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PKAL/QuIRK Workshop
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Carleton College

Grant Sources & Strategies

Chronological Structure

- Planning and Applying
- Grant Phase
- Post-Grant/Continuation
- QuIRK Case Study

Planning & Applying Phase

- Identifying likely funders and working with program officers
- Establishing internal and external partners
- Choosing a focus/scope for the project
- Creating a detailed project plan
- Projecting a confident writing voice
- Formatting for quick reading

Identifying likely funders and working with program officers

- FIPSE, National Science Foundation, appropriations, private & college foundations, faculty development funds (Foundation Directory Online)
- Three key actions
  - Read the RFP
    - Read the RFP
      - Read the RFP
- Talk to agency program officers

Establishing internal and external partners

- Internal Partners - determine who your project will affect and ask for their input and commitment
  - Administration
  - Faculty
  - Student services
  - Marketing
  - Students
  - Staff

Establishing internal and external partners

- **External Partners**
  - Consultants
  - Evaluators

Choosing a focus/scope for the project

- Start small and build on your strengths
  - QuIRK
  - MAC3

Create a Detailed Project Plan

- Do your homework – what's been done before? Abide by a culture of evidence
- Use consultants for advice
- Get commitment from everyone involved
- Be as specific as possible – be ready to hit the ground running

Projecting a Confident Voice

- Example from SCCC's S-STEM grant:
  - "The need for the ONSIGHT Scholarship project is great."
  - "The management team is committed and qualified. . . .
  - The management plan is well-conceived . .
  - The innovative adaptation of mentoring and internship programs . . .

Formatting for Quick Reading

- Use of tables
- Use of headings
- Use of pictures
- Long vs. short

Grant Phase

- Maintaining internal and external partnerships
- Establishing a balanced leadership team
- Growing faculty and administrative commitment – (esp. interdisciplinary)
- Advancing project activities
- Making concrete curricular changes
- Project evaluation
- Dissemination
- Meeting funder expectations

Maintaining internal and external partnerships

Establishing a balanced leadership team

- Delusionally optimistic + grounded = great team
- Power moves between team members
- Open disagreement is encouraged
- Common commitment around a "Cause"
- Common work methods

Growing faculty and administrative commitment – esp. interdisciplinary

- Faculty need to be given room and resources to create

- Administrators need to back the project
- Administrators care about $$
  - Indirect funding
  - Accreditation
  - Student Retention
  - College Image

Advancing project activities

- Get a project manager
  - Sends out reminder emails, tracks the budget, organizes workshops, creates workshop packets, answers questions from participants, helps with reimbursement forms and travel plans, etc.
- Hire assistants
  - Stuff folders, plan and pick-up food, prints out name tags, etc.

Concrete Curricular Change

- Faculty need to have time set aside to work out the issues and build curriculum
- Faculty need to create authentic relationships
- Create an atmosphere of trust
- Provide resources
- Provide feedback
- Build assessment into the project

Project Evaluation

- Faculty focus groups
- Student learning assessment
- Faculty interviews

Dissemination

- **Join the QL community**
  - National Numeracy Network
    - Numeracy Journal
  - SIGMAA QL
    - January and August meetings
  - MQED
    - Publish curriculum
  - QuIRK
  - Discipline specific teaching journals

Meeting funder expectations

- Annual reports
  - Understand format s ahead of time
- Monitor budgets
  - Changing budgets

Post-Grant Phase

- Identifying sources of continuation funding
- Writing new proposals based upon achievements and future progress