K-12 and higher education and creates cost-effective pathways directing students toward degree completion in less time.

[4] Source: CCP Presentation, Nov. 8, 2016; https://www.ohiohighered.org/ccp/resources

6. What evidence suggests that this innovation would be effective in addressing the problem identified in your response to Item 1 and implemented successfully?

As mentioned earlier, the Growth Mindset concept has been researched in education settings by lead Stanford University researcher and psychologist, Dr. Carol Dweck. Further independent research supports the GM concept. For example, Johnson and Stapel noted that how people use and respond to information is determined by their mindset. First, people's mindset influences how they describe and define themselves. Second, it influences how they behave. In five studies, the researchers found that whether participants were focused on their current state ("being self" or "fixed") or on their future state ("becoming mindset" or "growth") impacted their performance on a difficult knowledge tasks.[5] In addition, Lin-Sieger et al found that students who developed a Growth Mindset were more confident in pursuing and succeeding in science.[6]

In terms of an accelerated program example, extensive research of CUNY's ASAP Program (City University of New York, Accelerated Study in Associate Programs) indicated that ASAP participation was significantly positively correlated to retention, credit accrual, transfer, and degree attainment.[7] Furthermore, Columbia University's Community College Research Center (CCRC) synthesized a large body of evidence to draw conclusions and provide recommendations.[8] According to Karp's meta-analysis of the research literature, there are four mechanisms that encourage positive community college student outcomes: 1) creating social relationships, 2) clarifying aspirations and enhancing commitment, 3) developing college know-how, and 4) making college life feasible. This Guided Pathways innovation addresses all four research-based components by 1) providing student ambassadors who help create social relationships through mentoring; 2) onsite counseling to ensure that students receive the necessary college processes information they need to navigate higher education; 3) developing the tools for college success through dual enrollment; and 4) providing students with the opportunity to earn a college degree in three years; thus, making college more affordable and feasible.

In addition, LAMC researched Ohio's early dual enrollment program, which serves as a model for 3-year degree programs.[9] Ohio's successful implementation demonstrates that with a strong and collaborative leadership rooted in effective planning and follow-through, K-12 and higher education partners can successfully challenge old paradigms such as that degrees need to be completed in four years.

---

[5] Johnson, C., Stapel, D. (2010). "It Depends on how you look at it: Being versus becoming mindsets determine responses to social comparisons." British Journal of Social Psychology. v49, 703-723

[6] Lin-Siegler, X.; Ahn, J., Fang, F., Luna-Lucero, M., Chen, J. (2016). "Even Einstein Struggled: Effects of Learning About Great Scientists' Struggles on High School Students' Motivation to Learn Science," Journal of Educational Psychology. Vol. 108, No. 3, 314–328

[7] Kolnovic, Z., Linderman, D., Karp, M. Improving Student Outcomes via Comprehensive Supports: Three Year Outcomes From CUNY's Accelerated Study in Associates Programs (ASAP). *Community College Review*. October 2013, Vol. 41, Issue 4, pp. 271-291.

[8] Karp, M.M. (2011). Toward a new understanding of non-academic student support: Four mechanism encouraging positive student outcomes in the community college. Columbia University Community College Research Center.

[9] Source: https://www.ohiohighered.org/3-year-degrees (Retrieved 11/20/16)

7. What information will you use to assess the success of this innovation in addressing the program's goals, and how will that assessment be used to inform future efforts?

The Guided Pathways innovations aims to achieve **one broad goal to increase the number of underrepresented students who complete a college degree in less time and with less cost to the student.** To assess this goal, LAMC will collect the necessary information by semester and annually to meet the following five objectives.

Data Elements and Collection Procedures
Assessing Objectives: 1. Increase high school student dual enrollment by 400% (baseline 54); 2. Increase financial aid applications/awards by 20% (baseline 3532); 3. Decrease the number of students placed into remedial math by 20% and remedial English by 20% (baselines, 827, 804, respectively) by the third year. 4. Increase student direct placement in college-level math by 20% and English by 20% (baselines, 88, 203, respectively) by the third year. 5. Increase the number of students who earn a degree in three years (baseline, 0) 6. Increase the graduation and transfer rate for LAMC from 37% to 51% within the third year (California Community College Student Success Scorecard). Data element extraction will be generated by the LAMC's Student Information System (SIS), Banner.

The assessment strategy is composed of multiple components of quantitative and qualitative measures. Quantitative measures are represented by the data collected to meet the objectives (which collectively assess the program's overall goal). Qualitative measures include random interviews and focus groups with students to assess their perceptions of Guided Pathways innovations. These include and are not limited to student attitudes and perceptions of the Growth Mindset intervention, effectiveness of student ambassadors and counseling, impact of dual enrollment, and overall academic and student services. Additional qualitative measures will include faculty input and feedback on teaching courses through dual enrollment and actions taken as result of the faculty/teacher curriculum alignment symposia.

Unlike K-12 were students are zoned for their schools, LAMC has its fair share of recent high school students who enroll outside of the targeted feeder schools who will not participate in the Guided Pathways innovation. A comparison will be made between high school students from the partner schools and non-partner schools to assess differences in student success measures and time-to-degree related data.

To ensure continued innovation efforts, LAMC and its partners will employ the Plan-Do-Check-Act model[10] for continuous improvement. Through this process, LAMC and partners will leverage data to continually plan and execute adjustments to implementation in a collaborative manner.

[10] Cornell University resource: https://confluence.cornell.edu/display/qm/Quality+Management (Retrieved 12/3/16)

8. What resources or commitments, or both, do you currently have to support this innovation, and how will implementation of this innovation be sustainable over the long-term?

LAMC will focus on commitments that include: project promotion, college/business partnerships, state/county partnerships, other grant opportunities, alumni donations, involvement of key stakeholders, cost effectiveness analysis, and reallocation of human resources when applicable. These factors include:

- Increasing and advocating dual credit opportunities in local middle and high schools Student newsletter promoting **Guided Pathways: An Accelerated Model to College Completion**
- Letters of support or articles describing the project from LAMC President, Dean, faculty, students, and other key stakeholders to ongoing partners such as UCLA, CSUN, other community colleges, high schools, businesses, county/state officials, and media
- Research studies/journal articles on success of program from faculty and staff
- Working in concert with the Mayor's office and Councilman-possible city/county funds-possible Proclamation

Similar to innovations funded in Silicon Valley by venture capitalist, who in turn for the funding, must demonstrate a high level of fiscal aptitude and results, LAMC will ensure that this one-time seed funding is spent effectively and gets results through funding of the train-the-trainer Growth Mindset concept, faculty/teacher curriculum alignment collaboration, and the comprehensive wrap-around services for K-12 students who will go through the Guided Pathways.

The U.S. Department of Education states that students earning associate degrees make approximately $10,000.00 more than those with only high school diplomas (http://1.usa.gov/1VSzGmR). LAMC students will not only benefit from the Guided Pathways innovation, but the California and national economy will also reap the benefits of program sustainability. To ensure sustainability after grant funding ends, the project will utilize recent increases in Full Time Equivalent Students (FTES) and growth funding along with state Basic Skills, Student Equity, Student Success and Support Program funds in creative but allowable ways. The College will also strategically plan for possible budget challenges through match requirements for the Student Success and Support Program, the new State Growth Regulation, and the new growth funding allocation model. While this funding is critical for the development and intense support of the project in the beginning phases, LAMC will focus on deep understanding of long-term costs to make sure long-term goals are achieved. The outcomes and costs of activities proposed will be analyzed as cost-effectiveness ratios or cost per outcome (i.e. cost per increase in student retention, persistence, and completion).

The federal government and the State of California are dedicated to increasing community college and business partnerships. LAMC will actively seek these partnerships for sustainability such as local businesses providing curriculum design, instructors, equipment, and apprenticeship opportunities for students. If these businesses are approved by the state and if they hire community college graduates full-time, they may be able to receive tax credits. The college will pursue future competitive grant funding in this area also.

The number of support services staff and full-time faculty will increase as determined by college community growth. Enrollment growth will be carefully examined so LAMC can continue to follow a strong vision and grow in areas supportive of the college community.