In the Spotlight: Grants Support Civic Engagement at Kingsborough

Kingsborough Community College was one of the first community colleges in the nation to focus attention on the importance of civic engagement in the education of its students. After establishing a Center for Civic Engagement, headed by Lavita McMath Turner, Director of Government Relations, in fall 2013, a new graduation requirement went into effect for incoming students: in order to graduate, students must complete two civic engagement (CE) experiences. Students can fulfill this requirement by taking a CE-certified course, completing a college-sponsored activity, or participating in an activity proposed by the student. Faculty and staff have been hard at work incorporating civic engagement into coursework, identifying campus activities that qualify as CE experiences, and reviewing outside activities. They have also been writing, securing, and managing grants. Grants are a great way to support civic engagement activities; funders look favorably on projects that engage students in community work and prepare them to be active, productive citizens. Descriptions of these programs follow:

**Community College National Center for Community Engagement (CCNCCE),** headquartered at Mesa Community College in Arizona, recently funded Kingsborough’s “Engaging Diversity” program. Co-led by Professor Peter Fiume and Lavita McMath Turner, this project will aid in the full integration of the CE requirement into coursework in Behavioral Sciences, Art, and History, Philosophy and Political Science departments. In addition, the grant supports the use of a “Common Intellectual Experience,” identified by the American Association of Colleges and Universities as a high-impact practice, to fulfill the CE requirement.

**National Science Foundation Science Education for New Civic Engagements and Responsibilities (SENCER),** awarded to Dr. Anna Rozenboym, Assistant Professor of Biological Sciences, will support the integration of civic engagement and active learning into gateway courses – those required of all Biology or all Allied Health programs majors. Using food as a unifying theme, this project will encourage students’ civic engagement by raising issues of food acquisition, food access, food choices, geo-social aspects involving food, and healthcare within biological science coursework.

**CUNY Service Corps** provides Kingsborough students with the opportunity to work at New York City non-profits for an entire school year, participate in a cohort experience, and potentially earn college credit. Corps members participate in projects in one of four focus areas: health, sustainability, education or economic issues. The first year of this program continues through the end of June, and applications for the second year are currently being accepted.

**JPMorgan Chase Foundation** provides funding to support Kingsborough students working at non-profits around the city. Students participate in a structured internship experience modeled after the college’s internship class. After participating in a two-week pre-placement “boot camp,” students work 8-10 hours per week in a non-profit organization, meet every two weeks with an internship counselor, meet monthly as a cohort, and engage in reflective work to incorporate what they learn in the classroom with what they are doing in the field. At the conclusion of the internships, students evaluate their experiences, and supervisors evaluate their performance. The first cohort of students has completed their internship, and the second is about to begin.

“Civic engagement can take many forms, and grants are a useful way to kick-start new initiatives at the college,” says Lavita McMath Turner. “I encourage faculty and staff to partner with the Center and work with College Advancement as they develop grants to further Civic Engagement at the College.”
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.

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 AACU website here: http://www.aacu.org/leap/hip.cfm.

Not finding what you’re looking for? Try using Pivot, a powerful online tool for finding funders and collaborators.

Visit http://pivot.cos.com/ to sign up and start searching!

COS/Pivot has significant online resources for training. Once you have signed up for an account, click on the red “help” button on the upper-right hand side to access printed training materials, register for live open-access webinars, or watch videos about specific techniques on the Pivot/COS Youtube channel. You can also find contact information for the help desk.

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

From the NASDAQ Foundation 2014 Grant Guidelines:

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.

Target Audiences:
• High School
• College/University
• Adults

Letters of Intent are due August 2, 2014. Full proposals are due October 14, 2014.

NATIONAL SCIENCE FOUNDATION: Office of Special Programs in Materials Research – Crosscutting Programs
http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=12803

DMR’s Office of Special Programs in Materials Research (OSP) coordinates and supports crosscutting activities in DMR and in conjunction with NSF-wide programs, including activities that focus on education, broader participation of underrepresented groups, or engage participants from several disciplines across the division. Many OSP activities are co-funded with other NSF units. OSP activities include Research Experiences for Undergraduates (REU) Sites and Research Experiences for Teachers (RET). The Materials World Network competition is on hiatus for FY
2014; please check back for updates in the summer of 2014. Proposals are accepted at any time.

WILLIAM T. GRANT FOUNDATION: Youth Social Settings Grants.

http://www.wtgrantfoundation.org/funding_opportunities/research_grants/social-settings

From the Philanthropy News Digest:

The William T. Grant Foundation is accepting applications from organizations looking to understand how youth settings work, how they affect youth development, and how they can be improved.

Grants of up to $600,000 will be awarded for research projects that address theory, policy, and/or practice affecting the settings of youth between the ages of 8 and 25 in the United States. Social settings are defined as the social environments in which youth experience daily life. This includes environments with clear boundaries such as classrooms, schools, and youth-serving organizations, as well as those with less prescribed boundaries such as neighborhoods or other settings in which youth interact with peers, family members, and other adults.

Letters of Inquiry will be accepted until May 6, 2014.

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: Annual Leave for Research Foundation Employees**

Principal Investigators (PI’s), Project Directors (PD’s), and employees on Research Foundation-administered grants have noticed some changes recently in the tracking and use of their annual leave. The upgrading of the e-Timesheet system is proceeding in phases, and the next big change is slated for April 1, 2014.

It is the policy of the Research Foundation that all employees use their current annual leave during their appointment period. This requirement is in place to minimize unfunded liabilities in the form of un-used annual leave. Employees of the Research Foundation are, under most circumstances, allowed to earn and use annual leave. Sponsors make grants under the assumption that all expenses will be paid by the end of the performance period, including annual leave for grant-funded staff. It is important that PI’s and PD’s plan in advance for their grant-funded staff to take their annual leave within their appointment period. It is recommended that staff meet with PI’s and PD’s within 30 days of their appointment or re-appointment start date to schedule their annual leave during the appointment or re-appointment period to ensure program continuity.

An enhancement to the e-Timesheet system is about to roll out that will require Research Foundation employees to take annual leave before the end of their appointment period. The Research Foundation describes these modifications as follows:

To further facilitate the prescribed usage of Current annual leave within an encumbered appointment period, the e-Timesheet system will be modified to indicate that an employee is approaching the portion of the encumbrance period attributable to accrued annual leave. For example, if an employee earns annual leave at the rate of 15 days per year and has not taken any annual leave during a one-year encumbered appointment, the last three weeks of the encumbrance is attributable to accrued annual leave and can only be charged as annual leave. For several upcoming pay periods, a message will appear when a timesheet for that employee is submitted warning that the encumbrance will be limited to the charging of annual leave. Note that Current annual leave, including annual leave projected to be earned within the current encumbrance, must be used in full before Accrued Reserve may be accessed.

This modification becomes effective on April 1, 2014.

All Research Foundation employees should meet with their supervisors to discuss planning the use of their current annual leave before the end of their appointment period. Complete information on this change to the time and leave system can be found on the RFCUNY website: https://rfcuny.org/RFWebsite/guides/content.aspx?catID=1660. RFCUNY’s Time and Leave policy is also available online: https://rfcuny.org/RFWebsite/policies/content.aspx?catID=2510.

---

**RECENT AWARDS**

<table>
<thead>
<tr>
<th>Anna Becker</th>
<th>Mid Atlantic Arts Foundation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mertz Gilmore Foundation</td>
<td>$4,050</td>
</tr>
<tr>
<td>$15,000</td>
<td>Presentation of Driving Miss Daisy</td>
</tr>
</tbody>
</table>
Grant Development Group
The calendar for spring 2014 workshops is under development. The poll for our first workshop, Before you Apply, is currently open.

http://doodle.com/6bqm9pa6brint23u

If you are interested in attending, please respond with your availability by Tuesday March 18.

This workshop will provide participants with an overview of preparing to write a grant proposal, including the resources available for searching for funding opportunities, administrative procedures to be followed, and strategies for approaching funding source searches.

Professor Jacob Mey
National Grid Foundation
$8,000
Post-Sandy Beach Erosion Project

Professor Joan E. Standora
American Association of Community Colleges
$7,500
Plus 50 Completion Grant

Professor Josephine Murphy
New York State Education Department
$14,554
Library Collection Aid

Professor Larbi Rddad
Google Earth Education
$9,000
Google Earth Licenses

Natalie Bredikhina
New York City Council
$60,075
CUNY Deferred Action for Childhood Arrivals

New York State Office of Temporary and Disability Assistance
$107,250
FSET: Venture to Success

Vice President Peter Cohen
The Carroll and Milton Petrie Foundation
$112,000
Petrie Incentive Scholarships

Assistant Vice President Thomas Friebel
Jack Rudin
$5,000
Sandy Recovery Grant

Single Stop USA
$20,000
Single Stop on Campus
Meet Whitney

“My internship with Reading Partners was a great ‘eye-opener’ to the professional world.”

- Whitney G., KCC ’14

Whitney is a recent Kingsborough graduate who has just started her first semester at Brooklyn College. During her time at Kingsborough, Whitney balanced her studies as an Education major with her active role on the College’s track and field squad. Yet for all the academic and athletic rigor of her KCC schedule, she still felt that something crucial was missing: **hands-on experience in a professional setting.** Thankfully, Kingsborough was able to offer Whitney just what she was looking for in JPMorgan Chase’s Non-Profit Internship Program.

Kingsborough’s partnership with JPMorgan Chase emerged from a collaborative effort between Marisa Joseph from KCC’s Office of Career Development and Kirstin Swanson from the Office of College of Advancement. Recognizing that too many students like Whitney lacked professional experience relevant to their chosen fields, Marisa approached Kirstin with an idea for creating an internship program that KCC students could take advantage of. Together, they developed a proposal requesting funds to create an internship program that would provide KCC students the opportunity to work in preselected nonprofit organizations as paid interns. Each year, KCC’s Office of Career Development would identify a cohort of students and link them with nonprofit organizations that aligned with their career aspirations. The proposal was approved, expanding an already-existing course Marisa taught to include an added “internship” component. As a result of Marisa and Kirstin’s successful efforts, students like Whitney now had a chance to attain valuable work experience while still completing their undergraduate degrees.

Since Whitney was an Education major, the Office of Career Development placed her with Reading Partners, a national education nonprofit focused on improving students’ reading skills. At the internship, Whitney immersed herself in a wide variety of administrative projects, channeling her lifelong passion for education into her daily efforts and gaining vital workplace experience in the process. Furthermore, Whitney’s experience also inspired her to narrow her focus within the field of education to speech pathology. Now a student at Brooklyn College, Whitney is grateful for both the technical and the “soft” skills she learned through the internship program, and is confident that she will go on to thrive professionally.

For students like Whitney, a paid internship can be both an eye-opener and a door-opener, granting not merely a window into the professional world but a potential foothold as well. For students who graduate into today’s unforgiving economy, merely having stellar grades is often not enough to secure even an entry-level job in many career fields. However, when a student can accrue concrete work experience while still an undergraduate, he or she can graduate with a “competitive edge.”

Kingsborough’s partnership with the JPMorgan Chase Foundation illustrates the potential that corporate philanthropy can have for our students. As you continue to think about your grant writing, we encourage you to keep students like Whitney in mind, and the value a paid internship can have in helping them get a foot in the door of their dream careers.