In the Spotlight: A Look Back:
Grants Support Innovation and Excellence at Kingsborough Community College

Since its founding in 1963, Kingsborough has embraced innovative and forward-thinking approaches in its mission to provide outstanding educational opportunities to its students. One way to find the resources needed to achieve this is to secure grant funding. With grant support, faculty and staff are able to test out educational approaches, reach out to new constituencies, and delve into questions that shape disciplines.

Barriers to education go beyond academic preparedness and financial aid. Lack of financial resources for transportation, inability to secure child care, and food insecurity all impact students’ ability to attend, persist in, and graduate from college. Through the years, Kingsborough has successfully secured grants that have spurred institutional change. From Learning Communities to childcare to services for students with disabilities, grant funding has expanded the reach of the College, both in breadth and depth, enabling new student constituencies to enter Kingsborough and stake their own claims on the American Dream.

Instructional Approaches
The New York State Education Department’s Carl D. Perkins Career and Technical Education Improvement Act Program provides funding for community colleges to support programs that lead to technical degrees. Through this program, Kingsborough has been able to supplement its core instructional programs with tutoring, technical equipment, and additional instruction. In addition, the College has been able to implement new instructional approaches, including service-learning and the use of simulation in nursing laboratories.

Learning Communities have become a centerpiece of Kingsborough’s instructional approach. Through the generous and early support of the Ford Foundation, the Robin Hood Foundation, the Metlife Foundation, and MDRC, Kingsborough has piloted, tested, expanded, and institutionalized Learning Communities. Students benefit from the integrative learning that happens within a learning community, while faculty benefit from the cross-discipline collaboration that the learning community facilitates.

Student Support
In addition to making instructional innovations, institutional grants also provide support for expanding and improving student services. Over forty years ago, student-parents at Kingsborough banded together to create on-site childcare. Since that time, grant support has been critical to establishing and expanding the services provided to Kingsborough student-parents and their children through the Child Development Center. The New York State Office of Children and Family Services provides critical block grant funds through CUNY that support the Center’s core services, while the Child and Adult Care Food Program provides meals for low-income children at the Center. Thirdly, the United States Education Department’s Child Care Access Means Parents in School program expands the hours and ages served at the Center. Finally, private donors, including the Hyde and Watson Foundation, the Target Foundation, and the New York Community Bank Foundation support family literacy programs and the expansion of outdoor spaces for our students’ children to play in.

Students receiving public assistance often come to Kingsborough with multiple unmet needs. In partnership with the New York City Human Resources Administration, Kingsborough implements the College Opportunity to Prepare for Employment (COPE), a program which provides special services to students receiving public assistance. The Program targets students receiving any form of public assistance, and offers comprehensive support services to students who enroll full time in approved, vocationally-oriented associate degree programs. Students receive a range of supports, including personal and academic counseling, assistance with locating child care, and
referrals to tutoring, job placement and job search resources.

In fall 2008, as the country’s economy fell into what would become the worst economic recession since the Great Depression, Kingsborough students’ worsening economic situations were resulting in drop-outs. Soon thereafter, Kingsborough Community College (KCC) received funding to open a Single Stop site on-campus. Single Stop is a nationwide program whose sites provide students benefits screening for government programs; assistance with finances; tax preparation assistance; on-site lawyers and social workers; and job-finding resources. Through Single Stop, the College helps educate students on the various benefits and support systems available. Since the establishment of the Single Stop site at Kingsborough, this model has been implemented at every other community college within CUNY.

Access to higher education for first generation students and those with disabilities is critical to Kingsborough’s mission. United States Education Department’s TRIO Student Support Services program has supported Kingsborough’s mission to better address the needs of these students. Through TRIO, qualifying Kingsborough students receive supportive services to enable them to complete their degrees or transfer to a four-year college, including tutoring, referral to Access-Ability services, and one-on-one case management.

High School Outreach

A critical factor in the success of students in college and at Kingsborough is their preparedness for college-level work. In light of that reality, several grant-funded programs have reached into the high schools to help prepare students for a successful college career. Funding from the New York State Education Department (NYSED) funds the Science and Technology Entry Program, which provides the opportunity for economically disadvantaged and under-represented students to participate in scientific research and college preparedness activities while in high school. In addition, NYSED funds the Liberty Partnerships Program, which partners Kingsborough with local high schools to work with at-risk students, addressing their risk factors and giving them tools to improve their success in high school and their chances at college enrollment and completion.

Private philanthropy also supports work with high school students and their teachers. Through the Tortora Sillcox Foundation, Kingsborough worked with high schools to give teachers the tools to prepare their students for college level work. With the foundation’s support, students improved their performance on the CUNY entrance exam, decreasing their need for developmental education.

Faculty Research

Finally, faculty research often depends on external support. Kingsborough faculty have successfully competed for grants to support their research, at the CUNY level through PSC-CUNY research awards and CUNY Collaborative grants; from private foundations such as the Mertz Gilmore Foundation and the Simons Foundation, and from government agencies, including NASA and the CDC. With this critical support, Kingsborough faculty performs research that impacts their academic disciplines and informs their students’ learning.

This is merely a sampling of how innovation and change is supported by grant funding at Kingsborough. Funding from the state and the city provides for the core operations of the College, but the opportunity to test out new approaches and engage in new research can be found with the support of Kingsborough’s external funders. Kingsborough has a successful track record of identifying and testing new approaches and supporting faculty research. Grant funding makes this possible.

CURRENT FUNDING OPPORTUNITIES

The following are brief synopses of upcoming funding deadlines. Please be sure to refer to the funder’s website for details regarding submission requirements and program goals.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN (AAUW)

From the AAUW website:

**Summer/Short-Term Research Publication Grants** provide funds for women college and university faculty and independent researchers to prepare research for publication. Time must be available for eight consecutive weeks of final writing and editing in response to issues raised in critical reviews. These grants can be awarded to both tenure-track and part-time faculty, and new and established researchers. The grants are designed to assist the candidate in obtaining tenure and other promotions. Tenured professors are not eligible.

Next anticipated deadline: November 2014

AMERICAN EDUCATION RESEARCH ASSOCIATION (AERA)
http://www.aera.net/ProfessionalOpportunitiesFunding/FundingOpportunities/AERAGrantsProgram/ResearchGrants/tabid/12813/Default.aspx

From the AERA website:

With support from the National Science Foundation (NSF), the AERA Grants Program announces its *Research Grants* competition. The program seeks to stimulate research on U.S. education issues using data from the large-scale, national and international data sets supported by the National Center for Education Statistics (NCES), NSF, and other federal agencies, and to increase the number of education researchers using these data sets. The program supports research projects that are quantitative in...
nature, include the analysis of existing data from NCES, NSF or other federal agencies, and have U.S. education policy relevance.

Next deadline: January 24, 2014

COLLABORATIVE INCENTIVE RESEARCH GRANT (CIRG)
http://www.cuny.edu/research/faculty-resources/internal-funding-programs/collaborative-incentive-grant.html

CUNY’s Collaborative Incentive Research Grant (CIRG) program provides support for early stage faculty research projects by inter-disciplinary and cross-campus research teams comprised of two or more CUNY faculty. The goal of the program is to “seed research that will become the basis for future grant proposals.”

Only tenure-track or tenured faculty at CUNY campuses are eligible to serve as PI’s.

If, upon review of the guidelines and application process, you plan to apply to the CIRG program, please complete the Notice of Intent to Submit a Grant Application (http://www.kbcc.cuny.edu/sub-administration/collAdvancement/ApplyingforGrants/Documents/IntenttoSubmitFormInstructionalStaff.pdf) and submit it to Kirstin Swanson in the Office for College Advancement (Mailcode: D) by Monday February 18. Deadline: March 4, 2014

COMMUNITY COLLEGE COLLABORATIVE INCENTIVE RESEARCH GRANT (C3IRG)
http://www.cuny.edu/research/faculty-resources/internal-funding-programs/community-college-grant.html

CUNY’s Community College Collaborative Incentive Research Grant (C3IRG) program provides support for early stage faculty research projects, led by community college faculty, involving inter-disciplinary and cross-campus research teams comprised of two or more CUNY faculty. The goal of the program is to “promote research productivity and to enhance, through multi-campus or multi-disciplinary collaborations, the prestige and prominence of the University.” The deadline to submit is Friday, April 4, 2014.

Applications must be submitted online.

Only tenure-track or tenured faculty at CUNY campuses are eligible to apply. The Primary Investigator (PI) must be from a CUNY Community College.

If, upon review of the guidelines and application process, you plan to apply to the C3IRG program, please complete the Notice of Intent to Submit a Grant Application (http://www.kbcc.cuny.edu/sub-administration/collAdvancement/ApplyingforGrants/Documents/IntenttoSubmitFormInstructionalStaff.pdf) and submit it to Kirstin Swanson in the Office for College Advancement (Mailcode: D) by Friday March 21, 2014.

As in previous competitions, the C3IRG has an emphasis on pedagogical research, though a focus on pedagogical research is not required to be eligible for funding. Those who focus on pedagogical research are encouraged to refer to the American Association of Colleges and Universities’ High Impact Practices as they formulate their hypotheses. Information on these practices can be found on the AAC&U website here: http://www.aacu.org/leap/hip.cfm.

A workshop on pedagogical research will be held on January 14, 2014 at BMCC. For more information and to register, please see the CUNY website here: http://www.cuny.edu/research/faculty-resources/internal-funding-programs/community-college-grant.html.

Deadline: April 4, 2014

NASDAQ EDUCATIONAL FOUNDATION
http://www.nasdaqomx.com/services/initiatives/educationalfoundation

From the NASDAQ Educational Foundation website:

The mission of The NASDAQ OMX Group Educational Foundation, Inc. is to promote learning about capital formation, financial markets and entrepreneurship through innovative educational programs.

Types of Grants:
• Academic Study or Research: Generally awarded to college or university professors.
• Ph.D. Dissertation Fellowships: Awarded to colleges or universities on behalf of the candidate.
• Curriculum Development: Generally awarded at the university level to develop financial markets curricula.
• Educational Projects or Programs: Including classroom and extracurricular programs at the high school, college and university level, teacher training, and professional development for adults. May also include the creation of new educational materials.

Please note that all proposals must further financial markets literacy and entrepreneurship in addition to meeting other criteria. The categories, above, are for guidance only; all proposals compete for a single pool of funds and are subject to selection by the Foundation Board of Directors


If you are interested in applying for a grant, please contact Kirstin Swanson, Director of Development or Antonio Thompson, Associate Director of Development, to discuss your proposed project.
Hot Topics:
Fringe Rates Increase for Released Time Charged to Grants

As anyone who has written a grant proposal can tell you, costs associated with personnel often take up the lion’s share of the budget. You not only have to take into account the salary or wages for your grant-funded staff, you also need to consider fringe rates. The Research Foundation of CUNY recently announced that the fringe benefit rate for released time charged on grants would increase to 38% of salary or wages through 6/30/2014 and to 41% starting 7/1/2014. But what are fringe rates, and why are they so high? And, why did RFCUNY make this announcement?

Fringe rates are charged based on the classification of employee. Full time and some part-time RFCUNY employees are charged one rate, faculty on summer salary are charged another rate…refer to the RFCUNY website for how to determine employee classification and the associated fringe rate. Some of the components of the fringe benefit rate are required by law, including unemployment insurance, workers’ compensation, and social security. Others are provided as a matter of policy, such as health insurance, life insurance, and employee assistance program. The largest component is health insurance. RFCUNY uses what is called a benefit pool approach, where regardless of the benefits chosen by an individual employee, the grant is charged based on the employee classification. The cost of health insurance largely drives the cost of the fringe benefits package.

Faculty and staff receiving released time on a grant are CUNY employees, and the fringe rates used on grants allow sponsored programs to re-pay CUNY for the fringe benefits CUNY provided to those employees while they were released to work on a grant. CUNY recently did an analysis of its fringe benefit costs and found that they were higher than the previous rates charged both to campuses and to RFCUNY. CUNY instituted a policy of charging campuses and RFCUNY a rate based on the previous year’s fringe benefit expenditures. Grant proposal writers would be well-advised to budget for increasing fringe benefits charges for released time.

The provision of fringe benefits for faculty and staff – whether on CUNY payroll or paid by a grant – is essential not only for legal reasons, but also to ensure good employee morale and retention of experienced staff. Be sure to budget adequately for these important expenditures.

RECENT AWARDS

Professor Joan E. Standora
American Association of Community Colleges
$15,000
Plus 50 Completion Grant

Natalie Bredikhina
City University of New York - Central Office
$9,271
CUNY Deferred Action for Childhood Arrivals

Lavita McMath-Turner
Community College National Center for Civic Engagement
$8,500
Engaging Diversity

Stella Woodruffe
CUNY Central Office Division of Student Affairs
$20,000
Transition to College

Professor Homar Barcena
Professor James Fuestel
CUNY Community College Collaborative Awards
$15,000
Discipline-Specific Contextualized Quantitative Reasoning Learning Communities

Lavita McMath-Turner
CUNY Service Corps
$86,766
CUNY Service Corps

Professor Babette Audant
CUNY Workforce Development Initiative
$15,000
CEWD Foreign Language Credential for Healthcare

Professor Thomas Greene
Mertz Gilmore Foundation
$2,000
Oceanography Program

Professor Mary Ortiz
National Institute of Health & General Medical Sciences
$52,187
Bridges to the Baccalaureate

Michael Geller
New York City Council
$276,250
Lighthouse Alcohol and Substance Abuse Program

Anna Becker
New York City Department of Cultural Affairs
$25,625
On Stage at Kingsborough
Meet Adrian

“The scholarships I received truly helped me rebuild my life after the storm.”
- Adrian L., Criminal Justice Student at Kingsborough Community College

Adrian is a Criminal Justice major at Kingsborough Community College who is expected to graduate in Spring 2015. Adrian did not always think college was the right route for him, but today he is very glad he gave it a second chance. Dropping out after one semester, he went to work for his uncle’s plumbing company, but decided, after a while, to make college a priority. A year later, he re-enrolled at Kingsborough as a Criminal Justice major, and he hasn’t looked back since. In his time at KCC, Adrian has served as treasurer of the Honors Club, the vice president of the American Sign Language Club, and a member of both Student Government and the Student Conduct Board. However, all of this nearly came to a crashing halt last fall thanks to Hurricane Sandy. With his neighborhood in the eye of the storm, he lost virtually everything and was forced to relocate. Scholarship support from the Northfield Bank Foundation proved to be a godsend, allowing him to re-purchase books, a laptop, supplies, and even a bike to travel to and from campus.

As a Kingsborough faculty member, you encounter students like Adrian all throughout the school year, as he is but one of many talented and hardworking Kingsborough students who depend on grant support to stay in school. Kingsborough hosts a student body that is remarkably diverse in many aspects, and yet a majority of our students have something crucial in common: a constant struggle to afford the ever-steepening costs of education. In your grant writing, we encourage you to think about ways that philanthropic support can further assist and empower students like Adrian. Whether through direct scholarship assistance, student stipends, research opportunities or internship placements, your grants can make a lasting impact on Kingsborough students.