



***Walmart AIHEC-HACU-NAFEO  
Student Success Collaborative***

**NAFEO RFP**

**2010 – 2011/2011 – 2012**

The National Association for Equal Opportunity in Higher Education (NAFEO) is seeking three HBCUs and/or PBIs with demonstrable success in retaining and graduating students, to participate in a two-year project to identify factors that promote HBCU and/or PBI student success and mentor a similar institution in order to replicate success. (A second round will seek three protégé institutions committed to improving their graduation and retention rates by learning from the mentor institutions.) Opportunities to interact with corresponding mentor/protégé institutions in the HACU and Tribal College communities will be an important dimension of this Walmart grant funded project.

**I. PROJECT OVERVIEW**

This project is a collaboration between the American Indian Higher Education Consortium (representing Tribal Colleges and Universities, TCUs), the Hispanic Association of Colleges and Universities (representing Hispanic-Serving Institutions) and the National Association for Equal Opportunity in Higher Education (representing Historically Black Colleges and Universities, (HBCUs), and Predominantly Black Institutions, (PBIs). Combined, these minority-serving institutions (MSIs) educate more than one-third of all students of color in the United States. They educate a disproportionately large segment of low-income first generation minority students and contribute significantly to graduating traditionally underserved students.

The Walmart Foundation has awarded a \$3 million grant for the *Walmart AIHEC HACU NAFEO Student Success Collaborative* to the three partnering organizations to increase college success rates at MSIs. The *Collaborative* intends to pilot test, demonstrate, and disseminate several empirically-based methodologies to increase the retention and graduation rates of students enrolled in TCUs, HSI, HBCUs and PBIs, in order to strengthen MSIs to contribute in a significant way to the realization of the national goal of having sixty percent (60%) of Americans with a college degree by 2020.

## **About Philanthropy at Walmart**

Walmart and the Walmart Foundation are proud to support the charitable causes that are important to customers and associates in their own neighborhoods. The Walmart Foundation funds initiatives focused on education, workforce development, economic opportunity, environmental sustainability, and health and wellness. From Feb. 1, 2009 through Jan. 31, 2010, Walmart and the Walmart Foundation gave more than \$512 million in cash and in-kind gifts globally, \$467 million of which was donated in the U.S. To learn more, visit [www.walmartfoundation.org](http://www.walmartfoundation.org).

## **II. ORGANIZATIONAL OVERVIEW**

The National Association for Equal Opportunity in Higher Education (NAFEO) is a non-profit, tax-exempt, 501 (c) (3) charitable association. It is the nation's only national membership association of the presidents and chancellors of the nation's 103 Historically Black Colleges and Universities (HBCUs) and 50 Predominately Black Institutions (PBIs). Founded in 1969, NAFEO represents the public, private, and land-grant, two-year, four-year, graduate and professional, historically and predominately black colleges and universities by providing international voice for the institutions; placing and maintaining the issue of equal opportunity in higher education on the national agenda; advocating policies, programs and practices designed to preserve and enhance HBCUs and PBIs, and increasing the active participation of blacks at every level in the formulation and implementation of policies and programs in American higher education.

The mission of the association is to:

- Champion the interests of HBCUs and PBIs;
- Provide services to NAFEO members;
- Build the capacity of HBCUs & PBIs and support their executives, administrators, faculty, staff and students;
- Serve as an international voice and advocate for the preservation and enhancement of HBCUs, PBIs, and for blacks in higher education.

Today, NAFEO represents over 150 colleges, universities in thirty-five states, the District of Columbia, Virgin Islands and Brazil; approximately 500,000 students and their families, 53,000 faculty, 5 million HBCU alumni, and diverse Americans across the higher education spectrum. NAFEO institutions are graduating and sending to graduate school 30% of African Americans in engineering; 50% of African Americans in the teaching profession; and the lion's share of African Americans in health professions. NAFEO member institutions are preparing disproportionate numbers of low-income, first generation, traditionally underserved students and families to achieve their full potential, stimulate their communities and the economy; promote and support

healthy communities and environments; advance justice, tolerance, and ecumenism; and to restore the United States global competitiveness.

### III. **BACKGROUND**

Student attrition costs both the students themselves and the nation as a whole. Students who fail to persist or who leave a four-year college or university without a degree lose the opportunity to reap the human, financial, civic, and social rewards of a college degree. Many have incurred student debt without the likelihood of higher paying employment needed to pay off their debt. In addition, the nation is denied the human capital associated with their attainment of a 4-year degree: a more educated work force; higher wages; greater engagement in the social, cultural and civic fabric of communities and the nation; superior parenting; and greater private philanthropy.

National graduation and retention rates for minority students trail those of white non-Hispanic students across all sectors of higher education, two-year and four-year, public and private. Achieving the national goal of degree completion will be impossible without directly addressing this achievement gap.

The three project partners share the goal of significantly increasing the persistence and graduation rates of students enrolled in their member institutions. This goal congruency is matched by the desire to work jointly toward developing and engaging students in tested persistence models that can move theory to practice on campuses that can demonstrate readiness to take effective action.

### IV. ***Walmart AIHEC- HACU-NAFEO Student Success Collaborative GOALS***

#### ***1. Identify successful intervention strategies for supporting student success.***

The project team will identify a set of effective practices, and strategies for implementing them, that have proven to be successful in leading to high rates of student persistence and graduation at MSIs. These strategies will be shared with all MSIs interested in improving the rate at which their students graduate and enter the workforce or transfer to other institutions to pursue advanced degrees.

#### ***2. Disseminate and support implementation of successful intervention strategies.***

The practices and strategies identified under Goal 1 will be disseminated, and technical assistance in adopting them provided, using a “train the trainers” model that will provide the necessary support resources for participating MSIs to improve the rate at which their students successfully complete their chosen program of study. During this initial pilot phase of the initiative, 18 MSIs will be recruited to participate in sharing and adopting effective student success interventions.

***3. Build a community of practice among participating MSIs establishing student success.***

Faculty, student services staff, and administrators from all minority serving institutions will be encouraged to participate in an ongoing collaborative effort to identify, pilot, evaluate, and share models and strategies for promoting student success. Through a variety of communication vehicles – meetings, workshops, webinars, and an online portal – the nation’s MSIs will support each other in achieving the common goal of increasing the number of students that graduate from higher education programs and enter the national workforce.

***4. Increase the number of students who complete programs of study at MSIs.***

The primary goal of the proposed initiative is to significantly improve the effectiveness of academic and student support programs of the partnering associations’ membership in successfully recruiting, retaining and graduating their students. The nation’s Minority Serving Institutions are poised to make a significantly greater contribution toward preparing African American, Hispanic American, and American Indian professionals for participation in the national workforce. This can best be accomplished through a unified effort to identify, share, and provide support in adopting strategies that help their students succeed.

**V. PROGRAM STRATEGY AND DESIGN**

The project will be implemented in two phases. During the first phase, model institutions with high rates of student success will be selected to participate in the development of a training and technical assistance plan for helping other institutions adopt their own successful intervention strategies. During the second phase a group of institutions wishing to improve their student success rates will be selected to join the project, participating with the model institution mentors in a series of training and technical assistance activities. An advisory committee, composed of faculty and other experts in student success research and practice, will meet annually to review progress and provide recommendations to the project team.

***Project Portal***

The portal will provide online access to resources that support implementation of effective student success practices, including documentation of specific interventions, videos, and evaluation materials. The portal will provide a collaborative environment that will support the entire MSI community of learning and practice involving all of the stakeholders associated with MSI student success. It will promote close coordination and management of relationships with the entire community of institutions represented by the partners. The portal will support student success by providing research to student affairs practitioners.

## **VI. COMPETITIVE SELECTION FOR AWARD**

### **A. Applicant Eligibility**

NAFEO applicants must be a NAFEO-member HBCU or PBI.

### **B. Criteria for Evaluating the Contract Proposal**

1. Consideration of the extent to which the proposal matches the goals and intent of the HBCU RFP; and
2. Consideration of the extent to which the proposal answers the request for information of the criteria in the program narrative.

## **VII. PROJECT MANAGEMENT**

- A. Applicants will identify staff that will work with the *Walmart AIHEC HACU NAFEO Student Success* project team to implement project work. Staff may include faculty members, student affairs personnel, student support and retention staff, etc.
- B. Approval by the President, VP Student Affairs, and/or Provost supporting release time for staff and faculty members involved in the project.
- C. Applicant will identify a lead staff or faculty member to serve as liaison to NAFEO.
- D. Awardees will receive a total of \$100,000 for two years. Year one funds of \$50,000 will be provided to Awardees upon signing a contract for year one. Year two funds of \$50,000 will be provided at the beginning of year two.
- E. Awardees will submit regular financial reports with general ledger backup documentation.
- F. Awardees project staff will be expected to attend *Walmart AIHEC HACU NAFEO Student Success Collaborative* project meetings.
- G. Selected mentor institutions will be required to provide mentorship to assigned protégé institutions via site visits and telephone consulting.
- H. HBCU will provide project oversight and technical assistance. NAFEO's project director will serve as liaison and provide support to the Awardees.

## **VIII. CONTRACT DELIVERABLES**

- A. Awardees are expected to commit to this project for two years.
- B. Awardees will submit an annual financial report to HBCU.
- C. Awardees are expected to share their institution activities and strategies for student retention and success through project meetings, project portal and other project activities.

- D. Mentor institutions are expected to make a commitment to provide input to the *Walmart AIHEC HACU NAFEO Student Success Collaborative* project team in developing the training/technical assistance plan.
- E. Mentor institutions will provide technical and training assistance to mentee institutions via site visits, project portal, training workshops/webinars, conference calls and telephone consulting.
- F. Mentor institutions will be expected to attend and participate in the final *Walmart AIHEC HACU NAFEO Student Success Collaborative* workshop.
- G. Awardees will acknowledge HACU and Walmart in all publications and presentations about the program.
- H. Awardees are required to submit a detailed written progress report within 30 days after completion of year one and a detailed final written report of the project and its outcomes within 30 days after completion of year two.

## **IX. REQUIRED PROPOSAL FORMAT**

Applicants are required to provide specific student success data (e.g., graduation, persistence, or transfer rates) that establish the efficacy of the institution's student success intervention strategies.

Applicants will follow the outline below when submitting a proposal for consideration. The evaluation criteria for each section are described below; proposals will be scored on a 100-point scale.

### **A. Section I: Applicant Information Sheet (see attached)**

### **B. Section II: The Program Narrative**

1. Four-year Institutions: Graduation Rate [30 points] and Retention Rate [20 points]. The goal of this initiative is to identify institutions and programs that maximize graduation and retention rates of Hispanic students. Therefore, the higher an institution's rates, the more points awarded. Please provide data from the past three years that was submitted by your institution to the Department of Education's Integrated Postsecondary Education Data System (IPEDS) for the following:
  - a. 6-year graduation rates;
  - b. First-year to second-year retention rates.
2. Two-year Institutions: Transfer, Graduation and/or Program Completion Rates [30 points] and Retention Rate [20 points]. Please provide data from the past three years that was submitted by your institution to the Department of Education's Integrated Postsecondary Education Data System (IPEDS) or other data compiled by your institution that reflect the following:
  - a. 3-year graduation rates;
  - b. Transfer to 4-year or other 2-year institution;

- c. Certification completion rates;
  - d. First-year to second-year retention rates.
3. Description of value-added efforts to improve Hispanic graduation and retention rates. This section affords the applicant the opportunity to highlight programmatic, planning, and strategic efforts to increase graduation and retention rates. [20 points]
    - a. Examples of campus-wide planning and implementation to address the issues;
    - b. Documentation of allocation of resources (e.g., Student Services expenditures);
    - c. Documentation of program evaluation and results.
  4. Statement of applicant's commitment to participate and support the project, provide mentoring support to assigned mentee institution, and collaborate with other project institutions. [20 points] Identify and describe the role of the faculty and staff who will:
    - a. Make a significant time commitment to the project (please specify amount of release time);
    - b. Travel for faculty and/or staff representatives;
    - c. Attend project staff meetings;
    - d. Participate in National *Walmart AIHEC HACU NAFEO Student Success Collaborative* Conference.
  5. Additional supporting materials: [10 points]
    - a. Percentage of students receiving Pell grants;
    - b. Institutional median SAT/ACT Scores;
    - c. Percentage of student population that is first-generation college;
    - d. Other

**C. Section III: Budget**

1. Each institution selected will receive \$50,000 per year, for a total of \$100,000, to offset project expenses.
2. Include a line item Budget Summary and a brief budget narrative. The budget narrative should indicate how the funds would be used. Allowable project expenses include staff time, supplies, travel to project meetings, etc.
3. If in-kind support will be provided, please indicate kind and amount.

**X. PROPOSAL REVIEW PROCESS**

- A. A proposal review committee will evaluate applications and will make recommendations to NAFEO.
- B. NAFEO will make the final selection. NAFEO's decision is final.

**XI. SUBMISSION DEADLINE**

**A. Application Deadline:** Must be received in the NAFEO office by **January 7, 2011, 5:00p.m. (EST)**

- 1. Applicants are required to submit three (3) copies of the completed application and accompanying materials.
- 2. The budget summary and narrative must be included as Exhibit A items.
- 3. Application packages must be mailed. No faxes will be accepted.
- 4. Application packages received after the deadline date and time will not be considered.

**B. Award Notification:** February 7, 2011

**XII. SUBMIT PROPOSAL TO:**

*Office of the President  
NAFEO  
209 3<sup>rd</sup> Street, SE  
Washington, D.C. 2003*

**Walmart AIHEC- HACU-NAFEO Student Success Collaborative**  
**NAFEO RFP**  
**Applicant Information Sheet**

Name of Institution: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Website: \_\_\_\_\_

President: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Chief Student Affairs Officer: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

**Type of Institution:**

- a. 4-year Public \_\_\_\_\_
- b. 4-year Private \_\_\_\_\_
- c. 2-year Public \_\_\_\_\_
- d. 2-year Private \_\_\_\_\_

**Total Full-Time Student Enrollment:** \_\_\_\_\_

**Undergraduate:** \_\_\_\_\_ **Graduate:** \_\_\_\_\_

**Total (number and percentage) African American Full-Time Student Enrollment:**

\_\_\_\_\_

**Undergraduate:** \_\_\_\_\_ **Graduate:** \_\_\_\_\_

**Total (number and percentage) Pell-Eligible Full-Time Students Enrolled:**

**Total (number and percentage) First Generation Full-Time Students Enrolled:**

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