**ACC Student Success Center Grant Initiatives**

**Related to Improving College Readiness**

**Working Families Success Network (WFSN) Community College Expansion**

EACC, COTO, PCCUA, North Ark

Participating colleges are expanding non-academic support services for students, including financial education and financial coaching aimed at helping students better understand and manage their household budget and expenses which includes but is not limited to paying for college. College are creating access to innovative financial services developed for college students by the Center for Financial Service Innovation, and access to income supports such as emergency grants and public benefits to better help students manage their financial lives. The project is being managed by Achieving the Dream. Arkansas in one of four participating states.

NO DATA YET ON WHETHER THIS WORKS. BUT IF FINANCIAL LITERACY IS A RECOMMEDNATION OF THE STRATEGIC PLAN THEN THE CURRICULUM THESE COLLEGES HAVE ADOPTED SHOULD BE LOOKED AT AS POSSIBLY BEST PRACTICES.

**Academy for College Excellence (ACE)**

Ozarka, PCCUA, COTO, ASUN

Participating colleges are developing a non-cognitive intervention to support student success based on the ACE model. The intervention focuses on building student’s sense of academic self-efficacy and college identity, improving student’s individual and team communication skills, and developing student’s self-control and perseverance. ACE has developed a non-cognitive assessment tool that assesses and measures student improvement in these affective dimensions.

NATIONAL DATA EXISTS REGARDING THE EFFECTIVENESS OF ACE. ACE COULD BE ADOPTED AT THE HIGH SCHOOL LEVEL HOWEVER ITS LASTING EFFECTS ON STUDENTS ARE IN PART DUE TO A COHORT DYNAMIC AND OBVIOUSLY AFTER HIGH SCHOOL STUDENTS DISPERSE INTO MANY DIFFERENT COLLEGES.

**Accelerating Opportunity**

ASUMS, CCCUA, ASUB, COTO

Participating colleges are building specific career and technical education program pathways that integrate basic skills instruction into career and technical education program classes. The colleges are partnering with their adult education programs and using adult education instructors to teach the integrated basic skills, using the I-BEST model pioneered in Washington State. GED students are being targeted so that these students can more quickly enter a college credit program and earn their GED as part of the basic skills instruction they receive, thus eliminating the need to earn a GED first before entering college. Participating colleges are targeting welding, HVAC, mechatronics, machining, diesel technology, medical terminology and cosmetology.

LIMITED AR DATA THAT THIS WORKS, BUT PLENTY OF NATIONAL DATA. THIS CONCEPT OF CONTEXTUALIZED, IMBEDDED REMEDIATION COULD BE DONE AT THE HIGH SCHOOL LEVEL AND CERTAINLY IN CONCURRENT CREDIT COURSES.

**Arkansas Guided Pathways**

NWACC, North Ark, COTO, PCCUA, ASUN, ASUB

Participating colleges are developing better “pathways” for students to enter and complete programs of study. Three primary strategies are involved in building better pathways. First, better “on ramps” for students to select and enter a program of study, including improved career exploration and advising for new undecided students, accelerated and even contextualized dev ed, and “meta majors” that allows students to explore a broad range of majors before selecting a final program of study. Second, more structured programs of study, including default degree plans with default sequencing of courses and predictable course schedules (even block schedules if possible). Third, proactive monitoring of student progress and provision of support services.

LIMITED NATIONAL DATA. IDEALLY THESE PATHWAYS GET COORDINATED WITH HIGH SCHOOLS AND STUDENTS GET ON A PATHWAY WHILE IN HIGH SCHOOL VIA CONCURRENT CREDIT OR EARLY COLLEGE HIGH SCHOOLS.

**Math Pathways to Completion**

Arkansas was just selected as one of five states to be part of the Math Pathways to Completion initiative being managed by The Dana Center at the University of Texas. This initiative will be coordinated in Arkansas by ADHE with ACC.

Math Pathways for Completion (otherwise known as New Mathways) has developed three alternative math pathways for students depending on their program of study: Quantitative Reasoning, Statistical Reasoning, and revised STEM. A single developmental course, Foundations of Mathematics, is the feeder course into all three pathways. The Arkansas colleges are pursuing the development of a Quantitative Reasoning course primarily, but several are also developing a Statistical Reasoning course and a Foundations of Math or other redesigned dev ed course(s).

SOME NATIONAL DATA IS AVAILABLE.

**Gateway to College**

ACC organized a discussion with representatives from 14 of the state’s community colleges and staff from Gateway to College, which is a national organization that supports local programs that serve high school drop outs or soon to be drop outs to earn their diploma and get on a path to college. With the state’s new law that allows k-12 funding to be used for such programs, the policy setting is right to build these kinds of programs across the state.

SOME NATIONAL DATA IS AVAILABLE.