



Navigating The Maze: Securing External Funding For Civic Engagement Programs



Welcome and Establishing Expectations



- Community of practice
- Sharing ideas and best practices
- Facilitator's role
- Team working and networking

Work Groups for the Day



Function of work groups:

- Discuss ideas and approaches
- Report back to whole group
- Network with statewide colleagues

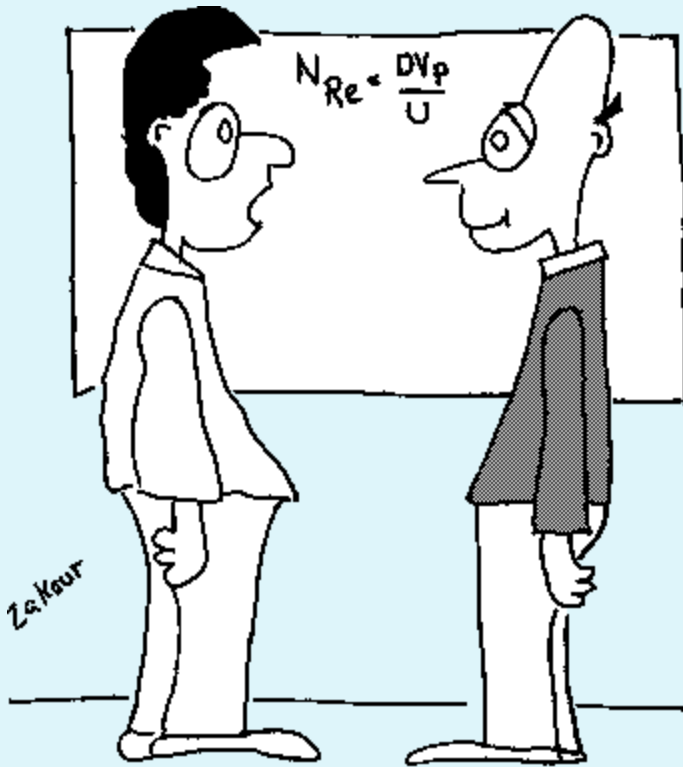
Getting Acquainted



In your small group:

- Share who you are.
- Tell others what you do.
- Write down something you hope to learn today on the Post-It Note. Place your Post-It Note on the board at the front of the room.

Grants Landscape



- Service grants vs. research grants
- Funding sources:
 - Federal, state, private foundations, public companies
- Increasing competition for grants

After years of extensive research, I have concluded beyond any doubt that I need more grants!

What Qualifies as Civic Engagement?



What is Civic Engagement?



Civic engagement involves participation and contribution to civic and public life through voting, staying politically informed, and engaging in community service. Civic engagement is important to service-learning because when service-learning programs address specific knowledge and skills, civic development is made explicit to students as a core learning outcome.

National Service-Learning Clearinghouse. Retrieved from:
http://www.servicelearning.org/topic/civic_engagement

Distinguishing Among Terms



Recipient	BENEFICIARY	Provider
Service	FOCUS	Learning

Service-Learning

Community Service

Field Education

Volunteerism

Internship

Furco (1996)

Common Grant Application Elements



- Need, Issue or Problem
- Roles of Higher Education Institution and Partner(s)
- Program Design
- Performance Measures
- Evaluation Strategy
- Sustainability Plans
- Personnel and Organizational Capacity
- Timeline
- Budget and Budget Narrative

Campus >< Community Needs



- Identify potential partners
- Identify needs which are of mutual concern
- Set up a local advisory board to negotiate and agree upon desired outcomes
- Negotiate and agree upon expectations
- Determine best method for on-going evaluation
- Periodically redesign relationship based upon change needs and circumstances

Building Effective Partnerships in Service-Learning. National Service-Learning Clearinghouse. Retrieved from:
http://servicelearning.org/instant_info/fact_sheets/cb_facts/build_partners/

Establishing Community Partnerships



Three components:

- Roles of Higher Education Institutions
- Benefits to Community
- Benefits to the College or University

Connecting Communities with Colleges & Universities:
Strategies to Strengthen Local Promise Efforts Through Higher Education Involvement
http://www.compact.org/wp-content/uploads/media/americas_promise_EU04.pdf

Roles of Higher Education Institutions



- Catalysts and conveners
- Providers
- Partners
- Innovators
- Civic generators

Connecting Communities with Colleges & Universities:
Strategies to Strengthen Local Promise Efforts Through Higher Education Involvement
http://www.compact.org/wp-content/uploads/media/americas_promise_EU04.pdf

Benefits to Community

- Strengthening and expanding the reach of local efforts
- Promote visibility
- Tap into additional funding streams
- Capitalize on community roots



Connecting Communities with Colleges & Universities:
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http://www.compact.org/wp-content/uploads/media/americas_promise_EU04.pdf

Benefits to the College or University



- Reach out to future students
- Keep up with trends in higher education

- Connect with community initiatives
- Provide experiential learning opportunities



Connecting Communities with Colleges & Universities:
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http://www.compact.org/wp-content/uploads/media/americas_promise_EU04.pdf

Types of Partnerships



- Institution >< Community
- College, Department, Program >< Community
- Individual Faculty >< Service-Learning
- Individual Faculty >< Community-based Research
- Student(s) >< Community
- Student Organization >< Community

A Guide To Reciprocal Community-Campus Partnerships (n.d.). Portland State University.
Proceedings from Portland State University's Partnership Forum, March 6-8, 2008
Retrieved from: http://depts.washington.edu/ccph/pdf_files/Guide_corrected_041808.pdf

Considering Grant Program Ideas



(Caffarella, 2002, pp. 41-44)

Prioritizing Grant Program Ideas



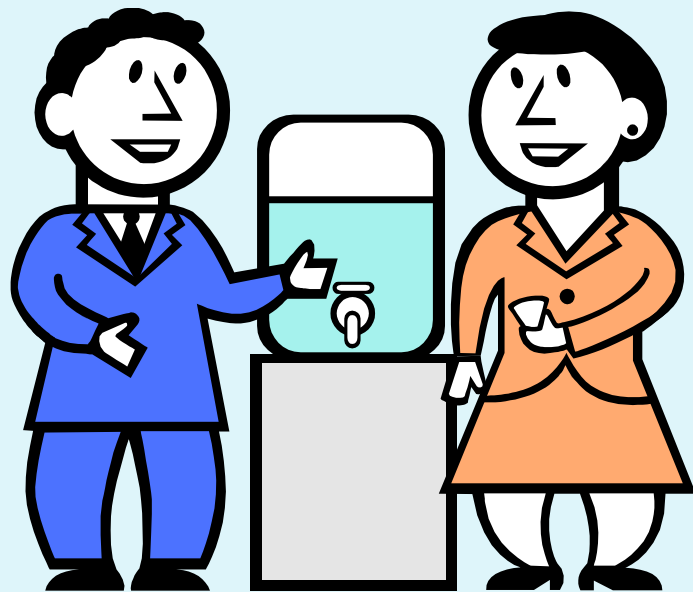
- What are you passionate about?
- Can the project meet a genuine community need?
- Would the project be considered a form of scholarship in your discipline?
- Are there opportunities for interdisciplinary work?
- How can the project improve learning experiences for students?
- Who are the possible community partners?
- Other questions?

Now You Try It



Identify a program idea that interests you and share it with your work group. You'll work to develop this idea throughout the day.



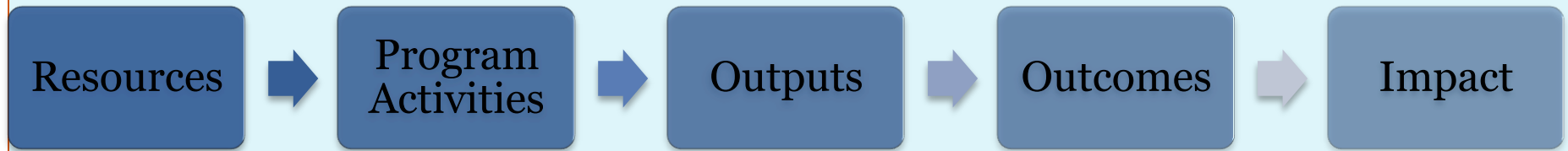


Break Time!

Program Design



Basic Logic Model



Planned Work

Intended Results

Basic Logic Model



- **Resources**
 - Human, financial, organizational, community
- **Activities**
 - What the program does with the resources such as processes, tools, events, actions, etc.
- **Outputs**
 - Direct products of program activities
- **Outcomes**
 - Changes in program participants' behavior, knowledge, skill, status, level of functioning
- **Impact**
 - Fundamental intended or unintended change as a result of the program

Now You Try It



Brainstorm with members of your group about the **resources** and **program activities** components for a logic model for your grant program idea.

We will address outputs, outcomes, and impact later.

Program Objectives



Three primary types of objectives:

- Changes in individual participants
- Changes to groups
- Changes to organizational practices and procedures, and/or communities or segments of society

Program development guidance:

- Rational and impose a logical pattern on the program
- Good program objectives are practical and concrete
- Good program objectives are discriminative

(Caffarella, 2002)

Program Objectives (Performance Measures)



- Delineate target audience
- Apply a measureable criterion to identify need
- Specify performance or outcome
- Specify quantitative criterion regarding performance or outcome to indicate success
- Specify time frame

Developed from: Kiernan, Nancy Ellen (2001). Steps for Writing Program Objectives: Tipsheet #10, University Park, PA: Penn State Cooperative Extension. Retrieved from: <http://www.extension.psu.edu/evaluation/pdf/TS10.pdf>

Performance Measures



- **Output**
 - Refers to the amount of service that participants or beneficiaries have completed or the amount of services beneficiaries have received as a result of your program. Answers the question, "How much?"
- **Intermediate Outcome**
 - Specifies the changes that have occurred in the lives of participants and/or beneficiaries, but does not represent the final result you hope to achieve for your participants or beneficiaries.
- **End Outcome**
 - Demonstrates the significant positive changes that your program ultimately hopes to achieve for participants or beneficiaries. Answers the question, "So what?"

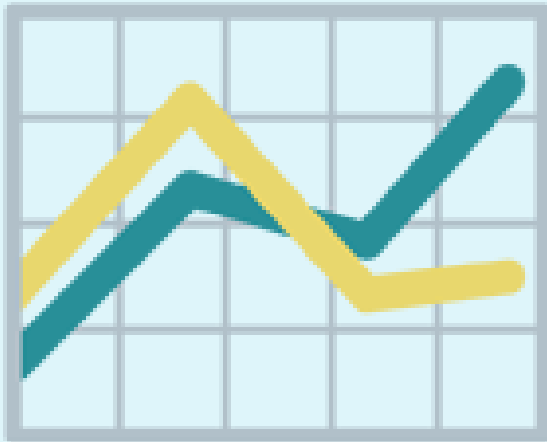
CNCS Learn and Serve America Performance Measure Guidance. Retrieved from:
http://www.servicelearning.org/filemanager/download/2006_egrant_app_guid_highered/2006_LSA_performance_measure_guidance_HE.pdf

Sample Performance Measures



- By the end of year one, 800 college students will participate in service-learning projects.
- By the end of year two, 72 new courses using service-learning methodology will be offered.
- By the end of year one, 45,000 service hours will be completed with nonprofit agencies through the student philanthropy project.

Now You Try It



Write a few performance measures in your work groups for your project.

Evaluation Strategy



Scriven defined evaluation
“as the systematic and
objective determination of
the worth or merit.”

Evaluation Cycle



- Formulation of the evaluation objectives, goals, or questions
- Design of the evaluation (procedures)
- Data analysis
- Utilization of the results

Developed from The Planning-Evaluation Cycle, Research Methods Knowledge Base.

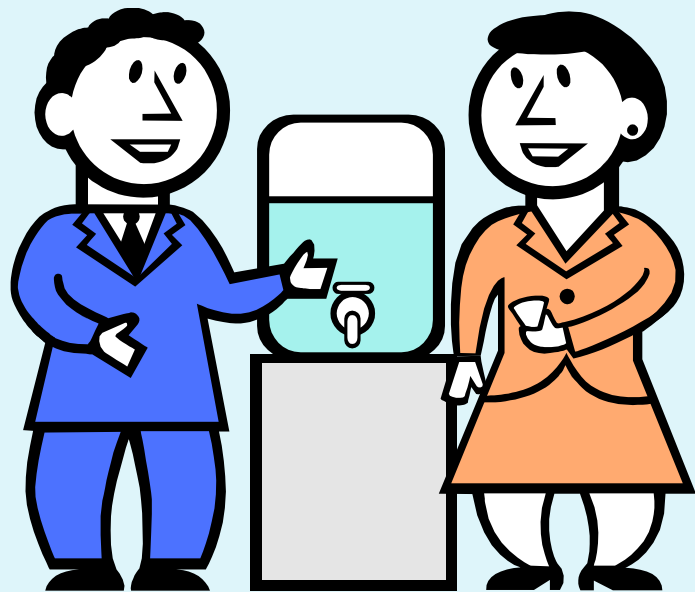
Retrieved from: <http://www.socialresearchmethods.net/kb/pecycle.php>

Evaluation Questions



- Program process
- Program outcomes
- Attributing outcomes to the program
- Links between process and outcomes
- Explanations

(Weiss, 1996, pp. 75-76)



Break Time!

Sustainability Plans



- Connection to other civic engagement efforts
- Long term plan
- Evidence of progress and outcomes
- Plans for future funding
- Institutional commitment
- Partnership expansion

Now You Try It



Brainstorm in your work groups a few ideas to sustain your group project past the funding period.

Personnel and Organizational Capacity



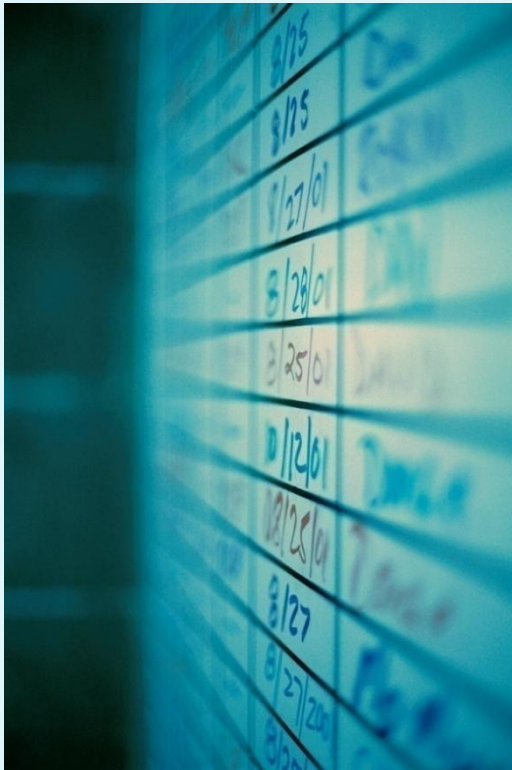
- **Personnel**

- List principal investigator, co- principal investigator(s), collaborating faculty
- Include abbreviated CVs and/or brief career sketch with focus on work in area related to grant

- **Organization**

- Role of campus leadership
- Amount of grants managed, federal and private
- Internal controls
- Commitments for matching funds (cash or in-kind), space, management of award, etc.

Timeline



- Abbreviated list of project activities
- By month or quarter
- Include major events
- Include deadlines indicated in request for proposals

Budget and Budget Narrative



- Use chart of accounts provided in request for proposals
- Include matching funds if required and source
- Use narrative to explain basis for costs or any unusual or extraordinary costs
- Explain why amount requested is necessary and adequate to meet program goals

Fiscal and Legal Issues



- **Submission**
 - Paper or electronic
- **Legal authority to submit proposal or enter into agreement**
- **Legal documents**
 - Original grant application
 - Scope of work
 - Contracts/Memorandums of agreement/Award letters
- **State/Federal Statutes**
 - Law/act authoring program, program provisions, Office of Management and Budget Circulars

Fiscal and Legal Issues



Award Terms and Conditions

- Start and end dates
- Reporting requirements
 - Fiscal and programmatic
- Use of logos and acknowledgement of support
- Intellectual property rights
- Human subjects issues
- Special conditions
- Records retention

Identifying Grants Sources



- Professional associations
 - Preference often given to members
- Listserves
 - Open or restricted access
- Websites
 - Government, private foundations, public companies

Civic Engagement Grant Sources



- Corporation for National and Community Service (federal government)
- State agencies
- Public companies
- Private foundations
- Departmental internal grant funds and development offices



Final Thoughts... Let's Reflect



- What did you learn about seeking funding for campus civic engagement programs?
- What are you unclear about?
- What do you want to know more about?
- How do you plan to utilize what you learned today?
- What can be done to improve this workshop?