



## **Minority Male Success Initiative**

**FY2022-23 Report to the  
Joint Legislative Education Oversight Committee**

**Submitted by The State Board of Community Colleges**

**As Required by (115D-58.17 - Section 6.3)**

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## **SUMMARY**

The NC Community College System's (NCCCS) Strategic Plan emphasizes the system's commitment to be an open door to high quality, accessible educational opportunities that minimize barriers to postsecondary education, maximize student success, develop a globally and multi-culturally inclusive workforce, as well as improve the lives and well-being of our students. The plan calls for institutions to:

1. Identify and reduce access barriers for all prospective students, particularly among historically underserved populations.
2. Provide integrated, targeted support services that promote student success and reduce opportunity gaps for historically underserved students, and
3. Provide timely and accurate career and academic advising opportunities which leads to an increase in the completion of credentials for successful transition to careers and/or further education.

Since the Minority Male Success Initiative (MMSI) program's inception in 2003, over 10,000 students have received support and assistance towards achieving their educational, professional, and civic goals. As of July 1, 2022, there are (21) community colleges receiving MMSI funding.

## **BACKGROUND**

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. The NC Minority Male Mentoring Program (3MP) was established in the fall of 2003 when six pilot programs sought 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. Community colleges received sub-grants to operate 3MP student coaching programs to support student success.

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 sought to significantly impact the student success outcomes of our larger minority male population.

Beginning in the 2016-17 academic year, the System Office redesigned the Minority Male Mentoring Program to more closely align with the student success initiative taking place within our system. As a result, the North Carolina Community College Minority Male Success Initiative was designed to support the educational and professional aspirations of minority males in the community college system. Improvements were guided by monitoring and assessing performance, improving the data used for these assessments, collaborating with stakeholders, implementing recommendations, and re-assessing student performance.

### **STATE FUNDING**

State funds for the MMSI are allocated through a competitive funding process. An advisory committee of internal and external stakeholders reviewed all applications, considering various criteria.

State funds may be used for salary, benefits, support for the advising process, and all other expenses related to the employment of a success or academic coach.

**TABLE #1.**

Year	Total Recurring Annual
2016-19	\$810,000
2019-22	\$810,000
2022-26	\$810,000

### ***Application & Award of Funds***

- **Application Process:** Since funding is not sufficient to provide MMSI funding at every college within our system, grants are allocated through a competitive RFP application. Each application was carefully scored, and award recipients were selected based on the following criteria:
  - Anticipated impact on the college's specified target population.
  - Diversity of project approaches.
  - Specific and realistic narrative about how the project will support a particular institution problem.
  - Scalability of the approach.
  - Ability to translate technical concepts into accessible learning.

- Willingness and capacity of the institution to act as learning partners and share knowledge with other institutions within our system.
- **Advisory Committee Review:** A seven-person Advisory Committee reviewed the forty-eight (48) applications. This committee was composed of representatives from the NC Community College System Office (3), the University of North Carolina System Office (1), and community college administrators selected from institutions that did not apply for the grant (3).
- **Award & Duration of Funding:** The State Board of Community Colleges awards MMSI funds based upon the recommendations of the Advisory Committee. Funds are awarded on a State fiscal year basis. Because of the limited amount of funds available, compared to the number of community colleges within our system, funding is awarded in a four-year grant cohort. Any college, including colleges that are already receiving MMSI funds, may apply for funding during each application period. Although not optimal, the four-year limit on funding aids colleges in the long-term sustainability of grant efforts.

## APPLICANTS

### ***2022-26 COHORT APPLICANTS (APPENDIX #1)***

Effective July 1, 2022, the NC Community College System allocated \$ 810,000 to the MMSI for FY 2022-23, FY 2023-24, FY 2024-25, 2025-26. During the grant application period, forty-four (44) out of fifty-eight (58) community colleges submitted a grant application for the 21 awards available.

In April 2022, the State Board approved recommendations for a new cohort of 2022-2026 MMSI awards, beginning July 1, 2022.

### ***2022-26 COHORT AWARDS (APPENDIX #2)***

Effective July 1, 2022, the State Board of Community Colleges allocated \$810,000 to the Minority Male Success Initiative for FY 202-23, FY 2023-24, FY 2024-25, and FY 2025-26.

A total of twenty-one (21) Community Colleges were awarded grants.

## ***FY 2022-23 MMSI EXPENDITURES (APPENDIX #3)***

For FY2022-23 colleges expended \$680,865 out of the \$810,000 allocation. A breakdown of the expenditures by institution can be found in appendix #3.

## **PROGRAM ACTIVITIES**

### ***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 2022-26 academic years is any minority male students matriculating in any of the 58 North Carolina community colleges. For this grant cycle, colleges determined and specified their target population, strategies, data, and outcomes on how to assess the impact on students at their institution. These populations may include college and career readiness, dual enrollment, continuing education, or curriculum students.

### ***MINORITY MALE DEFINITION***

According to the United States Department of Education, the term “minority/minoritized” 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 another under- represented ethnic group.

## ***GUIDED PATHWAY PILLARS (APPENDIX #4)***

Guided Pathways is an institution-wide approach to student success. It streamlines students' journey through college by giving each student a clear, coherent, and structured educational experience that builds in a variety of academic and nonacademic supports. Guided Pathways involve whole-college redesign that focuses on equity, prepares students for the workforce and life-long education, and advances students' social and economic mobility. When colleges implement pathways, they replace outdated student success models, which leads many students to unintended dead ends, excess credits, and out-of-sequence credits, all of which are costly and delay completion.

The System Office funded projects focused on creating impactful, replicable, and scalable solutions that address the needs of minoritized male students aligned with the Four Pillars of Guided Pathways. Guided Pathways encompasses student support, the student experience, and reflects an organization that revolves around the needs of the student.

**Pillar One: Clarify Pathways to Education and Employment**

Create clear curricular pathways to employment and further education for minority male students.

**Pillar Two: Help Students Choose and Enter Their Pathway**

Help minority male students choose and enter their educational pathway.

**Pillar Three: Help Students Stay on Their Path**

Help minority males remain on the path towards personal or academic goals by providing ongoing guidance and support.

**Pillar Four: Ensure Learning is Happening with Intentional Outcomes**

Ensure minority males are in relevant applied learning experiences with intentional outcomes that lead to credentials, further education, and/or gainful employment.

***PROJECT FOCUS AREA (APPENDIX #5)***

The System Office invests in the implementation of integrated strategies, data, and student-centered practices that produce a system in which students are provided clear pathways with embedded supports, aid based on their unique needs, and interventions that help accelerate students' momentum toward goal and degree completion.

The goal of these grant projects is to support the development of approaches and solutions to address the barriers that impact the ability of institutions to deliver high quality student support experiences. We believe it is important to center institutions' experiences, capacity, and vision for their student experience in the development of solutions to ensure these solutions enable equitable student outcomes. Our hope is that the collaborative work between the System Office and institution(s) to solve some of the critical pain points together will generate learning, solutions, and strategies that can be scaled to other institutions and will generate awareness and momentum in the transformation for student success.

The barriers below reflect the most common and impactful challenges in our system in supporting minority male students (RPM, 2021). We are seeking for colleges to submit proposals focused on creating impactful, replicable, and scalable solutions that address the key barriers we have identified below:

**Recruitment / Access**

Many institutions continue to struggle recruiting and attracting minoritized male students. These disparities are increasing in key areas such as dual enrollment, basic skills, continuing education, and curriculum enrollment. We are sought proposals that would improve recruitment and access for minoritized male students.

## **Retention / Persistence**

The retention and persistence of minoritized males in our system is a significant concern as evidenced by significant gaps in course success rates, withdrawal rates, and satisfactory academic progress. The system office accepted proposals that promoted a culture of effective retention practices that lead towards personal goal or academic credential attainment.

## **Completion**

Closing the educational attainment gap in NC seeks to ensure that more than 2 million North Carolinians obtain a high-quality credential or postsecondary degree by 2030. North Carolinians from economically disadvantaged backgrounds are disproportionately affected; far fewer earn postsecondary credentials than students with greater economic stability. The attainment rate also varies—sometimes significantly by race and ethnicity. While Asian and white residents consistently outpace the state attainment average, Black, Hispanic, and Native residents consistently fall below that average. (MyFutureNC, 2021). The System Office sought proposals which implemented strategies and solutions which led to credential attainment for minoritized male students.

## **Campus Environment / Sense of belonging**

In terms of college, sense of belonging refers to students' perceived social support on campus, a feeling or sensation of connectedness, and experiences of mattering or feeling cared about, accepted, respected, valued by, and important to the campus community or others on campus such as faculty, staff, and peers. (Strayhorn, 2019). The system office sought intentional strategies which addressed the college and academic settings for historically excluded minoritized and first-generation students.

## ***TARGET POPULATION (APPENDIX #6)***

The System Office invests in the implementation of integrated strategies, data, and student-centered practices that produce a system in which students are provided clear pathways with embedded supports, aid based on their unique needs, and interventions that help accelerate students' momentum toward goal and degree completion.

## **Dual Enrollment**

Qualified high-school-age students in North Carolina have the opportunity to pursue credentials tuition-free, while they are in high school, allowing them to get a jumpstart on their workplace and college preparation.

## **College and Career Readiness**

The College and Career Readiness literacy education programs include Adult Basic Education (ABE), English as a Second Language (ESL), and Adult Secondary Education (ASE).

## **Curriculum**

Students seeking certificate, diploma and associate degrees in one of our more than 275 academic programs.

## **Continuing Education**

Continuing education programs provide education and training opportunities for targeted audiences. Courses are non-credit, short-term, and are offered in a variety of instructional delivery modes and locations. “Continuing education” refers to the following programs: workforce continuing education training, human resources development, and community service.

## **IMPACT SUMMARIES**

### ***IMPACT SUMMARIES***

Student engagement varies by population and by institution. Examples could include meeting with a coach or advisor discussing the student’s career interests, identifying opportunities for deeper exploration and immersion, and developing a guided pathway towards appropriate course selection related to the student’s career interest. In addition to one-on-one engagement, many campuses also hold group sessions and activities for their students. The best way to understand the impact of the program is to hear it directly from the institutions. Below you will find impact summaries from each colleges’ 2022-2023 End of Year Grant Report.

### **Alamance Community College**

- **Increased Engagement:** Hired a dedicated MMSI Success Coach for 12 months, providing consistent support to minority male students.
- **Proactive Intervention:** Utilized Watermark/Aviso technology to identify students at risk and trigger timely coach interventions.

- **Personalized Support:** Conducted individual counseling and follow-up with students facing challenges, using flexible communication methods (phone, text, email, in-person) to meet their needs.

### **AB Tech Community College**

- **Created a more inclusive campus environment:** Provided professional development opportunities for staff and faculty. This helped to ensure that everyone at the institution was equipped to support the success of minority male students.
- **Engagement and Outreach:** Provided all minority male students with access to a Success Coach and a professional mentor. Reached over 300 students through success coaching initiatives, engaging 33 with regular support and 6 in one-on-one mentoring.
- **Data driven approach:** AB Tech used a data-driven approach to identify and support minority male students who were at risk of academic failure. This proactive approach helped to ensure that students received the help they needed before they fell behind.

### **Beaufort County Community College**

- **Expanded Outreach and Recruitment:** Hired two MMSI Coaches and re-established a presence on campus to actively recruit and engage MMSI students.
- **Collaborative Support System:** Partnered with on-campus departments to offer MMSI students' resources such as laptop/technology loans, mental health and wellness checks, life skills workshops, and leadership development training.
- **Data-Driven Intervention:** Utilized Watermark/Aviso early alert technology to identify struggling students and provide timely interventions through individual counseling and follow-up by the MMSI Coaches.

### **Caldwell Community College & Technical Institute**

- **Identified Equity Gap:** Caldwell CC&TI recognized a significant underrepresentation of minoritized male students in dual enrollment, highlighting the need for targeted intervention.
- **Rural Appalachia Focus:** Developed recruitment and access strategies specifically tailored for the unique challenges and opportunities of rural Appalachian communities.

- **Increased Participation:** Our success coach works towards significantly boosting dual enrollment participation among minoritized male students in Caldwell and Watauga Counties.

### **Central Carolina Community College**

- **Building a Support Network:** Established a "Men of Color" Alliance fostering collaboration between advisors, coaches, and staff, providing wrap-around support through assigned Education Navigators and early alert software.
- **Student Engagement and Impact:** Served a cohort of 89 students. Averaged 10-15 students attending programs and events, with 7 engaged in mentorship and 26 completing credentials or graduating. Of our 26 graduates, 5 continued to complete another credential at CCCC in the fall 2023 semester.
- **Continuous Improvement:** Focused on identifying and addressing challenges through open communication, utilizing data from early alert software to personalize interventions and maximize positive outcomes.

### **Davidson Davie Community College**

- **Targeted Outreach and Engagement:** Sent regular email communication and encouraged active participation in campus events, including collaborations with Student Life and the Men's Basketball team, fostered a sense of community and provided practical guidance. Hosted book reading sessions focused on relevant topics like side hustles and business growth offered actionable insights.
- **Enhanced Academic Support:** Collaborated with Academic Advising to improve staff training, focusing on meaningful conversations with students. Developed the "Why Am I in College?" assessment to help students clarify their academic goals and motivations.
- **Early Intervention and Career Exploration:** Integrated an intensive career exploration section into the New Student Orientation, specifically geared towards supporting Men of Color in planning their futures.

### **Durham Tech Community College**

- **Student Engagement:** Durham Tech's Men of Color Scholars Institute saw 44 active participants at its peak, with 14.29% graduation rate and 61.90% retention rate for enrolled students within a year. MCSI participants had an average GPA of 3.04, an 84.48% SAP completion rate, and an 84.5% course completion rate.

- **Targeted Support for Continuing Education:** The program proactively identified and engaged male students of color in continuing education through Success Coaches and various resources.
- **Holistic Development Focus:** MCSI utilized mentors, speakers, workshops, and information sessions to guide students on career paths, essential skills, and life skills development beyond academics.

### **Fayetteville Tech Community College**

- **Personalized Academic Support:** Established a collaborative referral system with the Student Learning Center, connecting struggling students with tutors or directly to instructors, based on specific needs. Students with grades "C" or below were referred to tutors for assistance, and instructors were involved if the subject wasn't covered by the center's tutors. The MMSI program engaged over 132 students during the reporting period.
- **Peer Mentorship Network:** Launched the FTCC Buddy Program, pairing students with faculty, staff, or peer mentors for personalized guidance on resources, college life, and motivation. A total of 42 FTCC faculty and staff members partnered with the MMSI program.
- **Holistic Wellness and Community:** Developed "Millennial Men" group hosting monthly "real talk sessions" with guest speakers on topics like finances, relationships, and mental health, fostering community and addressing key student concerns. The program also hosted over 10 college tour opportunities.

### **Forsyth Tech Community College**

- **Bridging the Gap:** Expanded the Summer Bridge Program for high school-to-college transition, offering essential skills, college navigation support, and resource introductions, both in-person and online.
- **Fostering Belonging:** Launched the First Year Experience (FYE) Course (Humanities 130) in Fall 2023, complementing required content and fostering a sense of belonging for minority male students.
- **Intensive Support for Success:** Hired a dedicated MMSI Success Coach with relevant experience to address the specific challenges faced by young men of color in education and provide intensive coaching for improved retention and completion. The Minority Male Success Initiative (MMSI) at Forsyth Tech has thrived, enrolling 173 students in the 2022-23 academic year, boasting a persistence rate of 77%, and a retention rate of 70%.

### **Guilford Tech Community College**

- **Program Establishment:** Launched the MMSI program at GTCC in April 2023 with the appointment of a dedicated program coordinator.
- **Building a Mentor Network:** Identified and secured the commitment of 15 diverse on-campus mentors from various departments, ensuring broad support for MMSI students.
- **Comprehensive Training:** Initiated comprehensive mentor training led by the MMSI coordinator to prepare mentors for effective engagement with students.

### **Haywood Community College**

- **Rising Minority Male Enrollment:** Haywood Community College continues to see a rise in minority male enrollment. In Fall 2022, despite overall college enrollment decline, we had our highest total of minority male enrollment (67 students) since the COVID-19 pandemic. This achievement reflects the positive impact of the MMSI-funded Success Coach.
- **Multifaceted Outreach and Support:** Targeted interventions included recruitment events, enrollment guidance, career pathway selection assistance, and sharing of student resources and success tools. Our success coach provided counseling supports for curriculum and continuing education students.
- **Tracking Progress and Looking Ahead:** our campus early alert system allows the coach to track, support, and communicate with our minority males in an effective and efficient manner.

### **Johnston Community College**

- **Targeted Outreach and Recruitment:** Hired a dedicated Student Transition Specialist, who actively engaged with admitted JCC students in 5 local high schools during spring and summer. Recruitment efforts included a targeted event for students fitting cohort demographics and outreach to male athletes in collaboration with the athletics program.
- **Individualized Strengths Assessment:** Purchased and facilitated the Gallup Strengths Assessment for each cohort member to foster personalized support and development.
- **Enhanced Program Infrastructure:** Invested in technology and professional development training for staff in vital in topics such as first-generation student success, first-year experience, academic advising, and leadership, enhancing the capacity to provide effective support to minority male students at JCC.

## Nash Community College

- **Targeted Engagement and Support:** Established direct communication via Watermark, allowing proactive support, mentorship, and connection for CCP MMSI students. Enrollment surged 48% in Fall 2022 and 27% in Spring 2023, demonstrating program effectiveness in attracting and retaining minority male students. Persistence rates showed an 8.9% increase from Fall 2022 to Spring 2023, indicating a positive trend in overall student success.
- **Proactive Outreach and Inclusion:** Increased visibility by participating in 10 semester meetings, STEM Night, Open Houses, CTE Showcase, and a career fair with 92 vendors. Actively engaged with high schools through College Day, Employer in the Foyer events, and one-on-one mentoring.
- **Expanding Opportunities and Impact:** Partnered with Nash County Public Schools to host the Work In Nash (WIN) Academy, offering career exploration to non-college bound high schoolers. 37% of WIN Academy participants were CCP MMSI students, with 100% completion rate. 2 CCP MMSI students secured full-time employment with major community industries, while others received interview opportunities.

## Pitt Community College

- **Impactful Programming:** Hosted monthly "lunch and learn" sessions engaged 20-30 minority males in topics like business, mental health, and education preparation, addressing key success factors.
- **High School Outreach:** The program actively engaged in mentoring high school minority male seniors, providing them with essential tools to prepare for post-secondary education.
- **Stronger Connections:** While program engagement ranged from 20-30 participants, nearly double that number actively sought advising and coaching support, indicating a high utilization of personalized resources.

## Richmond Community College

- **Surpassed Enrollment Goal:** Achieved an 18% increase in Black male student enrollment, exceeding the targeted 15% growth for the 2022-2023 academic year.
- **Multifaceted Recruitment:** Successfully increased enrollment through targeted outreach to high school seniors, Adult Education program, and local community. Re-engagement of non-

enrolled applicants and recent high school graduates. Highlighting program benefits, job opportunities, and income potential.

- **Holistic Support System:** Engaged five mentors and plan to recruit 15 more by 2024. Utilized predictive analytics and instructor feedback to identify at-risk students and provide early intervention through alerts and support.

### **Robeson Community College**

- **Fostering Inspiration and Professional Development:** Launched a yearly speaker series featuring President Melissa Singler, followed by a workshop based on "Who Owns the Ice House" led by Mr. Scottie Locklear.
- **Expanding Horizons and Collaboration:** Partnered with (First Americans Pathway to STEM SUCCESS (FAPSS) and Native American Serving Non-Tribal Institutions (NASNTI) grant programs to organize Open House college/university visits and an industry visit from Unilever for students. Reached 196 students throughout the year, with 36 graduating, demonstrating program impact and reach.
- **Investing in Continuous Improvement:** Continuous training provided to MMSI advisors on Watermark usage for early alert intervention and caseload management effective student support and intervention. Implemented Gallup Clifton Strengths Assessment and training to support students' academic and career goals.

### **Rowan Cabarrus Community College**

- **Holistic Support for Minority Male Students:** The MMSI program at RCCC delivered comprehensive support for 46 minority male students during the grant year, encompassing academic (Beacon's Nest resource hub), social (peer brotherhood network), and personal development (case management with Navigate predictive analytics).
- **Targeted Academic Success:** MMSI proactively identified at-risk students within the first two months and provided case management utilizing Navigate's data to get them back on track, promoting academic success.
- **Building Belonging and Empowerment:** MMSI tailored academic, social, and personal support, ensuring minority male students receive the necessary resources for success. The program employs mentorship programs, workshops, and networking opportunities to cultivate a sense of belonging and empowerment, aiding students in navigating both their academic journey and life beyond the classroom.

### **Sampson Community College**

- **Built a Strong Foundation:** Employed a part-time Male Minority Success Coach during the 22-23 academic year at Sampson Community College, with the position transitioning to full-time for 23-24 due to private matching funds. The coach, with a background as a Latina woman with military experience, strategically planned in the newly developed Student Success Center, conducted site visits, attended the Coach Academy, and became a welcomed addition to the campus success network.
- **Monitoring Baseline Data:** Established initial passing rate data for minority male students across diverse ethnicities, laying the groundwork for future comparisons. Passing rates for Hispanic students consistently outperformed other minority groups, providing insight for targeted support strategies.
- **Tough Love:** The MMSI Success Coach's approach, described as delivering "tough love" in a culturally sensitive manner, resonates well with male minority students. The coach's holistic understanding of individual students and effective communication has made a positive impact on the campus by learning individual students and their lives, personally, academically, and emotionally.

### **Southeastern Community College**

- **Building Community Connections:** MMSI Coach proactively engaged with key stakeholders: presenting at church and community events, attending regional Baptist Association sessions, and establishing relationships with pastors, church officials, and families.
- **Forging School Partnerships:** Cultivated collaborative relationships with all Columbus County High School principals, guidance counselors, and relevant staff like social workers, TRIO counselors, and Career Coaches.
- **Targeted Recruitment Efforts:** Through strategic partnerships and direct outreach, the MMSI Coach successfully identified and met with over 50 minority male students across Columbus County high schools, laying the foundation for program enrollment.

### **Wake Tech Community College**

- **High School Collaboration and Outreach:** The Wake Tech Pathways Success Scholars Program (PSSP) Coordinator and Success Coach developed success plans and communicated CCP opportunities to students, working closely with high school staff such as guidance counselors, career development coordinators, and administrative staff. Collaborative efforts were made to expand relationships with Wake Tech CCP staff and the Recruitment and

Outreach teams, introducing the initiative to Wake County Public School System high schools through visits, email communication, and telephone conversations.

- **Outreach and Individualized Guidance:** Outreach strategies targeting minority male students included high school visits, emails, and phone calls, supported by marketing materials, flyers, and updates to the Wake Tech website. The PSSP was presented as a voluntary opportunity without requiring a commitment, resulting in contacts with 184 students in Fall 2022, 145 in Spring 2023, and 59 in Summer 2023. Eighteen students completed an intake form, receiving individualized success plans coordinated by the Success Coach.
- **Growing Engagement and Impact:** The program demonstrated increased engagement towards the end of the 2022-2023 school year, with a rising number of students participating and referrals from high schools. The PSSP's flexible and voluntary approach contributed to its success in connecting with students and building partnerships with high schools in Wake County.

### **Western Piedmont Community College**

- **Strategic Expansion:** Broadened focus beyond the initially proposed cohort to encompass all minority male students across Western Piedmont Community College, maximizing program impact. Supported 24 new minority male students in the 2022-23 academic year with dedicated resources and initiatives.
- **Promising Persistence Rates:** The college's persistence efforts for new minority male students demonstrated a 79.2% rate compared to the 70.0% rate for all new students. A key initiative, the holistic advising model, assigned a Staff Advisor, Faculty Advisor, and Success Coach to every transfer student, aligning with the goal of enhancing student persistence, retention, and degree completion.
- **Implementing a Multi-Tiered Support System:** The implementation of the holistic advising model, funded by the Minority Male Success Initiative, directly addressed low progression and completion rates for male students, especially among Black, Hispanic, and Pell-Eligible students. The utilization of the Watermark Early Alert System was integral to this model, ensuring timely intervention and support for students on their academic journey.

### **BARRIERS**

The Minority Male Success Initiative has received positive response from both community colleges' faculty, staff, and students. However, there are barriers to success for colleges and administrators.

**Hiring:** Some of the colleges expressed difficulties in the hiring processes since funding is not enough to fully fund a full-time salary. As a result, many colleges delayed implementation until they could successfully onboard and train a full-time professional into the position.

**Turnover.** The rate of replacement for MMSI staff is an ongoing concern as we try to re-engage students after the COVID-19 pandemic, and economic and enrollment downturn. The System Office has tried to offer stability in funding by transitioning to a longer 4 -year grant cycle. will continue to monitor the turnover rate to see if more measures are needed to mitigate this concern.

**Individual vs. Campus Initiative:** Our institutions must continue to create a campus culture to create a sense of belonging and safety, enabling students to seek help when needed without feelings of shame or stigma. The use of retention software enabled colleges to track progress, receive alerts for early intervention, send motivational messages that create community, and generate data reports that demonstrated success and opportunities. However, student success and retention initiative require the whole college, not just the work of a few administrators to truly have an impact. It takes everyone to ensure we are helping all of our students meet their education and workforce goals.

## CONCLUSION

The Minority Male Success Initiative is successfully addressing the progression and completion rates of minority male students in achieving their workforce or educational outcomes. To ensure we achieve this goal, we are committed to enhancing the student success outcomes of minority male students, increasing student success, maximizing student and campus participation, and increasing program effectiveness and efficiency.

## APPENDIX

### **2022-26 COHORT APPLICANTS (APPENDIX #1)**

<b>2022-26 COHORT APPLICANTS</b>	
<b>COMMUNITY COLLEGE</b>	<b>COMMUNITY COLLEGE</b>
Alamance CC	James Sprunt CC
Asheville Buncombe Tech CC	Johnston CC
Beaufort CC	Lenoir CC
Bladen CC	Martin CC
Brunswick CC	Mitchell CC
Caldwell CC&TI	Montgomery CC
Cape Fear CC	Nash CC
Carteret CC	Piedmont CC
Catawba Valley CC	Pitt CC
Central Carolina CC	Randolph CC
Central Piedmont CC	Richmond CC
College of The Albemarle	Roanoke Chowan
Craven CC	Robeson CC
Davidson Davie CC	Rowan Cabarrus CC
Durham Technical CC	Sampson CC
Fayetteville Technical CC	Sandhills CC
Forsyth Technical CC	Southeastern CC
Gaston College	Surry CC
Guilford Technical CC	Wake Technical CC
Halifax CC	Wayne CC
Haywood CC	Western Piedmont CC
Isothermal CC	Wilson CC
	<b>44 Colleges</b>

**2022-26 COHORT AWARDS (APPENDIX #2)**

COLLEGE (REGION)	FY 2022-23	FY 23-24	FY 24-25	FY25-26	TOTAL
<b>Alamance (C)</b>	\$42,819	\$42,819	\$42,819	\$42,819	\$171,276
<b>AB Tech (W)</b>	\$39,033	\$39,033	\$39,033	\$39,033	\$156,132
<b>Beaufort (E)</b>	\$38,676	\$38,676	\$38,676	\$38,676	\$154,704
<b>Caldwell CC&amp;TI (W)</b>	\$40,086	\$40,086	\$40,086	\$40,086	\$160,344
<b>Central Carolina (C)</b>	\$41,033	\$41,033	\$41,033	\$41,033	\$164,132
<b>Davidson Davie (C)</b>	\$26,669	\$26,669	\$26,669	\$26,669	\$106,676
<b>Durham Tech (C)</b>	\$24,764	\$24,764	\$24,764	\$24,764	\$99,056
<b>Fayetteville Tech (E)</b>	\$41,247	\$41,247	\$41,247	\$41,247	\$164,988
<b>Forsyth Tech (W)</b>	\$42,462	\$42,462	\$42,462	\$42,462	\$169,848
<b>Guilford Tech (C)</b>	\$42,604	\$42,604	\$42,604	\$42,604	\$170,416
<b>Haywood (W)</b>	\$40,390	\$40,390	\$40,390	\$40,390	\$161,560
<b>Johnston (E)</b>	\$37,708	\$37,708	\$37,708	\$37,708	\$150,832
<b>Nash (E)</b>	\$40,572	\$40,572	\$40,572	\$40,572	\$162,288
<b>Pitt (E)</b>	\$38,676	\$38,676	\$38,676	\$38,676	\$154,704
<b>Richmond (C)</b>	\$39,390	\$39,390	\$39,390	\$39,390	\$157,560
<b>Robeson (E)</b>	\$39,604	\$39,604	\$39,604	\$39,604	\$158,416
<b>Rowan Cabarrus (C)</b>	\$43,604	\$43,604	\$43,604	\$43,604	\$174,416
<b>Sampson (E)</b>	\$38,747	\$38,747	\$38,747	\$38,747	\$154,988
<b>Southeastern (E)</b>	\$29,743	\$29,743	\$29,743	\$29,743	\$118,972
<b>Wake Tech (C)</b>	\$44,104	\$44,104	\$44,104	\$44,104	\$176,416
<b>Western Piedmont (W)</b>	\$38,069	\$38,069	\$38,069	\$38,069	\$152,276
<b>Total</b>	\$810,000	\$810,000	\$810,000	\$810,000	\$3,240,000

**FY 2022-23 MMSI EXPENDITURES (APPENDIX #3)**

COLLEGE (REGION)	BUDGET	YTD EXPENSE
Alamance (C)	\$42,819	\$42,819
AB Tech (W)	\$39,033	\$37,763
Beaufort (E)	\$38,676	\$27,769
Caldwell CC&TI (W)	\$40,086	\$40,086
Central Carolina (C)	\$41,033	\$41,033
Davidson Davie (C)	\$26,669	\$22,549
Durham Tech (C)	\$24,764	\$5,892
Fayetteville Tech (E)	\$41,247	\$39,570
Forsyth Tech (W)	\$42,462	\$42,462
Guilford Tech (C)	\$42,604	\$13,635
Haywood (W)	\$40,390	\$22,166
Johnston (E)	\$37,708	\$36,055
Nash (E)	\$40,572	\$40,572
Pitt (E)	\$38,676	\$38,671
Richmond (C)	\$39,390	\$39,390
Robeson (E)	\$39,604	\$38,471
Rowan Cabarrus (C)	\$43,604	\$21,231
Sampson (E)	\$38,747	\$38,019
Southeastern (E)	\$29,743	\$10,539
Wake Tech (C)	\$44,104	\$44,104
Western Piedmont (W)	\$38,069	\$38,069
<b>Total</b>	<b>\$810,000</b>	<b>\$680,865</b>

## **GUIDED PATHWAY PILLAR (APPENDIX #4)**

GUIDED PATHWAY PILLAR	COLLEGE (REGION)
<b>Pillar One: Clarify Pathways to Education and Employment</b>	Pitt (E) Richmond (C) Sampson (E)
<b>Pillar Two: Help Students Choose and Enter Their Pathway</b>	Beaufort (E) Caldwell CC&TI (W) Durham Tech (C) Haywood (W)
<b>Pillar Three: Help Students Stay on Their Path</b>	Alamance (C) AB Tech (W) Central Carolina (C) Davidson Davie (C) Fayetteville Tech (E) Forsyth Tech (W) Guilford Tech (C) Johnston (E) Nash (E) Robeson (E) Rowan Cabarrus (E) Southeastern (E) Wake Tech (C) Western Piedmont (W)
<b>Pillar Four: Ensure Learning is Happening with Intentional Outcomes</b>	None

**PROJECT FOCUS AREA (APPENDIX #5)**

COLLEGE (REGION)	Recruitment & Access	Retention & Persistence	Credential Completion	Campus Environment / Sense of Belonging
Alamance (C)		X	X	X
AB Tech (W)	X	X	X	
Beaufort (E)		X		
Caldwell CC&TI (W)	X			
Central Carolina (C)		X	X	X
Davidson Davie (C)	X	X		
Durham Tech (C)			X	
Fayetteville Tech (E)		X		
Forsyth Tech (W)				X
Guilford Tech (C)		X		
Haywood (W)	X	X		
Johnston (E)		X		
Nash (E)		X		
Pitt (E)				X
Richmond (C)	X			
Robeson (E)		X		
Rowan Cabarrus (C)		X		
Sampson (E)	X			
Southeastern (E)	X			
Wake Tech (C)		X		X
Western Piedmont (W)		X		

**TARGET POPULATION (APPENDIX #6)**

COLLEGE (REGION)	Dual Enrollment	College and Career Readiness	Curriculum	Continuing Education
Alamance (C)	X	X	X	
AB Tech (W)	X	X	X	X
Beaufort (E)	X		X	
Caldwell CC&TI (W)	X			
Central Carolina (C)			X	X
Davidson Davie (C)	X	X	X	
Durham Tech (C)	X			
Fayetteville Tech (E)	X	X	X	X
Forsyth Tech (W)	X	X		
Guilford Tech (C)			X	
Haywood (W)	X	X	X	X
Johnston (E)			X	
Nash (E)	X		X	
Pitt (E)	X		X	X
Richmond (C)	X	X	X	X
Robeson (E)	X	X	X	X
Rowan Cabarrus (C)	X		X	
Sampson (E)		X	X	X
Southeastern (E)	X		X	
Wake Tech (C)	X			
Western Piedmont (W)			X	