



2016 - 2017

## Minority Male Success Initiative

**Supported by the NCCCS  
Minority Male Mentoring  
Grant.**

**2016-17 Request for Proposal**

**DATED MATERIAL – OPEN  
IMMEDIATELY**

**Deadline: Friday, August 12<sup>th</sup>,  
2016**

*North Carolina Community College System*

**MINORITY MALE SUCCESS INITIATIVE  
REQUEST FOR PROPOSAL (RFP)  
PLAN AND APPLICATION  
2016 - 2017**

COLLEGE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

**PREPARED BY:**

\_\_\_\_\_  
*Name/Title* *Date*

\_\_\_\_\_  
*Phone* *Email Address*

**PROGRAM COORDINATOR:**

\_\_\_\_\_  
*Name/Title* *Date*

\_\_\_\_\_  
*Phone* *Email Address*

Applications must be submitted to the North Carolina Community College System, Academic and Student Services Division, **no later than Friday, August 12th, 2016.** If you have any questions concerning the Minority Male Success Initiative application, please contact John J. Evans at (919) 807-7212 and/or via e-mail at [JEvans@nccommunitycolleges.edu](mailto:JEvans@nccommunitycolleges.edu)

**E-mail application to:** [JEvans@nccommunitycolleges.edu](mailto:JEvans@nccommunitycolleges.edu).

## Executive Summary

The NC Minority Male Mentoring Program (3MP) was established in the fall of 2003 using six pilot programs to improve the retention and graduation rates of minority male students in the NC Community College System (NCCCS). The Minority Male Mentoring Program was designed as a goal oriented program to support the educational, professional, and civic aspirations of minority males in the Community College System. Today, 46 of the state's 58 community colleges have received sub-grants to operate 3MP student coaching programs to support student success. As a result of these efforts, over 10,000 students have received support and assistance towards achieving their educational, professional, and civic goals. Historically, the Minority Male Mentoring Program (3MP) has been an active, intensive, and engaging process of coaching to minority male students in order to increase: completion of developmental and curriculum courses, persistence from semester-to-semester and year-to-year, degree attainment, and/or transfer to a four-year institution. While this cohort-based model was successful at the individual student level, the NCCCS seeks to significantly impact the student success outcomes of our larger minority male population. For the 2015-16 academic year, 3MP served over 1,200 students (an average of 26 students per college), which represents approximately 4% of the system's curriculum minority male population.

Beginning with the 2016-17 academic year, the NCCCS is redesigning the Minority Male Mentoring Program to more closely align with the student success initiatives currently taking place throughout our system. The new model is designed to strengthen minority male student outcomes by encouraging participation and collaboration among student participants and institutional departments. To help achieve the stated goal, the NCCCS is seeking for colleges to make a three-year commitment to assess and enhance the student success outcomes of minority male students.

The primary reasons for the redesign are to:

- Increase student success;
- Maximize student and campus participation; and
- Increase program effectiveness and efficiency.

### **Increase Student Success**

The NCCCS is dedicated to maximizing student success by establishing environments that strengthen the understanding of at-risk students, along with identifying the best policies and practices that attribute to the persistence of students in our system. Within the NCCCS, first-year progression is measured by the percentage of first-time fall credential-seeking students attempting and completing at least 12 hours within their first academic year. For the most recent measure (2013), the first-year progression rates by race and ethnicity are below:

-African American males (48%)

-African American females (54%)

-Hispanic males (68%)

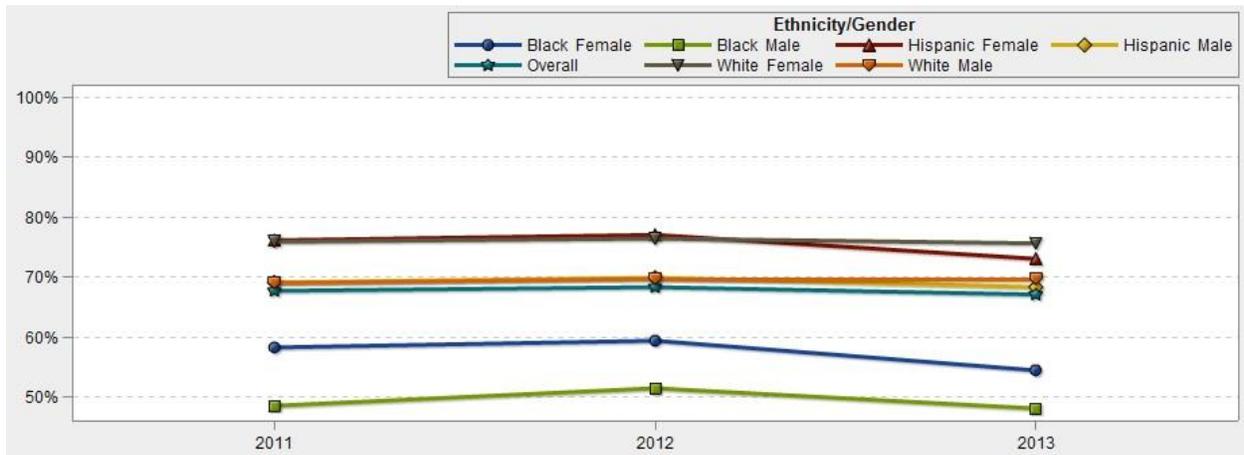
-Hispanic Females (73%)

-Caucasian Males (69%)

-Caucasian Females (75%)

\*See the comparison chart below:

\*System: Baseline: 53% / Average: 67% / Excellence Level: 75%



([First year progression dashboard](#)).

### Maximize Student & Campus Participation

During the 2015-16 academic year, 3MP served approximately 1,200 students who voluntarily participated in the program. This number represents approximately 4% of the system's curriculum minority male population. In order to serve a greater number of students, the new initiative seeks to widen the population of participants by shifting our focus to include **all** first-time enrolled minority male students at our institutions, and to increase the active participation of all campus stakeholders.

During the 2016-2017 academic year, this redesign will shift focus from student recruitment to departmental collaboration, and focus on the assessment and identification of policies and procedures that may impede and those that may boost student completion. The aim of the initiative is to transition from a cohort based model focusing on recruitment and program participation to a holistic college-wide approach, which will allow colleges to analyze current policies, practices, and procedures to better incorporate participation among all underrepresented students.

### Increasing Program Effectiveness

The Student Services Department of the NC Community College System is committed to continually improving programs and educational outcomes of all students. As a result, the North Carolina Community College Minority Male Success Initiative is designed to support the educational and professional aspirations of minority males in the community college system. Improvements should be guided by monitoring and assessing performance, improving the data used for these assessments, collaborating with stakeholders, implementing recommendations, and re-assessing performance.

Collecting and utilizing data are key elements in promoting improvement and collaborating with stakeholders to improve the success of students. Because the initiative will transition from a voluntary participation model to focusing on the entire first-year minority male population, the following past requirements have been eliminated:

*-Coding of individual students:* By examining the entire population of minority male students, colleges are no longer required to individually code students. The system office will automatically pull institutional and aggregate data from the NCCCS data warehouse. These reports will be shared with institutions in an effort to aid in planning and grant implementation.

*-Mid-semester / End of the year spreadsheet:* Colleges are no longer required to track individual participants. However, it may be helpful for colleges to maintain an internal record of how the college is

enhancing minority male student success.

*-Individual case management:* Colleges are no longer required to have a case management approach when working with this population. Instead, colleges are encouraged to internally determine the best way to serve their student population.

### **NEED FOR THE PROGRAM:**

Continued disparities of educational attainment exist among minority males in relation to their counterparts. It is our belief that student success and engagement is everyone's responsibility. As such, the NCCCS seeks creative ways to address college completion and ensure students have resources that reduce barriers to academic success. The long term goal is to create strategies which empower all students towards achieving their educational goals.

According to Achieving the Dream, colleges and universities nationwide are focused on increasing student success by not only focusing on the completion of valuable credentials, but also on preparation for long, productive and rewarding careers in a rapidly changing economy. Community college faculty, staff, administrators and students are expected to work collaboratively to review and/or create integrated institutional policies, practices, processes and culture that together improve the success of minority male student performance and completion outcomes.

Aligning with Completion by Design and the Student Success Learning Institute philosophies, the new Minority Male Success Initiative will require the establishment of a core team that will be responsible for facilitating the planning and change processes, and specifically identifying how stakeholders throughout the institution will be engaged. By involving stakeholders in the process, institutions may identify and address those processes and areas that affect momentum during the student's connection, entry, progress and completion within the institution.

### **GOALS FOR THE INITIATIVE:**

The purpose of the Minority Male Success Initiative is to address and increase the progression and completion rates of minority male students. To accomplish this mission, community colleges should:

- Provide integrated and targeted supports and interventions when they are most effective.
- Aid student's progress through programs that lead to valuable credentials, without unnecessary detours.
- Assist students in making informed decisions which result in understanding the requirements and processes to succeed.

More specifically, this initiative seeks to address the following objectives:

#### **Objective I**

- **Increase the progression of first-year minority male students.** To achieve this objective, Colleges applying for this grant should:
  - Review baseline data on the progression rates of minority male students at their institution. \*\*A summary report will be provided at our kickoff meeting early in the fall semester. \*\*
  - Set a goal for how your institution will seek to increase the percentage of minority male students meeting the minimum satisfactory academic progress standards of a cumulative GPA of 2.0 and 67% completion rate by the end of their first academic year. (A student's

completion rate is calculated by dividing the number of successfully completed credit hours by the number of attempted credit hours).

- Increase the percentage of first-time minority male students attempting at least 24 hours within their first academic year if they matriculate as a full time student. Or increase the percentage of minority males who complete a minimum of 12 credit hours within their first academic year if they attend on a part time basis.
- Make a three-year commitment to assess and improve the student success outcomes of minority male students.
- Provide at least one leadership position to coordinate the campus initiative. This individual should have unobstructed access to data and reporting measures.
- Establish a core team that will be responsible for evaluating institutional policies, practices, and processes.

## **Objective II**

- **Increase minority male utilization of campus resources and services through deliberate and intentional interactions between students and the campus community.** To achieve this objective, Colleges applying for this grant should:
  - Assess the current levels of campus involvement, and seek opportunities to increase and enhance the utilization of student support services.
  - Develop and implement effective professional development programs which foster inclusion, sensitivity, and cultural competency.
  - Increase the percentage of minority male students participating in your student success initiatives.
  - Collaborate with campus areas which support students in order to increase minority male student involvement in existing campus services and programming.

## **DEVELOPING A PLAN OF ACTION**

In order to help colleges meet the specified objectives, institutions should create a plan of action which includes how they will address the objectives in order to enhance student success. Below you will find questions and a template which may help you address your individual campus context.

- How does your institution review the current policies, practices, and engagement associated to minority male students? How do your minority male students seek and utilize institutional services and resources that lead to increased student success?
- How does your institution assess the support services with consideration of the challenges, needs, interests, and experiences of minority male students?
- How does your institution provide ongoing professional training and support to faculty and staff in order to enhance student support services such as advising, registration, counseling, etc?
- How does your institution collaborate with internal and external stakeholders to provide resources and services in an effort to increase student success outcomes?
- How does your institution provide structured activities and experiences which aim to increase campus and community engagement, leadership development, as well as, educational, professional, and cultural programming?

<u>Objectives / Targets</u>	<u>Action Steps</u>	<u>Who will be responsible?</u>	<u>Necessary resources?</u>	<u>Target Date for Completion</u>	<u>What evidence will indicate success?</u>
<p><i>Increase the progression of first-year minority male students.</i></p>					
<p><i>Increase minority male utilization of campus resources and services through deliberate and intentional interactions between students and the campus community.</i></p>					

## **TARGET POPULATION**

The Minority Male Success Initiative is designed and structured to enhance the educational success of all minority males currently enrolled in the NC Community College System. The target group for the 2016-17 academic year will be all incoming first-year minority male students matriculating in any of the 58 North Carolina community colleges. Colleges may continue to serve ***all*** students at their institution, and efforts that you make can impact all students at your institution. However, in order to establish a baseline for the initiative, colleges need to focus on the incoming class of first time in college 2016-17 minority male students.

## **WHO IS A MINORITY MALE?**

According to the United States Department of Education, the term “minority” means American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin), Pacific Islander or other under-represented ethnic group.

## **FUNDING METHOD**

Funding for the initiative is contingent upon state funding approval by the General Assembly and approval by the State Board of Community Colleges. Community colleges selected for the initiative will receive an allocation between 13,000 - \$17,000 for three academic years. The specific allocation will be dependent upon the number of college proposals submitted for participation. Funds can be used to assist community colleges in providing administrative support, supporting students towards initiative outcomes, and measuring student progress towards program completion. Each proposal selected will receive a funding allocation that will be determined based on available funding and number of eligible programs.

## **TIMELINE**

Approved initiatives will be funded for three (3) academic years contingent upon state approved funds with the aim of tracking the initial cohort of students through program completion.

Monday, July 11, 2016	RFP Distributed to Colleges
Thursday, July 21, 2016	Conference / Informational Call
Friday, August 12, 2016	Grant Applications Due
Monday, August 18, 2016	Grant Award Notification
Tuesday, August 30, 2016	Initial Convening of Grant Recipients (**Tentative**)
Friday, December 9, 2016	End of Semester Expenditure Report
Friday, January 13, 2017	Request for Additional Funding
Friday, February 17	Redistribution of Funding
Wednesday, May 31, 2017	Final Report Deadline
TBD (June)	Grant Review Convening
Friday, June 30, 2017	Grant Applications Due

## **PROGRAM EVALUATION & REPORTING**

In keeping with the statewide completion agenda, the program evaluation will focus on student success outcomes, and grantees will be evaluated using the NCCCCS progress and persistence measures. Grantees will submit a report outlining how the college addressed student progress, persistence, and engagement, including:

- A description of your plan of action, including any policy / procedure analysis
- Financial accounting and explanation of how funds were utilized.
- Description of key personnel, partnering departments, and / or partnering external / internal organizations which developed over the course of the initiative.

\*A report template will be provided at the kickoff meeting in the fall semester.

In order to aid in transparency, the performance measures and learning outcomes can be found below. For each measure you will find the following:

- A description for each measure
- A description of how was numerator and denominator will be calculated.

## **PROGRESS**

### **1. Academic Progress Standard**

Percentage of first-time minority male students meeting the minimum satisfactory academic progress standards (a cumulative GPA of 2.0 and \*67% completion rate) during the fall and spring semester of their first academic year. \*A student's completion rate is calculated by dividing the number of successfully completed credit hours by the number of attempted credit hours.

Denominator: First-time fall minority male curriculum students.

Numerator: Of those in the denominator, the number who attain a GPA greater than equal to 2.0 and successfully complete (C or better) 67% of their credit hours during the fall and spring semester of their first academic year.

### **2. First Year Successful Credit Hour Completion**

Percentage of credit hours successfully completed (C or better) during first academic year.

Denominator: Hours attempted among first-time fall minority male curriculum students during the fall and spring semester of their first academic year.

Numerator: Hours successfully completed (C or better) associated with those in the denominator.

### **3. Aggregate First-Year GPA**

Cumulative first-year GPA of first-time minority male students.

Denominator: Hours completed among minority male students during the fall and spring semester of their first academic year.

Numerator: Fall and spring quality points associated with those in the denominator.

### **4. First Year Progression**

Percentage of first-time minority male students attempting at least 12 hours within their first academic year who successfully complete at least 12 of those hours.

Denominator: First-time fall minority male curriculum students attempting at least 12 hours (includes developmental courses and course withdrawals) within their first academic year.

Numerator: Of those in the denominator, the number who complete at least 12 hours (including developmental) with a “P”, “C” or better within their first year.

## **PERSISTENCE**

### **1. Postsecondary Retention**

Percentage of first-time minority male students enrolling in or graduating by the second fall semester.

Denominator: First-time fall minority male curriculum students.

Numerator: Of those in the denominator, the number who re-enroll in the subsequent fall semester, transfer to a university, or graduate by the subsequent fall semester.

### **2. Postsecondary Completion**

Percentage of all minority male students graduating or transferring by the subsequent fall semester.

Denominator: All fall minority male curriculum students.

Numerator: Of those in the denominator, the number who graduate or transfer to a university by the subsequent fall semester.

## **ELIGIBLE APPLICANTS**

All North Carolina community colleges are eligible to apply.

## **PROJECT PERIOD**

Applicants must be able to utilize the yearly grant allocation within the period from August 1, 2016 through June 30, 2017. Approved initiatives will be funded for three (3) academic years contingent upon state approved funds with the aim of tracking the initial cohort of students through program completion. (2016 -2017 / 2017 – 2018 / 2018 - 2019).

## **APPLICATION**

- NC Complete the RFP cover sheet
- Complete the application packet outlining your plan of action
- Provide a detailed budget sheet

## **DEADLINE FOR APPLICATION**

Applications should be submitted via e-mail to John Evans at JEvans@nccommunitycolleges.edu **no later than Friday, August 12th**. If you have any questions concerning the RFP application, please contact John J. Evans directly at (919) 807-7212 and/or via e-mail.

## **BUDGET**

A budget sheet is required. Please include the details for each budget sub-section including the number of staff, materials, and/or the costs of each. All state and federal budgetary guidelines must be followed. **The budget submitted should be based upon an estimated state allocation of**

**\$17,000.** Funding for the initiative is contingent upon approval by the NC General Assembly (i.e.  $\$800,000 / 58 = \sim\$13,700$ ;  $\$800,000 / 46^* = \sim\$17,000$ . \*Current number of colleges which receive funding). Community colleges selected for the initiative will receive an allocation between 13,000 - \$17,000 for three academic years (2016 -2017 / 2017 – 2018 / 2018 - 2019).

### **ALLOWABLE EXPENDITURES**

Funding may be used for the following:

- salaries for hired staff and any retirement, FICA, and medical insurance
- office supplies and materials
- contracted services/supplemental contracts
- professional development
- travel
- student wages
- computers/equipment (with prior NCCCS approval)
- program marketing items (*i.e., banner, posters, brochures*)

Funding may **NOT** be used for the following:

- honorariums/stipends for non-contractual services
- certification fees for individuals
- food/catering services/refreshments (including paper products/plastic utensils)
- foreign travel
- Entertainment
- individual promotional/branding items, giveaways (*i.e., shirts, bags, portfolios, etc*)
- any other items prohibited by state and federal guidelines. (Please refer to your institution's Business/Finance Office)

### **REQUEST FOR PROPOSAL CONTENT & SELECTION CRITERIA - APPLICATION**

#### **Part I. Program Description & Plan of Action**

##### **A. Campus Context**

1. In one or two paragraphs describe your campus population and context, including information on your anticipated population of incoming first-year minority male students.

##### **B. Action Plan**

1. State your institution's action plan items for the 2016-17 academic year.

##### **C. Activities and Services**

1. Describe the methods and strategies that will be utilized to engage your student population.

#### **Part II. Personnel & Staff Development**

##### **A. Personnel and Administration**

1. Discuss the responsibilities of your personnel, indicating if they are full-time or part-time.

##### **B. Staff Development**

1. Discuss your plan for staff professional development and training, including who will be responsible for conducting them.

#### **Part IV. Collaboration & Coordination**

1. Discuss the collaborative planning process for developing and implementing your plan of action.

2. Indicate how each department listed above will contribute to your institution's success.

**Part V. Program Sustainability**

1. Describe the college's current and future commitment to sustain the initiative.

**Part VI. Budget**

1. Provide a budget narrative based on funding and needs explaining specific items such as number and type of positions, rationale for salary levels, and specific equipment/supplies, etc.

2. List any other funding sources, including specific dollar amounts and how these funds will be used.

3. **The budget should be based upon an estimated state allocation of up to \$17,000.**

<b>2016- 2017 MINORITY MALE SUCCESS INITIATIVE BUDGET AND COST EFFECTIVENESS</b>		<b>Funds Requested</b>
<b>College Name/Prepared by/Date:</b>		
<b>Personnel Support Salaries</b>	\$  \$	<b>Total:</b> \$
<b>Student Support Salaries</b> <ul style="list-style-type: none"> <li>• Salaries, Supportive, Full-time</li> <li>• Salaries, Supportive, Part-time</li> <li>• <i>(Description in the application of administrative positions as they relate to the program).</i></li> </ul>	\$  \$	<b>Total:</b>  \$
<b>Educational and Professional Materials &amp; Supplies</b> <ul style="list-style-type: none"> <li>• List/describe the anticipated amount of materials &amp; supplies</li> </ul>		\$
<b>Equipment and Office Supplies</b> <ul style="list-style-type: none"> <li>• List/describe the anticipated amount of equipment needed, and the estimated total cost. (For example, computers, printers, scanners, fax machines, computer programs and software, etc.)</li> </ul>		\$
<b>Contractual Services</b> <ul style="list-style-type: none"> <li>• List/describe the anticipated contractual services, the estimated amount, and/or total cost.</li> </ul>		\$
<b>Travel</b> <ul style="list-style-type: none"> <li>• List examples of events for staff and student travel and calculate the estimated number of travelers, mileage, lodging, and subsistence estimated.</li> </ul>		\$

<b>Faculty and Staff Training</b>	\$
<b>TOTAL BUDGET:</b>	\$
<b>Note:</b> <ul style="list-style-type: none"> <li>• <b>How much funding do you expect to receive from other sources to support your campus Minority Male Success Initiative during FY2016-17?</b></li> </ul>	\$
_____ <b>Signature of Program Coordinator</b>	_____ <b>Date</b>
_____ <b>Signature of Vice President/Dean of Student Services</b>	_____ <b>Date</b>
_____ <b>Signature of College President</b>	_____ <b>Date</b>