The Office of Institutional Development provides support to faculty and staff districtwide in securing external funding through grants.

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Focus on Funding

Message from the Director

In the 30 years that I have been in the Office of Institutional Development (OID), the grants world has changed considerably. Back in the good old days, grants were submitted in hard copy and sent by overnight delivery in regular U.S. mail! Today, everything happens electronically, and it seems funding agencies are constantly adding new forms, certifications and assurances to their list of required documents.

What hasn’t changed is the department’s commitment to personal assistance and customer service. A helping hand never goes out of style or is outdated! Each year, the OID team helps STLCC faculty and staff navigate the grants process. We identify funding sources at the federal, state and local level; plan, develop and coordinate proposals for submission to funding agencies; and assist project managers throughout the grant period once awards are made. We are your extended helping hand in every step of the process.

The OID office is also committed to expanding our scope of services. When faculty and staff receive their first-ever grant award and become project managers, our team expands the reach of our helping hand by providing orientation for them in their new role. In addition, ongoing research conducted by OID staff frequently uncovers viable funding sources to which the college has not previously applied, and partnerships with other institutions and organizations continue to grow.

Our team would like to recognize the collaborative spirit and hard work of the faculty and staff we worked with this past year. Hand in hand, we make a difference in helping the college expand services to our students and community through these increased grant awards. At the close of this fiscal year, awards to the college totaled more than $22 million.

My door is always open, and I welcome your ideas for exploring how, together, we can expand minds and change lives every day.

Warm regards and welcome back,

Castella Henderson
Focus on Funding

Kudos to Project Directors

Hats off to project directors who received funding from the agencies below to carry out current grant projects on behalf of STLCC:

- **Lesley Abram, CC:** $143,413.46 from the St. Louis Agency on Training and Employment to provide services for the Missouri Work Assistance/Temporary Assistance for Needy Families programs through 9/30/11.

- **Gina Benesh, CC:** Three awards from the Missouri Dept. of Elementary and Secondary Education (DESE) through 6/30/12:
  - $8,598 to provide fee waivers for displaced homemakers at FV, FP and M – STLCC campuses with Career & Technical Education programs;
  - $348,707 to participate in the Vocational-Technical Education Enhancement Program, with funds to be used to purchase instructional equipment in vocational programs at FV, FP and M; and
  - $1,090,451 to participate in the Carl D. Perkins Career and Technical Education Program, with funds to be used to support administrative costs, program improvement and expansion, salaries and professional growth and development related to career and vocational education at FV, FP and M.

- **Heather Ellison, CC:** $12,000, plus a $1,200 travel allowance, from the American Assoc. of Community Colleges (AACC) to participate in the Lumina Foundation for Education’s Plus 50 Completion Strategy being launched by AACC for AACC, STLCC and other selected colleges to expand delivery of accelerated credential programming that prepares Plus 50 students for success in high-growth, high-demand jobs through 7/31/14.

- **Christy Jaeger, CC:** $118,692 from the Productive Living Board for St. Louis County Citizens with Developmental Disabilities to provide vocational enhancement services to St. Louis County residents with developmental disabilities through the Continuing Education Access Program through 6/30/12.

- **Steve Long, CC:** $996,634 from the Missouri Dept. of Economic Development for STLCC to participate in the American Reinvestment and Recovery Act of 2009 (ARRA): State Energy Sector Partnership & Training Project. Funds will be used to administer the development and delivery of “veteran-priority” training and education programs in the renewable energy industry sector through 1/28/13.

- **Don Robison, CC:** $2,400,000 from the United Auto Workers Labor Employment Training Corp. to participate as a partner in the Energy Training Partnership project funded by the U.S. Dept. of Labor. STLCC’s Center for Business, Industry and Labor (CBIL) will retrain dislocated and incumbent automotive and auto-related workers for employment in energy efficiency and clean energy sectors. Participants will train in one of four career pathways that include: 1) Hybrid Electric Auto Technician, 2) Environmental Management, 3) Green Manufacturing Process Technicians and 4) Commercial and Residential Energy Technicians through 6/30/12.

- **Karl Steenberg, CC:** $128,428 from DESE to operate a comprehensive Adult Education and Literacy program, including classes in GED preparation and ESL, for the Affton, Bayless, Kirkwood, Lindbergh, Mehlville, Valley Park, and Webster Groves school districts through 6/30/12.
Focus on Funding

**Partnership: It’s a HIT**

Even before opportunity knocked, Dianne Lee was out the door, headed to a Health Information Technology (HIT) symposium held at the Massachusetts Institute of Technology a couple of years ago. There, she joined physicians, employees from federal agencies, and representatives from a handful of educational institutions. “With the federal government involved, I figured there would be grant opportunities,” says Dianne, Information Systems (IS) professor, IS department chair, and director of the Center for Emerging and Advanced Information Technology (CEA-IT) at FP.

She was right: Funds from the American Recovery and Reinvestment Act of 2009 (ARRA) supported a U.S. Dept. of Health and Human Services’ grant competition aimed at training health information technology (IT) professionals in a national initiative to migrate patient files to electronic health records (EHR). Dianne believes the movement to EHR will improve the quality of health care, lower health care costs, and reduce health care disparities.

To apply for the grant, STLCC became one of 17 partner colleges to form the Midwest Community College HIT Consortium. While Cuyahoga Community College in Ohio emerged as the consortium’s lead fiscal agent and submitted the grant, each college played a key role in developing the grant. “The WCD division, particularly Rod Nunn and Steve Long, have been very supportive,” says Dianne, who serves as the project lead for STLCC.

“Besides Steve, Lorna Finch and Lucia Miller participated in preparing the college’s portion of the grant proposal, and each brought significant grant experience to the table,” Dianne adds. “The collaboration between the credit and noncredit arms of the college has been seamless and, I think, a model for future projects. With the HIT project, we leaned into WCD’s strengths, and they leaned into our academic strengths.” Steve also serves as project director, and Kevin Talbot is the grant coordinator.

“This grant was complex,” Steve says. “It encompassed 17 partner institutions, each with a role in the ultimate delivery of the national objectives. It also was an ARRA grant that comes with special reporting requirements. This complexity required a detailed project management plan to include budget development, as well as developing and reporting outcome measures. It took the expertise of the CEA-IT staff, IS department faculty, and the grant management experience of WCD and Institutional Development to make this proposal work.”

The HIT project incorporates a nationally based, online curriculum, with project partners sharing best practices and collaborating on marketing and instructional design initiatives. “Prior to beginning the first classes, Debbie Meyer, associate professor, and Pat Sherman, assistant professor, coordinated the merging of IT and health care components into a cohesive course of instruction,” Dianne says. “Faculty from the Forest Park IS department are amazing in their dedication to this project. Without them, there would be no program. They develop and deliver the courses. They are the face of the project to their students who come from all over the state of Missouri.”

Dianne offers another window to project success: “Read the Funding Opportunity Announcement carefully, multiple times, and follow all of the directions and guidelines. Be thorough yet concise. Use the experts in the Institutional Development office.”

STLCC’s funding for the two-year HIT project, continuing through April 1, 2012, totals $817,194.
Focus on Funding

Legislative Front by Ann Brand, Government Relations Liaison

The heatedly discussed and debated Budget Control Act of 2011 eliminated in-school interest subsidies on federal student loans for graduate and professional students, and some $17 billion of the projected savings was shifted to support the Pell Grant program. While the agreement preserves the $5,550 maximum-per-student Pell Grant award, Pell still faces a shortfall of just under $3 billion over the next two years. Also, although Pell has been exempted, other education and job training programs could be cut by the mandatory 6.7 percent if the bipartisan Congressional committee fails to identify and agree to an additional $1.2 trillion in deficit reductions.

Pell remains a popular program with the public and elected officials alike – but a growing number of legislators are questioning its sustainability. Eligible recipients number 9.4 million. In 2009-2010, a total of $42,496,193 in Pell grants was awarded to 14,528 STLCC students, and the average award was $2,925. With almost three-quarters of the administration’s requested budget increase for education designated to support Pell Grant needs, it is expected that Pell will remain a target as legislators work to reduce the massive federal deficit.

At the state level, revenues have increased for four consecutive quarters, easing fears that the governor will need to make additional “withhold” to this year’s budget. Still, the state faces significant shortfalls for the next fiscal year budget, much of which stems from the loss of federal stimulus money and the massive aid required by the disasters that have affected the state. While specific issues are still being worked out, it is expected that use of the “Rainy Day” fund to help disaster areas may be addressed. The governor called a special session starting Sept. 6 to address, in part, a 350-plus page economic development bill that includes Compete Missouri, which affects STLCC job training programs.

Quick Reads

Community College Times is the online newspaper of the American Association of Community Colleges. The publication provides comprehensive coverage of community college news and issues – from fundraising, strategic planning and accountability to current legislation, cutting-edge technology and institutional development.

A recent edition focused on workforce development and academic programs; reminded readers of an upcoming grant deadline; posted an opinion piece from a student, along with many written by higher education faculty and staff; and covered various news topics, including technology, campus issues, sustainability, government, and funding. Take a look by clicking on the following link: http://www.communitycollegetimes.com/Pages/Landing/Homepage.aspx.

Missouri Passages is the bi-monthly newsletter of the Missouri Humanities Council (MHC) covering the news, activities and announcements happening statewide. The MHC awards grants to support locally generated programs and projects based in the humanities – including history, archaeology, anthropology, literature, religion, law, philosophy and languages. “Read from the Start,” MHC’s family reading initiative, focuses on teaching parents and caregivers the joy and benefits of reading to children from birth to five years old. The program is in full swing across the state this fall, with FV hosting sessions Oct. 1 and 29 and M hosting sessions Nov. 12 and Dec. 3.

The MHC supports cultural organizations through consultative training, mentoring, grants, exhibit tours, literature and other resources and is funded by the National Endowment for the Humanities, the state of Missouri, and through grants and donations. Missouri Passages may be viewed at http://www.mohumanities.org/news-updates.
**OVAE Connection** is a concise, weekly electronic newsletter published by the U.S. Dept. of Education’s Office of Vocational and Adult Education (OVAE) to provide information to state officials involved in adult education, career and technical education (CTE), and community colleges, as well as to practitioners, researchers, education groups and others interested in community colleges, CTE, and adult education.

Recent editions announced new STEM education funding for the Navy; the state of a U.S. manufacturing renaissance within the next five years; and a look at prisoner reentry research. **OVAE Connection** is available by clicking on the following link: [http://www2.ed.gov/print/news/newsletters/ovaeconnection/index.html](http://www2.ed.gov/print/news/newsletters/ovaeconnection/index.html).

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**Grants at a Glance: Budgets**

In developing a grant’s main document – the proposal narrative – a budget must be developed in tandem. Beyond providing detailed project costs, a budget unifies the content of the proposed project, is based on actual costs, and is reasonable. The budget request also must fall within the award cap usually posted within the grant guidelines issued by the funding agency.

Homework is required to determine actual costs. For example, if personnel will be hired for the proposed project, exact wages are needed, along with an exact job title and job description. These details must reconcile with a current employee’s or a proposed position’s salary on file with Human Resources.

Fringe benefits paid to an employee also must be included in a budget and are determined by multiplying the salary with the college’s current fringe benefit rate. This rate changes yearly and differs depending on the job classification: certified, classified or part-time positions. If travel is expected, use the college’s standard mileage rate and per diem costs. If textbooks or other needed materials will be purchased, what’s the cost? What’s the cost of a speaker’s fee? All proposed costs must be attributable in order to assemble the line-item budget.

In addition, it’s essential to know if the funder is allowing indirect costs or not since this amount becomes part of a budget’s bottom line. Indirect costs, sometimes called overhead, reimburse the college for actual expenses such as payroll, accounting, lights, heat, insurance, and other items that can be considered the cost of doing business.

If granted to the institution, indirect costs are determined as a percentage of the salaries and fringe benefits total. The percentage varies: STLCC has a negotiated rate with the U.S. Dept. of Health and Human Services that allows 37 percent of salaries and fringe benefits for proposed projects taking place on campus and 22 percent for off-campus projects. However, a funder may require that its own, lower indirect cost rate be used instead of the college’s negotiated rate.

Another term common to budgets is “cost sharing,” which are cash or in-kind contributions the college intends to add to the proposed project and that demonstrate to the funding agency the institution’s commitment to the project. Before any grant can be submitted by STLCC, these costs must be internally approved for potential use in the event the grant is awarded, with approval documented via STLCC’s proposal endorsement form.

Once a line-item budget is perfect and has been reviewed and refined, it’s time to write a budget narrative that justifies each line item by category such as salaries, fringe benefits, travel, contractual needs, and supplies.

Spelling out each projected cost provides a tie-in to the line-item budget and to the proposal narrative so that a clear picture of the overall, proposed project emerges to the funding agency’s grant reviewer(s).
NSF’s ATE: Food for Thought

Proposal deadlines for the National Science Foundation’s (NSF) Advanced Technological Education (ATE) program stretch ahead: Oct. 20, 2011; Oct. 18, 2012; and Oct. 17, 2013. Still, says Linnea Fletcher, Ph.D., “One year or more before you have to turn it in is NOT too early to start.” Fletcher spent two years as an NSF program officer before returning to her former and current position as head of the biotechnology program at Austin Community College.

With an emphasis on two-year colleges, the ATE program involves partnerships between academic institutions and employers to promote improvement in the education of science and engineering technicians at the undergraduate and secondary school levels.

ATE supports curriculum development; professional development of college faculty and secondary school teachers; career pathways to two-year colleges from secondary schools and from two-year colleges to four-year institutions; and other activities. “ATE…this year awarded $60 million in competitive grants to technician education initiatives led by community colleges,” according to the Community College Times on June 23, 2011.

Fletcher offers specific preparedness tips: “You need to find out if anyone else has had the same idea. Contact successful ATE grant recipients in your area of expertise about your idea. Talk with a program officer to make sure that your ideas fit the program.” In addition:

- Know when a solicitation comes out by signing up for NSF alerts at www.nsf.gov.
- Google “ATE Centers.”
- Learn about the NSF review process and volunteer to review proposals.

Once it’s time to put fingers to the keyboard, Fletcher imparts further advice. “Specifically address intellectual merit and broader impacts, and use the phrases explicitly in the project summary,” she says. “Make sure that you have measurable goals and objectives. What will be delivered? Discuss the value added of your project. What are you adding to the knowledge base? Reviewers also consider, if funded, will it be transformative?”

On the institutional side, Fletcher says, “You must have support of administrators. Keep them involved, make them look good, give them credit, and find out what they need to support you.” Not giving up is another caveat: “It is common for successful principal investigators to resubmit one or two times before getting an award,” Fletcher notes.

To view Fletcher’s NSF PowerPoint presentation, please e-mail kbuckley@stlcc.edu, and we will forward it to you.

“You must have support of administrators. Keep them involved, make them look good, give them credit, and find out what they need to support you.” – Former NSF Program Officer Linnea Fletcher, Ph.D., now with Austin Community College
## Upcoming Opportunities

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<thead>
<tr>
<th>Program Name</th>
<th>Funder</th>
<th>Provides Support for</th>
<th>Due Date</th>
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<tr>
<td>Upward Bound: Math &amp; Science (UBMS); and Veterans (VUB)</td>
<td>U.S. Dept. of Education</td>
<td>UBMS: to strengthen students’ math and science skills. VUB: to assist veterans in developing skills for success in postsecondary education.</td>
<td>Fall 2011 (estimated)</td>
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<tr>
<td>ACE Fellows Program</td>
<td>American Council on Education (ACE)</td>
<td>To absorb the culture and policies of another institution.</td>
<td>Nov. 1, 2011</td>
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<tr>
<td>Scholarships for Education &amp; Economic Development</td>
<td>U.S. Agency for International Development</td>
<td>Supports economic and social development throughout Central America and the Caribbean via scholarships and training in the U.S.</td>
<td>Jan. 2012 (estimated)</td>
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<td>Learn &amp; Serve America Higher Education Program</td>
<td>Corp. for Nat’l. &amp; Community Service</td>
<td>Supports institutions of higher education using innovative service-learning programming to meet local community needs.</td>
<td>Early 2012 (estimated)</td>
</tr>
<tr>
<td>Computing Education for the 21st Century</td>
<td>Nat’l. Science Foundation</td>
<td>To engage larger numbers of students, teachers, and educators in computing education and learning earlier in the education pipeline.</td>
<td>Feb. 28, 2012; and July 26, 2012</td>
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<td>Landmarks of Am. History &amp; Culture; and Summer Seminars &amp; Institutes</td>
<td>Nat’l. Endowment for the Humanities</td>
<td>Landmarks program proposes workshops geared for national audience of community college educators; latter program proposes programs for faculty development.</td>
<td>Mar. 2012 (estimated); Submit draft proposal one month ahead.</td>
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<tr>
<td>Transforming Undergraduate Education in STEM</td>
<td>Nat’l. Science Foundation</td>
<td>To improve the quality of science, technology, engineering, and mathematics (STEM) education for undergraduates.</td>
<td>May 28, 2012</td>
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<tr>
<td>Fellowships</td>
<td>Nat’l. Endowment for the Humanities</td>
<td>For individuals pursuing advanced research of value to humanities scholars, general audiences or both.</td>
<td>May 2012 (estimated)</td>
</tr>
<tr>
<td>Emergency Management for Higher Education</td>
<td>U.S. Dept. of Education</td>
<td>To develop, or review and improve, and integrate campus-based, all-hazards emergency management.</td>
<td>May 2012 (estimated)</td>
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