



Report for Joint SMC-SMMUSD Board Meeting

September 11, 2017

The Education Collaborative and Young Collegians program

HISTORY

The Education Collaborative began in 2006 as an MOU between Santa Monica College (SMC) and the Santa Monica Malibu Unified School District (SMMUSD). Early discussions centered on a joint early college but was quickly rejected for lack of resources and sufficient space. Not wishing to lose the collaborative concept of improving college going behaviors of at risk high school students, the Young Collegians program was born and implemented in the Summer of 2007.

This successful model program just completed its first decade enrolling the 10th cohort in SMC classes in Summer 2017. Aimed at students who would be first generation college goers from underrepresented groups, students are identified by their school counselors in the 9th grade and invited to participate in Young Collegians beginning the summer before they enter 10th grade. Students must commit to attending the program for three summers, at the end of which they will have earned 14 units of college credit and been provided a variety of student support services and activities designed to help them succeed in college.

As of June 2017, 131 students completed and graduated from the Young Collegians program. These students came from the first 7 cohorts and their commitment to work hard for three years, participate in the summer SMC classes, and maintain their grades and progress in high school when most had never thought of college as an option is a testament to both the program and to the students themselves. It should be noted that while the majority of the Young Collegians participants come from SAMOHI, students from Malibu also participate.

The program enrolled 67 Young Collegians this summer. The overall success rate of this group during the summer 2017 session was 95.3%, with a retention rate of 95.5%. This high success and retention rate can be attributed to the continuous support that is provided by the program throughout the summer by SMC and SMMUSD staff. The goal of the program is to create an environment that is encouraging and focuses on each Young Collegian to help them reach their true potential by working on college readiness, career exploration, and study skills.

Below is the ethnic breakdown of the students that participated in the program this summer.

Ethnicity/Race	Percentage of Students
Asian	5%
Black	24%
Hispanic	61%
Two or More	5%
White	5%

The Young Collegians program has been a signature program that embodies the goals of the collaborative and SMMUSD and SMC working hand in hand to ensure the success of the program. SMMUSD has provided textbooks for the lending library and has funded buses for the annual college trips, while the SMC Foundation has supported graduating Young Collegians with \$1,000 in scholarship funding.

EXPANDING THE COLLABORATIVE

The Education Collaborative recognized the need to expand membership and work more closely with community partners who were also engaging with the populations served by the Collaborative. After School programs such as the Boys and Girls Club, Police Activities League, and Virginia Avenue Park and the City of Santa Monica have integrated seamlessly into the fabric of the Collaborative. When the City of Santa Monica began its “Cradle 2 Career Initiative” (C2C), it identified the Education Collaborative as an active body focused on the 16 – 24 year old age group and asked that the Collaborative serve as one of the four bodies informing and representing the Initiative in making a collective impact to improve the community of Santa Monica. The Education Collaborative representatives serve as active participants in C2C, provide data for the Wellbeing Report Card, and ensure information on Education Collaborative member programs is posted on the C2C web portal.

RECENT EFFORTS

Recent efforts and activities of the Education Collaborative have focused on greater communication and collaboration between member groups. This includes sharing and improving available data, investigating tutoring and mentoring tools, initiating and/or supporting meetings between SMC and SMMUSD faculty in English & Math, and the annual “counselor-to-counselor” meetings. Data from member entities, including SMMUSD secondary student engagement and senior exit surveys, and demographics and accessed services on VAP, PAL, and Boys & Girls program participants has been used to inform discussion and planning for next steps.

In an effort to increase the availability of tutoring and mentoring support the Collaborative investigated a number of applications and programs on the market. After careful consideration of all aspects, the Collaborative chose to highlight Brain Fuse, a program already available through the Santa Monica Library system. As a result of the Collaborative’s interest and support, the Library extended access to any student in the District, regardless of residency status.

Collaborative member programs share information and flyers on program activities such as college visits, SAT/ACT prep classes, college application and financial assistance and where possible open these activities to participants from other programs. The Collaborative actively reviews and discusses current research

and literature on best practices to close the achievement gap and strategies to improve access to instructional programs for *all* students. A good example is the active engagement and support of “Get Focused, Stay Focused” which focuses on career preparation and guidance. This program is currently embedded in SMMUSD’s freshman seminar.

LOOKING FORWARD

Although much has been accomplished, the Collaborative recognizes that even more needs to be done to engage students at the high school and improve communication to better inform parents of the opportunities available to their students. Among activities under discussion are:

- Establishing a Boys & Girls Club presence at SAMOHI
- Addressing tutoring support early, often, and consistently (writing lab and math prep) on site and/or providing transportation/pick up to various, local after school programs.
- Leveraging PSAT data results for all 10th graders with the Collaborative’s after school support providers, in particular the strategic alliance of Boys and Girls Club national with Khan Academy test prep
- Leveraging liaison potential between SMMUSD Family Engagement Coordinator and City Analyst for Youth & Families
- Continuing to address communication of programs to district elementary and middle schools
- Further development and communication of pathways between SMC-SMMUSD

Dual and Concurrent Enrollment

The Dual Enrollment program has been available to SMMUSD students for many years. In the past, the program focused on offering SMC music classes to students at Malibu and Santa Monica High School (Samohi). The program later added Early Childhood Education courses, which were a part of a four-class sequence resulting in a departmental certificate at Samohi. In fall of 2015, the program added two additional pathways—one in Computer Science at Samohi and a second in Media Studies at both Samohi and Malibu. These two pathways are also set up as four-class sequences and are a part of the LA HITECH grant. The grant has supported these pathways by furnishing a computer lab at Santa Monica High School and providing textbooks and equipment for pathway students at both schools.

The Dual Enrollment program further expanded in Fall 2016 by offering a remedial math class and two general education classes at Samohi. General education, transferable classes include the disciplines such as sociology, music, and media studies. In the past, offering remedial classes was not permitted, but in March 2016 the state passed Assembly Bill 288. This bill made it possible for SMC to offer remedial math classes as long as the two districts had a College and Career Access Pathway (CCAP) agreement. With the CCAP agreement in place, SMC and SMMUSD will be able to further expand dual enrollment course offerings at the high schools and better align courses to develop pathways that will take high school and college classes into consideration. With this agreement, SMC will provide outreach material, enrollment services and a program orientation to all participating students, while SMMUSD will provide the books for all Dual Enrollment students.

In the 2016-2017 academic year dual enrollment and concurrent enrollment at SMC served numerous SMMUSD students. At Malibu High School, the Dual Enrollment program served 23 students in fall 2016 and 47 in the spring 2017 semester. The chart below shows the success and retention rates for these students during the various semesters.

Semester	Fall 2016	Spring 2017
Total # of Students	23	47
Success Rate	100%	100%
Retention Rate	100%	93.6%

Students at Malibu also attended SMC classes as Concurrent Enrollment students. The chart below details their enrollment.

Semester	Fall 2016	Winter 2017	Spring 2017	Summer 2017
Total # of Students	6	1	2	31
Success Rate	100%	100%	50%	100%
Retention Rate	100%	100%	50%	87%

In total, 71 Malibu students obtained at least one semester of SMC credit. The chart below outlines the Malibu Dual Enrollment and Concurrent program participation numbers based on ethnicity/race for the 2016-2017 academic year.

Ethnicity/Race	Total # of Students	Percentage of Students
Asian	3	4%
Black	3	4%
Hispanic	14	20%
Two or More	5	7%
White	46	65%
Unreported	0	0%

At Samohi, the Dual Enrollment program served 242 students in the fall 2016 semester, 187 during the winter 2017 semester, and 238 students in the spring 2017 semester. The chart below outlines these numbers and shows the success and retention rates during the various semesters.

Semester	Fall 2016	Winter 2017	Spring 2017
Total # of Enrollment	242	187	238
Success Rate	99.2%	87.3%	94.4%
Retention Rate	88.3%	83.9%	90.7%

Samohi students also enrolled at the college through Concurrent Enrollment. Their numbers as well as success and retention rates are listed below.

Semester	Fall 2016	Winter 2017	Spring 2017	Summer 2017
Total # of Enrollment	26	4	41	396
Success Rate	91%	100%	89%	98%
Retention Rate	88%	75%	90%	97%

In total, 532 students

from Samohi enrolled in at least one SMC class through dual enrollment or concurrent enrollment. Many students enrolled in multiple courses earning credit at SMC during all four semesters. The ethnicity/race breakdown of these students is listed below.

Ethnicity/Race	Total # of Students	Percentage of Students
Asian	71	13%
Black	33	6%
Hispanic	150	28%
Two or More	46	9%
White	227	43%
Unreported	5	1%

As part of the Dual Enrollment program, the team also administered a Dual Enrollment survey to all Samohi and Malibu students. The survey concluded that 71.9% of students “Agreed” that they had enjoyed learning the material in the Dual Enrollment course while 16.9% “Somewhat Agreed”, 6.9 % “Somewhat Disagreed,” and 4.4% “Disagreed” with the statement. In regard to exposing students to new content that they were not familiar with, 66.5% “Agreed,” 21.5% “Somewhat Agreed,” 5.7% “Somewhat Disagreed,” and 6.3% “Disagreed.” 50.3% “Agreed” to feeling better prepared for college coursework after taking the Dual Enrollment class, while 31.2% “Somewhat Agreed,” 10.2% “Somewhat Disagreed,” and 5.7% “Disagreed.” The group also reported that 72.8% “Agreed” that the Dual Enrollment course was a valuable experience, and 79.7% “Agreed” that they would recommend a Dual Enrollment course to other students. These results indicate that students value the Dual Enrollment courses and find them to be a beneficial addition to their high school curriculum.

Dual and concurrent enrollment opportunities for high school students now represent more than just access to expanded elective offerings or college-level advanced coursework. As part of California's new state accountability system, dual enrollment now provides a measure of College and Career Readiness that is reflected on the new state's dashboard College/Career Indicator (scheduled for release in Nov. 2017). Any student who completes two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects) meets the "Prepared" level on the dashboard. Additionally, any student who completes the coursework that meets the University of California (UC) a-g criteria and completes one semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects).

SMMUSD students are uniquely positioned in this regard, as the number of unique courses taken last year for dual/concurrent enrollment at SMC reached 130. While enrollment in existing on-campus programs such as Young Collegians and the LA HITECH collaborative increase in popularity, growth through the CCAP initiative promises new opportunities for students, including: linking existing CTE programs at the high school to certificate programs; addressing the needs of students whose math proficiency is not yet college-ready; and expanding summer school options, while honoring the district's MOU with SMMCTE.

College Readiness

SMC and SMMUSD are working collaboratively to offer Arithmetic and Prealgebra, Elementary Algebra, and Intermediate Algebra at Samohi to seniors who assessed as "conditionally ready" for college level math through the 2017-2018 academic year. The goal of offering the math classes are to encourage prospective SMC students to partake in math classes during their senior year to help them maintain proficiency in math and progress through the math sequence while still in high school. The college is working on providing these students with counseling and tutoring support to assist them with successfully completing these courses.

Last year SMC worked with SMMUSD on articulating the Expository Writing and Reading curriculum (EWRC) course with English 21A/B. The objective is to enroll high school students who assessed as "conditionally ready" for college level English in this course during their senior year. Students who successfully complete the EWRC course at Samohi will be placed into English 1 when they enroll at SMC. While last academic year Samohi offered one section of this course, this academic year Samohi is offering four sections. The SMC English department will be working closely with the Samohi English department to continue this collaboration and ensure that students seamlessly transition into the college level English class at SMC.

SMC and SMMUSD have made great progress in streamlining programs and promoting college readiness and will continue to strengthen these functions by focusing on the activities below:

- Work on introducing additional pathways in the Dual Enrollment program and strengthen existing pathways.
- Support college readiness and increase the number of students in programs designed to help students become college ready in English and math when they graduate high school.
- Increase the diversity in Dual Enrollment classes and reach out to under resourced students and encourage them to enroll.

Beginning with the Winter-Spring 2017 enrollment cycle, SMMUSD students received priority registration at SMC. The following data provide an update on SMMUSD matriculation to SMC immediately after high school, within four years of high school graduation, as well as the number and percentage of SMMUSD students assessing into college level math and English at SMC.

Spring High School Graduates Who Enroll in Subsequent Summer/Fall Term at SMC

	2012	2013	2014	2015	2016	Five Year Total
SMMUSD 12th Grade Graduates*	898	952	875	858	919	4,502
Enrolled at SMC (Summer/Fall terms)	239	242	257	235	276	1,249
% Enrolled at SMC	26.6%	25.4%	29.4%	27.4%	30.0%	27.7%

*Santa Monica High, Malibu High, Olympic High enrollments. Data via CDE's DataQuest

Math and English Placement

	2012	2013	2014	2015	2016*	Five Year Total
Took Math Placement Assessment	216	224	234	211	258	1,143
Placed into College Math	79	89	98	69	120	455
% Placed in College Math	36.6%	39.7%	41.9%	32.7%	46.5%	39.8%

*First year of Multiple Measures Assessment Project (MMAP) implementation

	2012	2013	2014	2015	2016*	Five Year Total
Took English Placement Test	218	214	229	206	255	1,122
Placed into College English	101	85	87	89	116	478
% Placed in College English	46.3%	39.7%	38.0%	43.2%	45.5%	42.6%

*First year of MMAP implementation

SAMOHI Graduates Who Enroll at SMC

	2009	2010	2011	2012	2013	Five Year Total
Grade 12 Graduates	699	699	697	679	751	3,525
Enrolled at SMC Within Four Academic Years*	421	365	367	364	361	1,878
Percent	60.2%	52.2%	52.7%	53.6%	48.1%	53.3%

*For example: 2009 graduates must have enrolled at least once between the Summer 2009 and the Spring 2013 terms.

Outreach and Recruitment

The Outreach & Recruitment office promotes Santa Monica College as a first choice higher education option to students. An overview of the educational options available to students at SMC as well as the various support programs available to ensure their success is presented by skilled counselors.

Once a student decides to attend SMC, Outreach counselors help them navigate the college application and matriculation process. Information is provided on the following: the SMC application process, federal and state-based financial aid, campus tours, Prep2Test, assessment, orientation, counseling, first semester educational planning and enrollment, and student academic support services.

Services are provided on the SMC campus and in district schools during the Fall, Winter, and Spring sessions. Other special events hosted by the Office of Outreach and Recruitment include:

- Admitted Students' Day (ASD): This program is designed to host high school students who have been admitted to SMC to take math and English/ESL assessments, have a guided campus tour, and debrief counseling session with a SMC counselor. The ASD program includes a workshop on educational planning geared toward assisting students with the completion of their first-semester Ed plan using MyEdPlan, our interactive, online educational planning tool.
- Super Saturday: This one day "catch-all" event allows high school seniors who plan to enroll at SMC for the Summer/Fall term but have not completed their assessment testing or created an educational plan, to do so outside of traditional assessment and counseling service hours. This event provides students an opportunity to learn about additional support services and apply to select programs available on campus. The goal for Super Saturday is to provide students access to support programs with the goal of improving retention and persistence.

Counseling Initiatives

Santa Monica College has long been the school of choice for many Samohi seniors. Annually, approximately 250 students or more select SMC to earn a certificate, Associate degree, or transfer to a four-year university. For many of these students, their relationship with SMC begins long before their senior year through SMC's summer school, dual, or concurrent enrollment programs. Given this, it became apparent that these SMC bound students would benefit if the Counseling Department at Samohi had closer ties to the Counseling Department at SMC.

In Spring 2016, the first SMC/Santa Monica High School (Samohi) "counselor-to-counselor" meeting was held at SMC. Twenty SMC special counseling program leaders attended the meeting along with the Dean and Department Chair, and ten counselors at Samohi. In preparation for the meeting, participants filled out a survey which helped guide the creation of the meeting agenda. The purpose of the first meeting was to start building relationships on a personal and departmental level, and for each school to share information about programs and services. Presentations were made on SMC's transfer process and services, career services, the Welcome Center, and services for students with disabilities. Samohi counselors presented information on the role of high school counselors and the most common questions Samohi students have about SMC. Additionally, all counselors received a thumb drive with four folders containing detailed information on SMC counseling programs and services, SMC campus maps, general information about Samohi, and a contact list for all meeting attendees. After the meeting, a joint sub-committee was formed whose charge was three-fold: 1) to plan the second annual counselor-to-counselor meeting in spring 2017, 2) to create a document designed to make the transition from Samohi to SMC easier, and 3) to organize additional presentations for the Samohi Counseling Department about SMC programs and services.

In Spring 2017, the second annual SMC/Samohi counselor-to-counselor meeting was held on SMC's campus. The meeting began in the morning with an interactive, "chauffeured" campus tour which showcased SMC's Bundy Campus, the Performing Arts Campus (PAC), and the Main Campus. During these tours, Samohi counselors learned about SMC's new bachelor's degree program, toured the new east wing of PAC, and heard presentations about SMC's Assessment Center and Outreach program. In the afternoon following lunch, participants were broken into small groups and asked to consider and discuss the following questions:

- What does an ideal working relationship between our institutions look like (specifically counseling services)?
- What can we do as Counseling Programs at both institutions to improve our collaborative working relationship?
- How do we develop a "warm handoff" to students?
- What are we as institutions willing to commit to based on our resources? What are we as individuals willing to commit to based on our resources?

Each group had someone recording the conversation who shared overall conclusions with the larger group at the end of the day. Themes of increased levels of communication and an even greater SMC counselor presence at Samohi quickly emerged. Additional ideas were generated that included having a "SMC Day" at Samohi, and bringing SMC bound students to the SMC campus to participate in special events such as Club Row. It was also agreed that the annual counselor-to-counselor meetings should continue. A follow up meeting with the counselor-to-counselor sub-committee was held at Samohi in late May, a portion of which was also attended by the Samohi principal, Dr. Antonio Shelton. It was at this meeting where it was agreed that both campuses could benefit from having an even greater SMC counseling presence at Samohi. This commitment will come to fruition effective October 2, 2017 utilizing special categorical funding earmarked to promote college student success.

This dedicated SMC counselor will work on the Samohi campus three days per week, five hours per day and will utilize an intrusive counseling approach that promotes college readiness. Samohi counselors will identify seniors who are SMC bound, and the dedicated SMC counselor will summon them out of class twice per semester to ensure they have completed SMC's matriculation process which culminates in the creation of an educational plan. Students will also be connected to the most appropriate SMC special program which may include a summer bridge experience. The counselor will also work with dual enrollment instructors to identify students in need of additional support so that support services can be coordinated with the Samohi counseling staff. The hope is that this counselor can also organize an SMC Day at Samohi, bring these students to SMC in the spring for Club Row, and organize the third annual counselor-to-counselor day.

The counselor-to-counselor collaboration aligns with another SMMUSD initiative to review the counseling program through the lens of the American School Counseling Association frameworks. This consultant-guided initiative is intended to expand the use of data in serving all students to better meet individual needs. Among the desired outcomes relevant to the counselor-to-counselor collaboration are increased referrals to SMC math classes to prepare students for college transition; expanded awareness of SMC Career Technical Education programs; and the linking of students to on-campus resources after graduation.

The Santa Monica Regional Consortium for Adult Education

HISTORY

The Santa Monica Regional Consortium for Adult Education is a result of Assembly Bill 86 Adult Education Planning and Implementation Grants and Assembly Bill 104/Adult Education Block Grant (AEBG). The consortium is comprised of administrators, faculty, and classified staff representing noncredit academic programs and student services at Santa Monica College and adult education offerings at the Santa Monica-Malibu Unified School District's Adult Education Center located at Olympic High School. Since 2014-15 and in alignment with AEBG statewide objectives, the consortium has strived to increase literacy, high school/high school equivalency completion, transition into college-level (credit) courses, and/or transition into the workforce for adult learners, 18 years of age and older.

RECENT EFFORTS

The Santa Monica Regional Consortium for Adult Education seeks to become the regional hub for literacy, secondary education, and workforce preparation for adult learners. This vision is supported by year 2016-17 accomplishments, including but not limited to: restructured consortium meetings by forming a work group for each objective representative of faculty, classified staff, and administrators; consortium student pathways counseling folder implementation; exploration of a SMC noncredit to credit counseling transition course; signed contract for a shared data tracking and accountability system (CommunityPro); completed technical plans to increase faculty and student digital literacy; participation in Professional Learning Community training; the consortium's very first Community Partners' Event to establish linkages to industry and community partners; and received Santa Monica College local approval of noncredit short-term vocational and workforce preparation courses/certificates.

The newly approved courses and certificates include:

- Basic Computer Operations
- Bicycle Maintenance,
- Business Essentials,
- Customer Service,
- Early Childhood Education Instructional Aide,
- Internet Safety, and
- Rehabilitative Therapy Aide

The Consortium is engaged in exploration of a career advising and placement process utilizing a common SMMUSD Adult Education Center-Santa Monica College student educational plan as well as student outreach services for potential job placement, and increased ESL and high school equivalency test preparation.

SMC faculty, classified staff, and administrators participated in various noncredit conferences, summits, and workshops to gain a knowledge of noncredit course, certificate, and student services pathways. Adult Education Center teachers, classified staff, and administrators participated in adult education conferences and trainings.

LOOKING FORWARD

The primary goals for the Santa Monica Regional Consortium for Adult Education in 2017-18 include the following activities.

(1) Utilize the CommunityPro web-based application to implement data tracking and sharing between SMRC members, industry, and community partners. This involves identification of academic, student services, and workforce pathways from the AEC to SMC Noncredit, SMC Noncredit to Credit, SMC Noncredit to Workforce, SMC Credit to Workforce, and SMC Credit to a Four-Year College/University.

(2) Pending California Community Colleges Chancellor's Office approval, offer noncredit short-term vocational and workforce preparation courses/certificates.

(3) Continue to participate in professional development opportunities.

Updates

SMC BACHELOR DEGREE IN INTERACTION DESIGN (IxD)

The first baccalaureate graduating class will walk across the SMC stage in June 2018. A second cohort of 25 students were admitted for the Fall 2017 semester as juniors. Efforts to market and recruit for this dynamic and affordable degree program continue with new marketing materials, outreach to local industry and high schools, attendance at industry events and professional organizations, and on campus promotion.

The college continues to provide the IxD students with support services including two academic counselors who provide focused support for both the upper division students and the lower division students who are preparing to apply to the program. There is a designated contact in our Financial Aid office, library support, and now a new scholarship that will provide IxD students who qualify for the Board of Governor's (BOG) fee waiver with assistance in paying the upper division course fees to which the BOG waiver does not apply. This scholarship is supported by a generous donation made to the SMC Foundation. Finally, the college remains actively involved in the statewide Bachelor's Degree Pilot (BDP) community, participating in monthly conference calls as well as all summits and symposia. New on the statewide front is pending legislation SB 769 which would extend the program end date from 2023 to 2028.

STRONG WORKFORCE PROGRAM AT SMC

The Strong Workforce Program is a statewide initiative approved by the Governor and Legislature to increase social mobility and fuel regional economies with skilled workers. An annual, recurring investment of \$200 million in the California Community College's career technical education (CTE) is intended to create more and better CTE programs leading to high-demand, high-wage jobs. The funding is structured such that 40% of the monies are allocated to the region and 60% are allocated to the local institutions. The amount of funding distributed to each region and college is based on a formula. Implementing activities for both the local and regional shares require stakeholders to collaborate, including industry and local workforce development boards. As much as possible, this program builds upon existing regional partnerships formed in conjunction with the federal Workforce Innovation and Opportunity Act (WIOA), and public school CTE programs. The Strong Workforce Program funding has also allowed the college to pursue exciting new activities and initiatives needed to improve the quantity and quality of CTE programs. Improving *post-college* outcomes, particularly in relation to job placement and wage gains has been a focus. Some of the activities that SMC has been involved in during 2016-17 have included marketing of the programs, professional development, new program development, industry forums, and the development of a business engagement center and job placement center.

CENTER FOR MEDIA AND DESIGN

The Center for Media and Design (CMD) at Santa Monica College is now open for classes. This campus houses the Design Technology department which includes graphic design, interaction design, entertainment technology, and interior architectural design as well as the disciplines of broadcast, journalism, and film. The CMD provides a significant new facility that promotes interdisciplinary work, empowers faculty, and offers students a dynamic space for creative innovation and the development of technology driven skills that industry demands. The disciplines at this campus represent those most involved in the LA HITECH initiative. The shared campus location has already ignited conversations and planning for greater synergy that will play a pivotal role in the training and development of students for careers in these sectors of the regional economy. The proximity of the CMD to a large and growing number of industry and relevant employers, along with industry connections already established by Santa Monica College will connect faculty with externships and students with the internships and work-based learning opportunities critical to their success.

GUIDED ACADEMIC PATHWAYS

Santa Monica College has a unique and exciting opportunity to redesign the student experience by creating guided academic pathways for students to effectively navigate what can often seem like the muddy waters of higher education. "Pathways" is both a national and statewide movement that has shown great promise in assisting students to achieve their goals for completion, transfer, and career effectively and more efficiently.

SMC has secured an Award for Innovation from the California Department of Finance of \$2 million dollars to address start-up costs associated with this project. In addition, SMC was selected to participate in the American Association of Community Colleges Pathways 2.0 national project to bring guided academic pathways to scale as an institution by 2020. SMC will work with SMMUSD to identify ways in which these pathways can benefit students through educational planning and dual enrollment while in high school.