



Walmart Brighter Futures 2.0: College Sustainability Plan Moraine Valley Community College

I. Best/promising practice(s) identified during the project.

- A. Our project provided options and support for ABE/GED/ESL students and high school juniors and seniors. Courses were developed to reinforce math skills and vocabulary so students could better transition into college courses and choose programs of study leading to middle-skill occupations. By providing students with Pre-Bridge Courses, students were able to explore careers and pathways that move them out of low-income jobs.
- B. Significant academic gains are made with contextualized learning and supplemental instruction. Pre-Manufacturing and Pre-Health Care courses provided necessary remediation so students could be successful in college-level courses on pathways to middle-skills careers.
- C. This project promoted internal collaboration across the institution. Institutional Research provided us with students to consider based on the criteria we provided; Counseling and Advising identified students who transitioned from developmental education to college-level courses without disrupting their educational goals; Learning Enrichment and College Readiness identified high level ABE/GED and ESL students who were internally motivated and also demonstrated grit. CCCE worked with instructors, Career Programs, and the Job Resource Center to move students through the continuum of services.
- D. Students were co-enrolled in grant programs to retain them and provide supportive services that addressed barriers like transportation, program supplies, and other items that weren't covered by financial aid. Through our case management approach, we gained a better sense of barriers to completion that students face. We were able to cobble together supportive services that students needed from various workforce programs to get them to completion.

II. Rationale for institutionalizing the best/promising practice(s) identified above.

- A. Students were co-enrolled in grant programs to retain them and provide supportive services that addressed barriers like transportation, program supplies, and other items that weren't covered by financial aid. Through our case management approach, we gained a better sense of barriers to completion that students face. We were able to cobble together supportive services that students needed from various workforce programs to get them to completion.
- B. Student progress was measured by analyzing pre- and post-Test of Adult Basic Education (TABE) scores. There was a significant increase in overall math performance in every cohort following direct instruction and math lab experiences in an accelerated program. Computation and applied math included problem solving, understanding tables and charts, and solving multiple-step algebra and geometry problems related to specific industries.
- C. We honor the college's promise with this work. "We promise to provide a student-centered environment and to focus all college staff and resources on student learning, student development

and student success." It's our best example of working collaboratively across the institution to get students to complete!

- D. Leveraging Internal Resources allows us to serve more students by providing case management services that appear as a safety net for students. When students are unsure about how they'll be able to pay for everything, the case management approach lays out their plan and the steps it will take to complete the plan. Hard questions are asked and difficult conversations help to determine if there are any barriers or additional student needs to address.

III. Fiscal implication(s) for institutionalizing the best/promising practice(s) identified above.

- A. None.
- B. Educational Specialist position created (full-time AP staff)
 - Supplemental Instructors (part-time tutors to support students)
 - I-Best Instructors (adjunct faculty)
 - Case Manager (full-time AP staff)
- C. None.
- D. None. Braided funding was utilized to pay for some of the services needed by this population, with careful accounting of how every dollar from each stream was spent. While funds were brought together to support the efforts of our project, they were carefully accounted for to report to our funders on how the money was spent.

IV. Partnerships/sponsorships established during the project that should be continued.

- Community resources (see Resource Fair Participating Agencies)
- MVCC held its 1st annual resource fair to provide the unemployed and underemployed with community resources to support them during their period of transition.
- Regional manufacturing plants (internships/employers/guest speakers)

V. Internal institutional collaboration during the project that should be continued.

- Institutional Research
- Resource Development
- Student Services
- Advising and Counseling
- Job Resource Center
- Learning Enrichment and College Readiness
- Career Programs
- Corporate, Community, and Continuing Education
- Finance

VI. Integration timeline for identified activities.

Ongoing