**Brian – below is a sample Management Plan**

**Here is what the CDS FOA states needs to be included in our Management Plan:**

• Describe the management plan that will enable your organization to achieve the goals and objectives of the proposed project on time and within the budget constraints, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

• Describe the extent to which the time commitments of the key personnel listed above, including the project director, are appropriate and adequate to meet the objectives of the proposed project.

**Management Plan**

At its core the CNM STEM2 program works to utilize students, faculty, and the interactions between them to make efficacy and persistence part of the culture at CNM in an effort to help more Hispanic and low-income students succeed in and graduate from STEM programs. Due to the need to serve two distinct audiences – students and faculty – and the need to facilitate meaningful interactions between them, the management team for this program will include a full-time Program Director as well as two managers. A full-time manager will specifically oversee students and a part-time manager will oversee faculty. One vital aspect of the student-centered part of the program is some students’ eventual transition to student ambassadors, part of whose role will be tutoring other CNM students. Thus, a tutor coordinator, based in CNM’s Assistance Centers for Education (ACE) will also be included as part of the CNM STEM2 team. This will allow tutors to be efficiently managed and scheduled, making sure they have enough contact with other students to make an impact, but not do so much work that their own studies suffer. The director of ACE will also dedicate a portion of their time to the project, ensuring it has support at the highest level.

CNM’s Transfer Articulation Analyst will also dedicate a portion of their time to the program, providing information and training to faculty and students as they navigate the distance between CNM and four year institutions offering STEM degrees. Bringing the Transfer Articulation Analyst into the heart of the program will ensure that knowledge about articulation is provided to students earlier in their academic careers, allowing them to plan earlier, plot the courses they need to take more thoughtfully, and for some students, to consider going on to a four year school for the first time.

Additionally, one of CNM’s Internal Researchers will spend a portion of their time helping both the Project Director and PI collect data on participants and outcomes. A full-time Academic Technical Assistant will also be a part of the program team and manage the day-to-day operational aspects of the program.

In conjunction with the managerial, research, and internal experts who will support the program, faculty and students will play a major role in achieving the goals of the program. Each term a selection of faculty, under the leadership of the Faculty Manager, Program Director, and PI will receive course releases so they can conduct research around efficacy, persistence, and the particular nuances of teaching STEM subjects and working with Hispanic students, many of whom are first generation college students. These faculty will be responsible for sharing the results of their research with other faculty at CNM, which over time will create a large school-wide body of knowledge, and culture shift that will lead to more Hispanic and low-income STEM graduates.

Students will also play an integral role in the execution of the CNM STEM2 program. Managed by the full-time Student Manager, these students will provide a direct link between the program and the general STEM student body. Each year of the program, the students registered for CNM’s foundational math class will be offered the opportunity to join a cohort of approximately 20 Student Leaders. These students will be responsible for five hours of participation as a Student Leader a week for two terms. Participation includes attending training sessions centering on efficacy, persistence, student support services, and articulation; coordinating study sessions; and meeting with the Student Manager. Student Leaders will receive a scholarship for each of the terms they participate in the program. After two terms as a Student Leader students will have the opportunity to apply to be a Student Ambassador. Student Ambassadors will work 15 hours a week and be considered student employees. Their jobs will include working as tutors in CNM’s tutoring centers, working with a faculty member as their supplemental instructor – where they can deploy all of the training they received as student leaders, – and receiving mentoring from the faculty member they are working with as a supplemental instructor.

Assigning Student Ambassadors to work in classrooms will allow them to have critical interactions with other beginning students. By the time a Student Ambassador is assigned to a faculty member to help in their class, both the Student Ambassador and the faculty member will have had training in efficacy, persistence, and articulation to a four year school. By creating an environment where both the faculty member and the Student Ambassador are reaching out to students with the same focus on persistency and efficacy – from two different angles, instructor and peer – students will have more support in their quest to graduate from CNM and continue into STEM fields. These Student Ambassadors will also interact with the next cohort of incoming Student Leaders to offer them peer-to-peer mentoring and advice on their STEM student careers.

Through these three different layers of support – Students Leaders, Student Ambassadors, and faculty – knowledge about persistence and efficacy in STEM, starting with mathematics, will begin to seep into the bedrock culture of CNM. Student Leaders, who are essentially embedded in the general STEM student population will have the ability to directly influence their classmates and will build a strong science identity by participating in the Student Leader cohort. As these Student Leaders morph into Student Ambassadors they will begin to help tie students and faculty together in the quest for higher STEM enrollment, graduation, and articulation by providing a bridge in classrooms and tutoring centers between entry-level students and the STEM curriculum and faculty they are beginning to work with. Finally, by working to ensure faculty are keeping persistence and efficacy top of mind through trainings, and to ensure Student Leaders and Ambassadors are also knowledgeable on how to apply those topics to their own studies, faculty and students will have a common language and skill bank to pull from to further the goals of CNM STEM2.

Projected numbers for each year’s Student Leaders, Student Ambassadors, and Faculty have been carefully constructed based on recruitment levels of other programs at CNM, numbers that will make meaningful cohorts of students, and the amount of students and faculty that can be well managed. Number of faculty and students, and the funds allocated to them, are reduced in the beginning and end of the program to allow for time to ramp up and ramp down. A comprehensive managerial structure, including several full-time staff members has been created in order to ensure the CNM STEM2 program fulfills its goals on budget and on time.

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| **Milestones** | **Owner** | **Timeline** |
| Post job postings for Project Director, Academic Technical Assistant, Student Manager, and Faculty Manager | PI, HR | 2 weeks after award |
| Interviews for Project Director, Academic Technical Assistant, Student Manager, Faculty Manager, and Tutor Coordinator | PI, HR | 8 weeks after award |
| Hire Project Director, Academic Technical Assistant, Student Manager, Faculty Manager, and Tutor Coordinator | PI, HR | 9 weeks after award |
| All Program Meeting | PI, Project Director, Academic Technical Assistant, Student Manager, Faculty Manager, and Tutor Coordinator | 10 weeks after award |
| Create Faculty Recruitment Campaign and Procedures | Project Director and Faculty Manager | 11 weeks after award |
| Create Student Recruitment Campaign and Procedures | Project Director and Student Manager | 11 weeks after award |
| Create Student Programming Schedule | Project Director, Student Manager, ACE Director, Transfer Articulation Analyst, Student Services | 12 weeks after award |
| Begin recruiting Faculty participants for next term’s Faculty Research positions | Project Director and Faculty Manager | 12 weeks after award |
| Buy supplies and sign up for resource subscriptions | Project Director, Faculty Manager, Student Manager, Academic Technical Assistant | 13 weeks after award |
| Faculty Travels to National Conferences | Faculty, Academic Technical Assistant | Each year |
| Intensive Faculty Training Conference | PI, Program Director, Faculty Manager, Academic Technical Assistant | Summer of Each year |
| Attend National Meeting in DC | PI and Program Director | Each year |
| Review cohort metrics and Faculty Feedback | PI, Program Director, Faculty Manager, Student Manager, Tutoring Coordinator, ACE Director, Transfer Articulation Analyst, Academic Technical Assistant |  |

**See Attached Schedule for Faculty and Student Hiring**