



# Project M.O.S.T. (Men of Southwest Tennessee)

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“Man Means Mind”



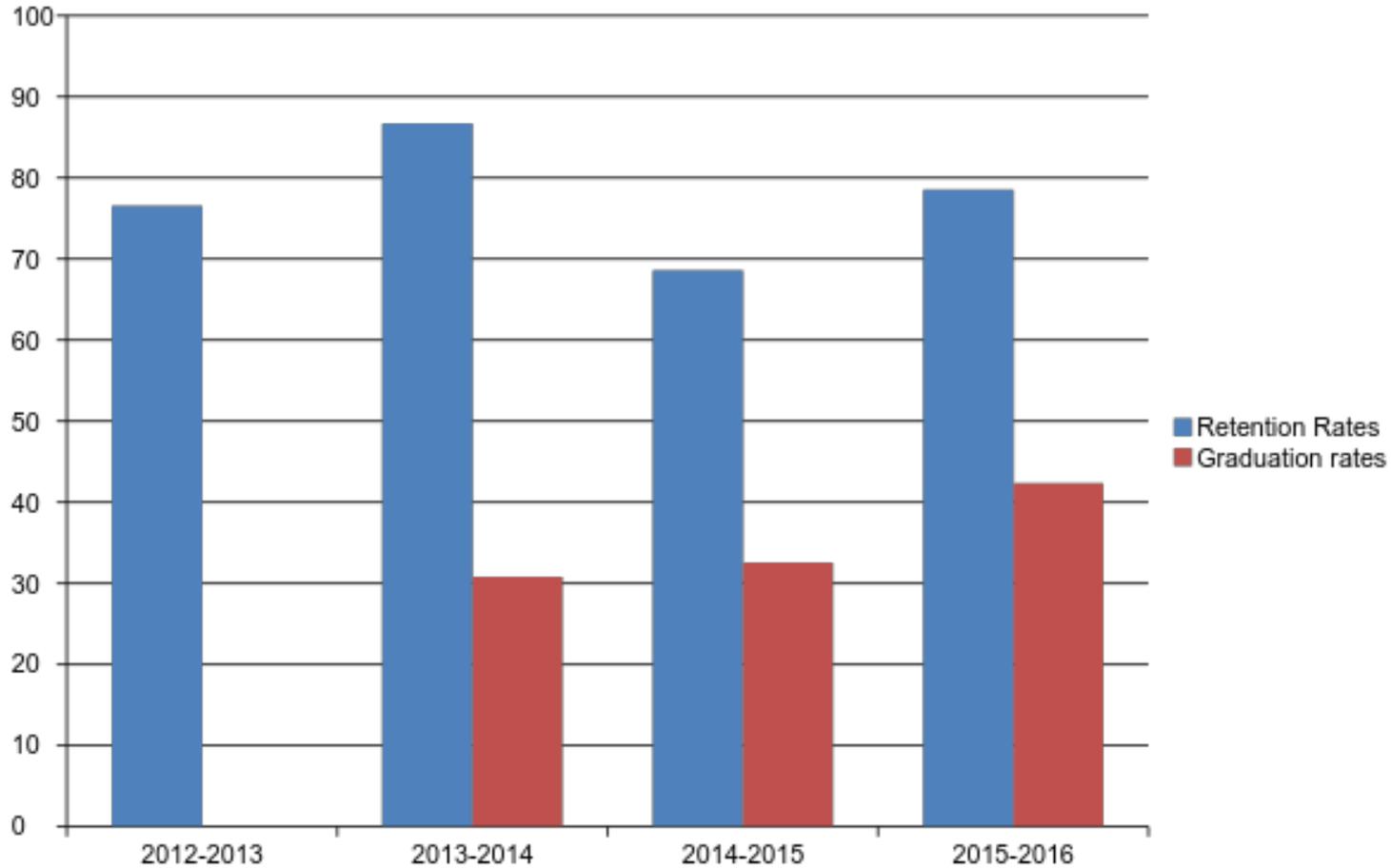
# Program Description

Project M.O.S.T., implemented March 1, 2012, at Southwest Tennessee Community College in Memphis, Tennessee, is a **demonstrated success model** that has consistently met or exceeded its goals in terms of recruitment, retention, and graduation efforts of African-American male students.

The program, funded by the U. S. Department of Education's P.B.I. Initiative, has won Southwest's Student Success Award for three consecutive years and has maintained an average retention rate of **77.6%** over its first four-year funding period. During this same period, it has achieved a graduation rate of **35.6%**.

Lastly, the current fall 2015 to fall 2016 (the first academic year under the new five-year funding period) retention rate is at **75.89%**.

## Retention and Graduation Rates 4-year averages (R=77.6% G=35.8%)



# **Mission Statement:**

To strategically promote the retention and graduation efforts as well as the overall success of African-American male students by providing a network of support to assist them individually, socially, and academically.

# The Problem

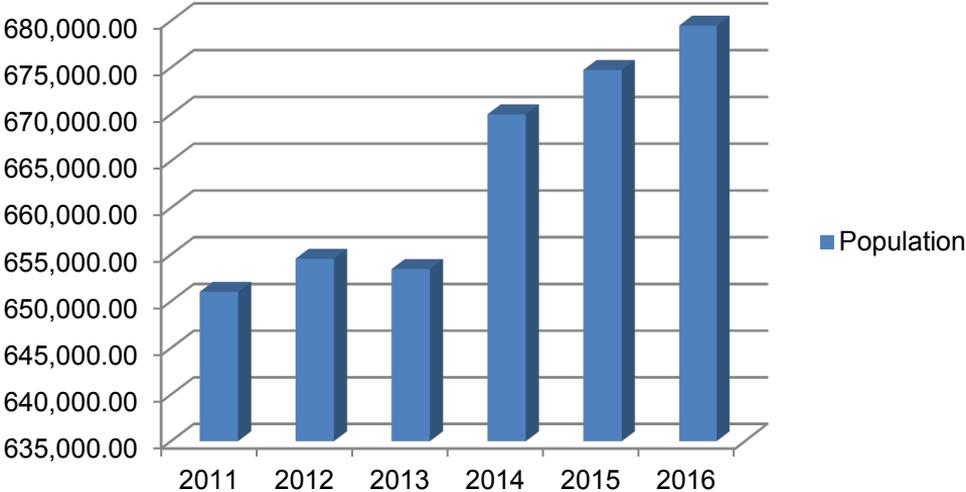
National studies reveal that statistically, college success rates among African-American male students are much lower than those of other ethnic groups and/or gender groups. Our country can't be satisfied with this statistic and think that it will continue to be **globally competitive**.

Every segment of the society must be prepared to make positive contributions toward establishing and maintaining a workforce that excels in terms of knowledge, technology and quality output.

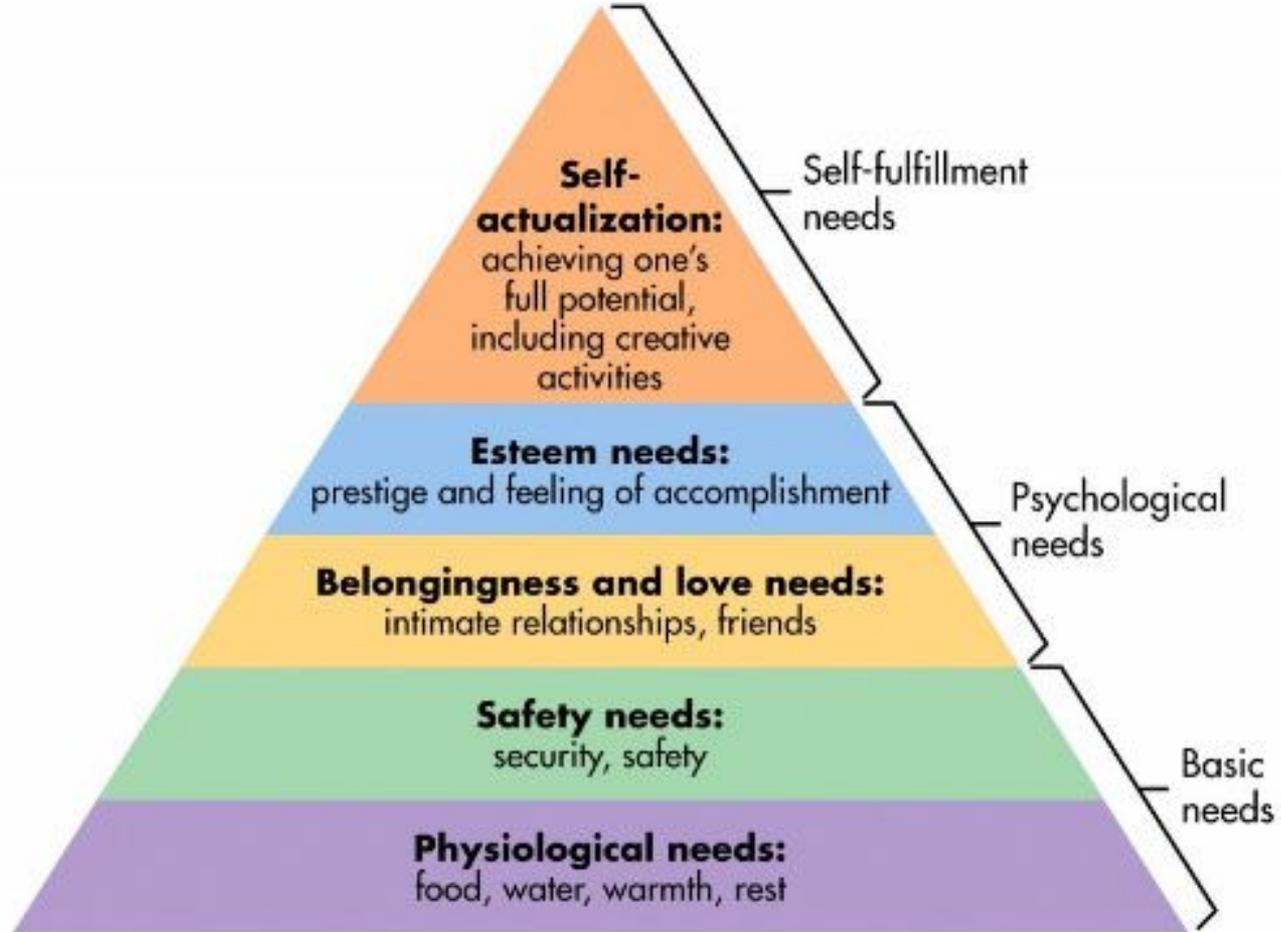
# Population of African-Americans in Memphis - 63.3%

Years	2011	2012	2013	2014	2015	2016
Population	651,019.00	654,556.00	653,450.00	670,000.00	674,745.25	679,490.50

Population



# Maslow's Hierarchy of Needs



# The Solutions

The M.O.S.T. program offers an excellent opportunity for our African-American male students to participate in a dynamic experience whereby they are supported through the following:

- A thorough battery of assessments; such as self-efficacy, academic & career-interest, learning styles inventory, and barrier identification
- Appreciative and Intrusive case management models
- Monthly stipends & tuition assistance
- Tutoring & mentoring services
- Leadership & self-development training
- Transition to Success™ (TTS) framework

# The Solutions

The M.O.S.T. program offers a plethora of programs, workshops and seminar opportunities for our African-American male students utilizing staff as well as subject-matter experts from the broader community.

- Entrepreneurship Mindset & Entrepreneurship Skills Training
- GRIT & Growth Mindset Training
- Fatherhood Development Training
- Building Self-Esteem
- Dressing for Success
- Addressing **Poverty** as a Barrier to Success

# Transition to Success™ Model

- Transition to Success is a demonstrated standard of care that addresses poverty as a treatable condition, not a character flaw. **Marcella Wilson, PhD, Matrix Human Services president and CEO**, built the **Transition to Success™ (TTS) framework** with the ultimate goal of designing a systematic approach to addressing the social determinants and impacts of poverty.
- TTS trains direct care staff to work with clients to define a **CARE (Coordinating All Resources Effectively) plan** and a “**Map of My Dreams**” plan,
- The **CARE plan** addresses the immediate basic needs of food, healthcare, and shelter, while the “**Map of My Dreams**” plots long-term goals leading to financial stability and improved health.
- Transition to Success coordinates care for basic needs, literacy, getting an education (including GED and higher education for parents), financial literacy, and volunteerism—all key components for self-sufficiency.

# The Core Success Team



**Kariem-Abdul Salaam**

**Director of Project M.O.S.T.**

**25 years of Higher  
Education Leadership,  
Counseling and Teaching  
Experience**

**Annie Dixon-Joiner**

**Lead Counselor**

**15 years of Higher  
Education Teaching and  
Counseling Experience**

**Angelo Williams**

**Counselor**

**10 years Higher  
Education and  
Counseling Experience**

**Sherman Robinson**

**Counselor**

**16 years of Higher Education  
Leadership and Counseling  
Experience**

# Questions & Anticipated Questions

Why did you choose the assessment instruments discussed in your presentation?

How many students did you bring into each fall cohort?

How many partners are in your TTS™ network?

What types of partners are a part of the TTS™ network?