



Clark College

Board of Trustees Regular Meeting

Wednesday, December 9, 2020 at 5:00pm

Via Zoom

Zoom Link: [Here](#)

Meeting ID: 988 4449 1699

Password: 269806

Call In: (253) 215-8782

Board of Trustees Regular Meeting Packet

Wednesday, December 9 at 5:00pm via Zoom

- I. Call to Order/Agenda Review - Chair Strong**
- II. Action Items/Consent Agenda – Chair Strong**
 - A. #1 – November 18, 2020 Board Meeting Minutes
- III. Constituent Reports**
 - A. ASCC – Josiah Joner
 - B. AHE – Suzanne Southerland
 - C. WPEA – Angela Dawson
 - D. Foundation – Lisa Gibert
- IV. Reports from Board Members – Chair Strong**
 - A. Acknowledgment of Trustee Rupley' s Tenure at Clark – Chair Strong
- V. President's Report – President Edwards**
 - A. President's Updates
- VI. Public Comment – Chair Strong**

Public comment will be limited to two minutes each.
- VII. Next Meeting**

The next regular meeting of the Board of Trustees is currently scheduled for Wednesday, January 27, 2020 at 5pm via Zoom.
- VIII. Executive Session – Chair Strong**

An Executive Session may be held for any allowable topic under the Open Public Meetings Act.
- IX. Adjournment – Chair Strong**

Clark College
Minutes of the Regular Meeting of the Board of Trustees
Wednesday, November 18, 2020
Via Zoom

In Attendance

Rekah Strong, Chair
Jeanne Bennett, Vice Chair
Jane Jacobsen, Trustee
Jada Rupley, Trustee
Paul Speer, Trustee

Administrators

Dr. Karin Edwards, President
Dr. Michele Cruse, Interim Vice President of Student Services
Dr. Sachi Horback, Vice President of Instruction
Kelly Love, Chief Communications Officer
Christina Longo, Interim Vice President of Human Resources
Sabra Sand, Interim Vice President of Administrative Services
Valerie Moreno, Chief Information Officer
Rashida Willard, Vice President of Diversity, Equity and Inclusion

Others

Michael Shinn, Assistant Attorney General
Suzanne Southerland, AHE President
Courtney Braddock, WPEA Steward
Josiah Jonner, ASCC President
Lisa Gibert, CEO, Clark College Foundation
Timothy Tipton, Student
Stephanie Weldy, Recorder

I. Call to Order/Agenda Review

Chair Strong called the meeting to order at 5:00pm.

II. Action Items

- A. #1 – October 28, 2020 Board Meeting Minutes
- B. #2 – November 3, 2020 Board Meeting Minutes
- C. #3 - the Emergency Rule Changes to the Student Conduct Code by Adopting the Supplemental Title IX Student Conduct Procedures at WAC 132N-125-300 through 340

Trustee Speer requested to pull Agenda Item II C. from the agenda for a brief conversation.

MOTION: Trustee Speer made a motion to pull Agenda Item II C. from the agenda for a brief conversation. Trustee Jacobsen seconded the motion and Agenda Items II C. was unanimously pulled from the agenda.

The Trustees discussed that they acknowledged the need to be compliant with the law and will approve it, however, they would like to have further discussion at a special meeting after January 21, 2021.

MOTION: Trustee Jacobsen made a motion to approve Agenda Items II A-C. Trustee Bennett seconded the motion and Agenda Items II A-C. unanimously passed.

III. Constituent Reports

A. ASCC

President Joner gave an update on ASCC and shared that they are working on a financial aid forum. He shared that there was a recent ASCC leadership panel with Dr. Edwards and other Executive Cabinet members. President Joner shared that 12 Student Committees are currently filled and 4 chartered clubs recently completed orientations. He reported that ASCC is working on finding ways to continue engagement and that a Canvas page is being development that can provide easier access to students. President Joner shared that he participated as a panelist in the event, Communities for our Colleges, where he was able to meet with local representatives, other students and faculty from around the state. He shared that ASCC has been hosting a weekly video series and that the Student Relations and Promotions Coordinator has been utilizing social media as a form of reaching students in a virtual environment. Trustee Speer shared that he had an opportunity to sit in on a recent ASCC meeting and gave appreciation to Sarah Gruhler and Josiah Joner and the leadership team for their work.

B. AHE

Suzanne Southerland shared an update how faculty are helping with the budget deficit with Clark. Ms. Southerland shared that some of the cost saving proposals are (4) faculty furlough days, which would result in a cost savings of \$305k, proposed furloughing Guided Pathways funding, for a cost savings of \$325k and that faculty have an option for an early retirement/voluntary separation agreement. Ms. Southerland shared that the faculty are not in support of the Moss Adams report and that interviews were not conducted with those who have first-hand knowledge of Clark.

C. WPEA

Courtney Braddock shared that was recently a staff forum with Dr. Edwards, and 76 Classified Staff participated. Ms. Braddock shared that the WPEA has concerns about ctcLink and processing student financial aid issues. Ms. Braddock shared that WPEA is curious if the Foundation could cover the financial aid gaps for students. She shared that the WPEA has concerns of Clark skimming of work and direct dealing. Ms. Braddock shared that there are three ongoing issues that are going to arbitration. She shared that WPEA is hosting Zoom meetings for Classified Staff every other Thursday evening. Ms. Braddock shared that the WPEA looks forward to continued meetings with the administration and President Edwards.

D. Foundation

CEO Gibert shared that there are four initiatives that the Foundation is in process of evaluating in order to see if the funds that Clark needs meet the restrictions for which they were donated.

CEO Gibert shared that the Foundation has secured a \$7k packaging machine that can help the Penguin Pantry and Culinary Department prepare fresh foods for students in need.

IV. Reports from Board Members

Trustee Jacobsen reported that she has been listening to national reports about other community colleges and shared that everyone is struggling. She shared that she attended a Social Equity Council meeting.

Trustee Bennett reported that she participated in an ACT Conference last week, which included presentations on the Carter Model (decision making tool), introduced to and possibly beneficial to be considered at some point. Participated in Presidential Conversation at the end of October and expressed appreciation for the opportunity to participate with others in the community.

Trustee Speer acknowledged the work of faculty, classified staff and administration for their work in deciding to not open early on in March due to COVID. Trustee Speer shared that he participated in the Equity Workshop, Social Equity Council, a lecture hosted by the Columbian Writers Series at Clark College, Partners in Diversity workshop, the ACT Conference and SBCTC Trustee Tuesdays (invitation was extended to the other Trustees).

Trustee Rupley shared that she attended the Legislative Retreat for ACT and Partners in Diversity workshop. Trustee Rupley acknowledged the challenge of making the decision to be in remote operations and appreciates the decision-making process and acknowledged Dr. Edwards as the right person for the position.

Chair Strong shared that she attended a legislative meeting and discussions entailed barriers of being a remote full- time student and childcare barriers of families and students. Chair Strong shared that she attended the ACT Conference in which there was an emphasis of a state- wide commitment to equity. Chair Strong shared that Trustee Speer serves on the ACT Equity Committee. Chair Strong reported that she has participated in BOD/BOT (Foundation) and an equity training facilitated by Ms. Willard and the Office of Diversity, Equity and Inclusion.

V. President's Report

A. Student Presentation

Rashida Willard introduced Timothy Tipton to share his educational journey with the Board. Mr. Tipton shared his personal experience in pursuing his degree and working with Clark while incarcerated. Mr. Tipton shared that Clark has helped him reach his educational goals, advocate for human rights and opportunities to speak about prison reform. Mr. Tipton shared he has developed a deeper understanding of power, privilege and equity. Would not have been possible without the help and support of Clark College. The Trustees thanked Mr. Tipton for sharing his inspirational story and expressed how proud they are of his accomplishments and wished him the best of luck in his future endeavors.

B. Budget Report

Ms. Sand shared that Clark has a \$2.6 million deficit and projected a \$2 million deficit for the year based on enrollment. Ms. Sand shared about the one- time GEER funding and that State allocation is usually paid at the end of the year. Ms. Sand shared that funding and back payment₃ to the State Treasurer was problematic due to budget processes.

C. President's Updates

President Edwards shared that the story of Mr. Tipton is one of the many reasons why she is committed to community college education. President Edwards shared that she attended the kick off meeting for International Week. The college enrolls which 54 international students from 29 different countries. Clark has been invited to join PAC Maritime Alliance, that would grant the college a federal designation as a Domestic Maritime Center of Excellence, which would increase opportunities for workforce diversity and engagement in helping build that industry. President Edwards shared that it is collaborative work with Skagit, Seattle and Portland Community Colleges. She shared that there is particular interest and tremendous workforce needs pertaining to the welding and STEM. President Edwards shared that she attended the legislative conference and that there is a \$4.2 million deficit, however, there is strong support for community colleges. President Edwards shared that she is working on setting up appointments with local legislators in order to communicate the need to have minimal budget cuts for community colleges. President Edwards shared that the Executive Cabinet reviewed the Moss Adams report and is in the process of evaluating the recommendations. President Edwards introduced Dr. Michele Cruse, Interim Vice President of Student Affairs, and shared that winter enrollment is in process.

VI. Public Comment

The following individuals shared a public comment: Cammie Pavesic, Meredith Kirkwood, Yusufu Kamara, Bryton Williams, Marcia Roi, Adnan Hamideh, Nancy Novak and David Dubak.

VII. Next Meeting

The next regular meeting of the Board of Trustees is currently scheduled for Wednesday, December 9, 2020 at 5:00pm via Zoom.

VIII. Executive Session

The Board did not go into executive session .

IX. Adjournment

There being no further business, the meeting adjourned at 6:57pm.

Rekah Strong, Chair

Stephanie Weldy
Recorder
Date: November 18, 2020

CLARK COLLEGE
Cash Balances
as of July 1, 2020

	Cash Balance	Cash Balance (minus dedicated cash & liabilities)	Required Reserves	Prior Commitments (prior to 7/1/20)	New Commitments (2020/21)	Total Available Cash
	6/30/20	6/30/20				
145/146 Grants and Contracts*	2,982,532	2,262,885		39,186	200,000	2,023,699
147 Local Capital	72,039	-				-
148 Dedicated Local	3,792,734	-		-		-
149 Operating Fee	575,018	400,758				400,758
448 Print/Copy Machine	71,937	68,024				68,024
460 Motor Pool	119,441	118,744				118,744
522 ASCC	1,867,727	-				-
524 Bookstore	4,499,889	4,374,437		-		4,374,437
528 Parking	477,598	466,875				466,875
569 Food Service	(317,278)	(326,458)				(326,458)
570 Other Auxiliary Enterprise	798,046	460,977		36,315		424,662
790 Payroll (clearing)	(9,781)					-
840 Tuition/VPA*	182,539					-
846 Grants - Fin Aid	(616,032)					-
849 Student Loans	(197,038)					-
850 Workstudy (off-campus)	(38,649)					-
860 Institutional Financial Aid Fur Reserves**	527,851		7,507,507		-	(7,507,507)
Totals	14,788,573	7,826,242	7,507,507	75,501	200,000	43,234

*Fund 145 includes the year end receivable \$1.05m

Grant Status Update

Updated November 30, 2020

Grants In-Development

- **2021 CDBG, HOME and Affordable Housing Fund. Funder: City of Vancouver.** Clark is exploring options to either be a lead applicant, or partner with Council for the Homeless to support their work. Given the collaborative relationship with Council for the Homeless, would not want to compete against them – but rather find complementary opportunities to support low- and moderate-income residents. Funding would be available through Public Services track, with up to \$75,000 for 2021. Cath Busha is the lead on this project. If Council for the Homeless collaboration is not an option, Dr. Horback identified that non-credit programs may be an opportunity to support this work. Decision pending on direction and application priority pending Kate Budd (CFH) response. **Deadline: December 2.**
- **Air Force Research Laboratories (AFRL). Funder: U.S. Air Force (\$75,005+).** Lead School: Green River. This would be a collaboration, building on the MESA schools that applied for NSF S-STEM funding. Focus on building mentorship opportunities for STEM students and Air Force researchers, through the MentorNet platform – to increase student access and career development, as well as a pipeline to the Air Force research programs, scholarships, and employment opportunities. Clark specific budget is: MESA Director and student travel to the Everett mentoring conference (over 5 years: \$14,405 total in subcontract). And, earmarked 8 research stipends per year to support Clark students. Estimated \$59,600 over 5 years. These would be administered by GRC, so could be more or less depending on student interest across the colleges. Total requested across colleges is \$1.88 million. *LOI Approved for Submission 2020-2021.*
- **Improving Undergraduate STEM Education (I-USE). Funder: NSF.** Exploring proposal development, which focuses on investing in evidence-based and knowledge-generating approaches to understand and improve STEM learning and learning environments, improve the diversity of STEM students and majors, and prepare STEM majors for the workforce. Exploring course curriculum development for the Travis Kibota / Joe Pitkin course that includes real-time undergraduate research in an introductory course, combining COLL 101, natural science, and social science learning outcomes. Two funding options: (1) Engaged Student Learning (up to \$300K over 3 years); and (2) Institutional and Community Transformation (up to \$150K over 2 years), leaning towards Option 1. **Competitions Feb/August 2021.**
- **Cisco Networking Academy Grants. Funder: Cisco. Competitions December 2020.**
 - **CyberOps.** This funding would pay tuition for 30 new teachers to be trained and certified by Clark College Cisco ITC in the subject of Cybersecurity through a 6-week online training w/tice weekly 1-hour meetings with a trainer. Additional funds for marketing/promotion. Expected to successfully meet stated goals within approximately 10 months. Budget: \$20,000.
 - **ITN.** This funding would pay tuition for 30 new teachers to be trained and certified by Clark College Cisco ITC in the subject of Cisco networking through a 5-week online training w/tice weekly 1-hour meetings with a trainer. Additional funds for marketing/promotion. Expected to successfully meet stated goals within approximately 10 months. Budget: \$14,500.
 - **Python.** This funding would pay tuition for 30 new teachers to be trained and certified by Clark College Cisco ITC in the subject of Python programming through a 5-week online training w/tice weekly 1-hour meetings with a trainer. Additional funds for marketing/promotion. Expected to successfully meet stated goals within approximately 10 months. Budget: \$14,500.
 - **DevNet.** This funding would pay tuition for 30 new teachers to be trained and certified by Clark College Cisco ITC in the subject of DevNet software defined devices through a 6-week online training w/tice weekly 1-hour meetings with a trainer. Additional funds for marketing/promotion. Expected to successfully meet stated goals within approximately 10 months. Budget: \$20,000.

- **EXPLORATORY. Nursing Workforce Diversity (NWD). Funder: HRSA.** Increase educational opportunities for individuals from disadvantaged backgrounds (including racial and ethnic minorities underrepresented among registered nurses). The overarching goal of the NWD program is to increase access to high quality, culturally-aligned registered nurse providers who reflect the diversity of the communities in which they serve. This goal is accomplished by assisting students from disadvantaged backgrounds to become registered nurses, facilitating diploma- or associate degree-registered nurses to become baccalaureate-prepared registered nurses, and preparing practicing registered nurses for advanced nursing education. Funding was \$315,526 average first-year budget, 4 year grant cycle. Includes funding for student financial support, pre-entry and retention activities, and curriculum transformation to ensure culturally relevant teaching and practice. **Deadline: January 19, 2021.**
- **EXPLORATORY. HRSA/SAMHSA Behavioral Health Workforce Education and Training Program (BHWET).** The purpose of the BHWET Program is to develop and expand the behavioral health workforce serving populations across the lifespan, including in rural and medically underserved areas. The goal of the program is to increase the number of paraprofessionals trained – capacity and increasing graduates is a key component. Previously funded proposals have used funding to: (a) curricular redesign; (b) recruitment of underserved populations to increase diversity of workforce; (c) tuition/fees for enrolled students; and (d) training and support for field placement supervisors to maximize participation. Funding up to \$300,000 per year for the Paraprofessional Certificate Track, for 4 years. Anticipated deadline **February 4** (pending release).
- **Educational Opportunity Center (EOC). Funder: Department of Education.** The goal of the EOC program is to increase the number of **adult participants who enroll in postsecondary education** institutions. An EOC provides counseling and information on college admissions to qualified adults who want to enter or continue a program of post-secondary education. EOC services include academic advice; personal counseling; career workshops; information on post-secondary educational opportunities and financial assistance; assistance with completing applications for college admissions, testing and financial aid; financial literacy; coordination with nearby postsecondary institutions; media activities designed to involve and acquaint the community with higher education opportunities; and tutoring and mentoring. Up to \$253,143 per year for 5 years, serving a minimum of 1,000 participants each year. **Anticipated March/April 2021.**
- **Scholarships in STEM (S-STEM). Funder: NSF.** Exploring proposal development for local college submission. Individual college submission would be eligible for Track 1 (Institutional Capacity Building), which is intended to increase participation among colleges without past/current S-STEM awards. This could continue to build on the MESA Program, providing student scholarships and mentoring to increase the number of historically underrepresented (African American, Native American, Latino/Hispanic, and Pacific Islander/Hawaiian) community college students who transfer to universities and earn STEM bachelor's degrees. Funding Amount: Up to \$650,000. Decision will need to be made regarding individual institution submission or MESA consortia resubmission based on feedback. **Submission March 2020.**
- **Bridges to Baccalaureate (~\$1,500,000).** Portland State University – as part of the BUILD partnership – is leading the discussion of a consortia proposal amongst the Oregon, Washington, Alaska, and U.S. territories. Initial discussion on 9/22 across all institutions. Clark also started discussion in Fall 2019 with WSU-V regarding a Clark/WSU-V joint proposal. Clark determined a need to have a defined vision for the future of STEM, before embarking on the joint partnership. Template of model to incorporate PSU & WSU-V in-development with Dr. Kibota & Dr. Anitori. Five-year grant that provides funding at the community college level, including 60% tuition remission, \$9,360 annual stipend for students, and

training expenses to support CUREs development, Summer Research Academy, and mentorship of students. Collaboration will occur with MESA, and college service areas. **Competition Sept 2021.**

- **EXPLORATORY. NSF Campus Cyberinfrastructure (CC*) Grant.** The Campus Cyberinfrastructure (CC*) program invests in coordinated campus-level networking and cyberinfrastructure improvements, innovation, integration, and engineering for science applications and distributed research projects. Learning and workforce development (LWD) in cyberinfrastructure is explicitly addressed in the program. Science-driven requirements are the primary motivation for any proposed activity. Funding depends on track, but estimated \$500,000 over 2 years. **Due March 1, 2021.**
- **Career Launch Programs.** Currently in the Career Launch Endorsement Review (CLER) application process. This includes college and employer partnership application to demonstrate earn-and-learn model. Application outlines expectations for each partner, including letters of support from WSW, ESD 112, and SW WA STEM. Endorsement allows a program to apply for enhanced FTES and/or capital equipment funding.
 - Diesel – C-TRAN or Peterson/Penske.
 - Cuisine Management and Professional Baking & Pastry Arts – Safeway/Albertson’s.
 - Cybersecurity – Peace Health
 - Surveying – MacKay & Sposito.

Submitted (\$2,636,399)

- **Strengthening Community Colleges Training Grants (SCC). Funder: DOL \$1,991,120.** Clark submitted application for the Technology Career Pathways Project, which will build capacity through development of an innovative model for engaging small businesses into curriculum development, vetting, and talent pipelines; and developing short-term trainings to meet emerging needs, within the context of career pathways for students. Short-term micro-credentials, offered through non-credit or credit programs, that provide flexible, innovative trainings to meet current and emerging technology needs. Industry partners included: On Line Support, Fastech Solutions, Gravitate Design, Indever, and NW & Associates. More specifically, the project will: (1) Convene a Regional Pathways Leadership Team; (2) Engage strategic employer partners to identify knowledge, skills, and abilities for current and emerging occupations; (3) Create 30 short-term, micro-credential trainings that generate workers with the identified knowledge, skills, and abilities to meet regional workforce needs; (4) Enroll 500 participants in the short-term trainings, with student support services to maximize completion; and (5) Develop talent pools, directly linking participants with employers. **Will use the indirect cost agreement.*
- **Summer Running Start Pilot Program. Funder: OSPI/WA Legislature.** Competitive selection process to pilot a Summer Running Start Program, starting Summer 2021. Eligible Students: Students completing Grade 10 or 11, or recent graduates with less than 5 credits left to graduate with associate degree. Letters of Support provided by Vancouver School District; Evergreen School District; Camas School District; Battle Ground School District; Washougal School District; and Woodland School District.

- **Professional/Technical Programs Restart Grant. Funder: SBCTC. (\$195,820).** Funding to “restart” professional/ technical programs - meaning to reopen programs that were closed or suspended; reconstitute those that reduced course offerings or limited enrollment; restore pathways to completion that were disrupted by COVID-19; recruit to and retain students in existing programs that are critical to regional economic recovery; ensure that students have clear and unobstructed pathways to credential completion; and reestablish with the appropriate safety measures experiential and/or work-based learning opportunities that were reduced or eliminated due to COVID-19. Up to \$200,000 per college in total funding. Currently exploring funding needs for: Medical Assisting; Dental Hygiene; Nursing; Larch – Supervisory Management; Mechatronics; Cuisine Management; and Professional Baking & Pastry Arts.
- **Centers for Excellence for Veteran Student Success. Funder: Dept of Ed. (\$449,459).** Funding to develop comprehensive, single point of contact to coordinate comprehensive support services for veteran students – including academic, financial, physical, and social needs of veteran students. Eligible for both competitive preference priorities: (1) new, never funded by program; and (2) Qualified Opportunity Zones. Very quick turnaround with only 30 day RFP. Funding of \$450,000 over 3 years (~\$150,000 per year). Proposal will be based on enhancing Veteran Resource Center to provide holistic student support services, including student success coach, academic tutoring, and academic workshops.

Collaborations

- Department of Labor: H1B One Workforce. Lead Agency: Workforce Southwest. Clark has agreed to provide training cohorts of the Rural Access Mechatronics Program (RAMP), Summer and Winter cohorts starting Winter 2022. Funding would cover cost of instruction for the entire cohort, with WSW conducting recruitment from the broader Portland-Vancouver metro area. Anticipated notification March 2021.
- NSF I-USE Institutional and Community Transformation. Lead Agency: Bellevue College. Statewide project to coordinate and support course-based undergraduate research experiences (CURE). Funding will provide faculty stipends to cover professional development and statewide workgroups to identify strong, existing CUREs, identify barriers to institutionalization, and support broad implementation across institutions. Clark faculty will serve as leads on relevant workgroups. Anticipated notification June 2021.

FEDERAL GRANT OUTLOOK- 2021-2025

Prepared November 2020.

ACADEMIC/INSTRUCTION – Pages 2-18

Healthcare – Page 2

- HRSA. Behavioral Health Workforce Education and Training Program (BHWET)
- HRSA. Nursing Workforce Diversity Program (NWD)
- HRSA. Health Careers Opportunities Program (HCOP)

STEM – Page 5

- NSF. Improving Undergraduate STEM Education (IUSE)
- NSF. Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM)
- NSF. Louis Stokes Alliance for Minority Participation (LSAMP)
- NSF. Computer Science for All (CSforALL)
- NIH. Bridges to Baccalaureate (B2B)
- DOE. Visiting Faculty Program (VFP)

Food & Agricultural Sciences - Page 11

- USDA. NIFA AFRI Education and Workforce Development
- USDA. Secondary Education, Two-Year Postsecondary Education, and Agriculture in the K-12 Classroom Challenge Grants (SPECA)

Environmental Education – Page 12

- EPA. Environmental Education Grant Program
- EPA. Environmental Workforce Development and Job Training (EWDJT)
- EPA. People, Prosperity, and the Planet (P3) Grant Program

Professional/Technical – WPTE – Page 15

- NSF. Advanced Technological Education (ATE)
- NSF. Cybersecurity Scholarships for Service (SFS)

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- NEH. Humanities Initiatives at Community Colleges
- NEH. Humanities Connections
- NEH. Summer Stipends

STUDENT SERVICES – Pages 18-23

- ED. TRIO Educational Opportunity Centers (EOC)
- ED. TRIO Veterans Upward Bound
- ED. Child Care Access Means Parents in School (CCAMPIS) - Instruction
- ED. TRIO Student Success Programs (SSS)

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- NSF. Campus Cyberinfrastructure (CC*) Grant

ADMINISTRATION – Page 25

- ED. Title III-A Strengthening Institutions

ACADEMIC/INSTRUCTION

Healthcare

Behavioral Health Workforce Education and Training Program (BHWET)

Funder: Health and Human Services (HHS) – Health Resources and Services Administration (HRSA)

<https://www.hrsa.gov/grants/find-funding/hrsa-17-070>

Deadline: The BHWET Paraprofessional Track is expected to be released ASAP – with forecasted February 4, 2021 deadline. Subsequent deadline will be February 2025.

Funding: Up to \$300,000 per year for the Paraprofessional Certificate Track, for 4 years.

Purpose: This program is a partnership between the Health Resources and Services Administration (HRSA) Bureau of Health Professions (BHP) and the Substance Abuse and Mental Health Services Administration (SAMHSA). The purpose of the BHWET Program is to develop and expand the behavioral health workforce serving populations across the lifespan, including in rural and medically underserved areas. The BHWET Program places special emphasis on establishing or expanding internships or field placement programs in behavioral health that include interdisciplinary training for: 1) students/interns, 2) faculty, and 3) field supervisors to provide quality behavioral health services to communities in need. Applicants must emphasize: (a) training in prevention and clinical interventions for those at risk of developing or who have a recognized behavioral health disorder; (b) strategies for incorporating the involvement of families and community partnerships in the prevention and treatment of behavioral health conditions; (c) curricula enhancement and interprofessional training for students/interns, faculty, and field placement supervisors; and (d) career development in behavioral health for paraprofessionals and peer support specialists.

Paraprofessional Certificate Track - eligibility (community colleges can apply):

- Behavioral paraprofessional certificate training programs and peer paraprofessional certificate training programs offered by states, political subdivisions of states, Indian tribes, and tribal organizations, public or nonprofit private health professions schools, academic health centers, state or local governments, or other appropriate public or private nonprofit entities as determined appropriate by the Secretary.
- Entities must offer a certificate to the trainees upon completion of a program in a paraprofessional behavioral health-related field (i.e., peer support counselor, community health worker, outreach worker, social services aide, mental health worker, substance abuse/addictions worker, youth worker, promotora), and must include an experiential field placement component.
- The certificate should prepare students to apply for state licensure or certification. Students may be new to the field or may be paraprofessionals who are already practicing and want additional credentials to advance their employability.

Nursing Workforce Diversity (NWD) Program

Funder: Health and Human Services (HHS) – Health Resources and Services Administration (HRSA)

<https://www.hrsa.gov/grants/find-funding/hrsa-20-117>

Previous RFP: [Notice of Funding Opportunity](#)

Deadline: Released November 24, due Jan 19, 2021. Subsequent competition in early 2025.

Funding: \$315,526 average first-year budget, 4 year grant cycle.

Purpose: Increase educational opportunities for individuals from disadvantaged backgrounds (including racial and ethnic minorities underrepresented among registered nurses). The overarching goal of the NWD program is to increase access to high quality, culturally-aligned registered nurse providers who reflect the diversity of the communities in which they serve. This goal is accomplished by assisting students from disadvantaged backgrounds to become registered nurses, facilitating diploma- or associate degree-registered nurses to become baccalaureate-prepared registered nurses, and preparing practicing registered nurses for advanced nursing education.

To meet the legislative intent of the NWD program, applicants are required to address all five evidence-based strategies listed in the FY17 FOA program components (Academic and Peer Supports, Mentoring, Internal and External Partnerships, Student Financial Support, Holistic Review/Admission) during each year of the projects. The project must include nursing students who will graduate and be eligible to take the NCLEX-RN and/or obtain a baccalaureate degree in Nursing (BSN) within the four-year award period. See the next solicitation for updates and instructions regarding strategies.

The most recent awards made under this program were in FY 2017. For FY 17, the program moved to a four-year cycle - ending June 31, 2021. Based on appropriations, the next potential competition will be in FY 2021. The purpose of this program is to increase educational opportunities for individuals from disadvantaged backgrounds (including racial and ethnic minorities underrepresented among registered nurses). The overarching goal of the NWD program is to increase access to high quality, culturally-aligned registered nurse providers who reflect the diversity of the communities in which they serve. This goal is accomplished by assisting students from disadvantaged backgrounds to become registered nurses, facilitating diploma- or associate degree-registered nurses to become baccalaureate-prepared registered nurses, and preparing practicing registered nurses for advanced nursing education.

Health Careers Opportunity Program (HCOP)

Funder: Health and Human Services (HHS) – Health Resources and Services Administration (HRSA)

<https://bhwh.hrsa.gov/grants/healthcareers>

Previous RFP: <https://www.hrsa.gov/grants/find-funding/hrsa-18-007>

Deadline: Expected January 2023, as currently funded programs end 8/31/2023

Funding: Up to \$640,000 per year, 5 years.

Purpose: Assist individuals from disadvantaged backgrounds to enter a health profession through the development of academies that will support and guide them through the educational pipeline. ***Nursing Programs are not eligible.** Based on Section 739 of the Public Health Service Act, academies are expected to focus on: 1) promoting the recruitment of qualified individuals from economically or educationally disadvantaged backgrounds into health professions, including allied health programs; 2) improving retention, matriculation, and graduation rates by implementing tailored enrichment programs designed to address the academic and social needs of economically or educationally disadvantaged students; and 3) providing opportunities for community-based health professions training in primary care settings, emphasizing experiences in rural and underserved communities.

The National HCOP Academies will focus on three key milestones of education:

- 1) high school graduation, and matriculation into a two- or four-year college/university (including allied health professions programs);
- 2) graduation from a two-year or four-year college/university (including allied health professions programs); and
- 3) matriculation into graduate-level health professions programs, retention and completion of a graduate-level health professions or allied health professions program (e.g., post-baccalaureate programs).

The program must include all nine activities:

1. Recruitment
2. Facilitating Entry
3. Counselling, Mentoring, and other Services
4. Preliminary Education and Health Research Training
5. Financial Aid Information Dissemination
6. Primary Care Exposure Activities
7. Develop a More Competitive Applicant Pool
8. Stipends
9. Scholarships

Type of Program. This must be delivered in a Structured Program – including Stipends, Curricula (includes opioid abuse, and mental and behavioral health), and Specialized Training (primary care and rural/medically underserved). Must select one of the following structured programs:

- Summer Program – 25+ students, for 6 hours per day x 6 weeks
- Saturday Academy – 25+ students, for 6 hours per day x 20 weeks
- Pre-matriculation Program – 10 students, for 6 hours per day x 6 weeks

Strategic Partnerships. These must be developed with federal, state, local and national organizations, including but not limited to: High Schools; State or Community-Based Organizations; State-level Entities; Community-based Health Care Entities; and Other Institutions of Higher Education Programs.

STEM: Science, Technology, Engineering, and Mathematics

Improving Undergraduate STEM Education (I-USE)

Funder: National Science Foundation

RFP: <https://www.nsf.gov/pubs/2019/nsf19601/nsf19601.pdf>

Deadline: February 2, 2021 or August 2, 2021. Annual competitions in February and August.

Overview: Exploring proposal development, which focuses on investing in evidence-based and knowledge-generating approaches to understand and improve STEM learning and learning environments, improve the diversity of STEM students and majors, and prepare STEM majors for the workforce. In addition to contributing to STEM education in the host institution(s), proposals should have the promise of adding more broadly to our understanding of effective teaching and learning practices. The IUSE: EHR program features two tracks:

- (1) Engaged Student Learning (up to \$300K over 3 years). Examples include: Development and implementation of novel instructional methods or adaptation of existing evidence-based pedagogies in STEM disciplines or in multidisciplinary or interdisciplinary courses or programs; Faculty learning through professional development; Re-envisioning or adaptation of learning environments.
- (2) Institutional and Community Transformation (up to \$150K over 2 years). Examples include: Transformation of high-enrollment, lower-division courses within a discipline or across disciplines to include evidence-based teaching practices; Identification of common elements across disciplines, programs, institutions, or systems that support students from underrepresented groups to be successful in STEM.

Funding Amount: Engaged Student Learning (up to \$300K over 3 years). Institutional and Community Transformation (up to \$150K over 2 years).

Number of Awards: Anticipate funding 60 Level 1 Projects. The program estimates that approximately \$63,000,000 will be available for new awards per fiscal year.

Considerations:

- Previous CTC awardees:
 - Everett (Engaging Community College Students in Undergraduate Research),
 - Highline (Collaborative Research: Faculty as Change Agents: Transforming Geoscience Education in Two-year Colleges & Collaborative Research: Transitioning Learners to Calculus in Community Colleges (TLC3): Advancing Strategies for Success in STEM),
 - Whatcom (Improving Representational Competence by Engaging with Physical Modeling in Foundational STEM Courses)

Scholarships in STEM (S-STEM)

Funder: National Science Foundation

RFP: <https://www.nsf.gov/pubs/2017/nsf17527/nsf17527.pdf>

Deadline: March 2021. Subsequent competitions annually in March.

Overview: Exploring proposal development, either as a revision of the consortium application submitted March 2019 - or as an independent Clark College proposal. If submitting individually, we would be eligible for Track 1 (Institutional Capacity Building), which is intended to increase participation among colleges without past/current S-STEM awards. This could continue to build on the MESA Program, providing student scholarships and mentoring to increase the number of historically underrepresented (African American, Native American, Latino/Hispanic, and Pacific Islander/Hawaiian) community college students who transfer to universities and earn STEM bachelor's degrees.

Funding Amount: Up to \$650,000.

Considerations:

- Need to determine whether to pursue a revision of the consortium application submitted March 2019 - or as an independent Clark College proposal.
- The Clark portion of the consortium was \$522,000 – so there would be a greater financial opportunity to pursue independently.
- At least 60% of funding must be allocated to student stipends (tuition/fees/stipends).
- Adapt, implement, and study models, effective evidence-based practices, and/or strategies that contribute to understanding how factors or existing high quality evidence-based practices affect recruitment, retention, student success, academic/career pathways, and/or degree attainment (including student transfer) in STEM of low-income academically talented students with demonstrated financial need
- Contribute to the implementation and sustainability of effective evidence-based curricular and co-curricular activities (e.g., evidence-based practices; professional and workforce development activities) for low-income academically talented students with demonstrated financial need, pursuing undergraduate or graduate education, and entry into the workforce or graduate programs in STEM.

Reviewer comments available to improve competitiveness for future proposals:

- Lack of differentiation between evaluation and research to produce knowledge generation. For a revised submission, consortium would work with UW CCRI who authored these sections to differentiate.
- Criteria for student eligibility was not clearly defined. The plan was to develop clear criteria on eligibility requirements and application documents amongst all PIs and Co-PIs, once funded. For a revised submission, having clear eligibility requirements outlined would benefit clarity.
- Unclear relationship between MESA program and S-STEM. The proposal lacked clarity on how these two programs would leverage and strengthening each other, at the college-level and at the consortium-level. Clear expectations for students involved in one or both program should be clearly articulated for a revised submission.
- Not a clear definition of STEM disciplines. Each participating college defined their STEM-eligible programs separately – either through program codes and/or course-based enrollments. For a revised submission, This should be consistently defined and adhered to across all nine participating colleges.

Results from Prior NSF Support was insufficient, with no narrative, intellectual merit or broader impact for each included. Clark does not have prior S-STEM support to address.

Louis Stokes Alliance for Minority Participation (LSAMP)

Funder: National Science Foundation

https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13646&org=HRD&from=home

Deadline: Annually Third Friday in November

Premise: The Louis Stokes Alliances for Minority Participation (LSAMP) program is an alliance-based program. The program's theory is based on the Tinto model for student retention. The overall goal of the program is to assist universities and colleges in diversifying the nation's science, technology, engineering and mathematics (STEM) workforce by increasing the number of STEM baccalaureate and graduate degrees awarded to populations historically underrepresented in these disciplines: African Americans, Hispanic Americans, American Indians, Alaska Natives, Native Hawaiians, and Native Pacific Islanders. The LSAMP program takes a comprehensive approach to student development and retention. Particular emphasis is placed on transforming undergraduate STEM education through innovative, evidence-based recruitment and retention strategies, and relevant educational experiences in support of racial and ethnic groups historically underrepresented in STEM disciplines.

The LSAMP program also supports knowledge generation, knowledge utilization, program impact and dissemination type activities. The program seeks new learning and immediate diffusion of scholarly research into the field. Under this program, funding for STEM educational and broadening participation research activities could include research to develop new models in STEM engagement, recruitment and retention practices for all critical pathways to STEM careers or research on interventions such as mentoring, successful learning practices and environments, STEM efficacy studies, and technology use. Overall, the LSAMP program provides funding to alliances that implement comprehensive, evidence-based, innovative, and sustained strategies that ultimately result in the graduation of well-prepared, highly-qualified students from underrepresented minority groups who pursue graduate studies or careers in STEM.

Project Types (isolated to ones Clark is eligible for):

1. Alliances. Alliances are consortia of multiple degree-granting institutions. Organizations from other sectors, including informal science organizations, may be participants. Projects focus on pre-college and undergraduate recruitment and retention activities. Types of LSAMP alliances are described as follows:
 - STEM Pathways Implementation-Only Alliance projects are mainly focused on a particular STEM pathway, e.g., entry into college, first two years, or preparation for entry into graduate studies. Additionally, the project may focus on activities dedicated to diversifying a particular STEM discipline, e.g., production of mathematicians. These projects are targeted to newly-created alliances, reconstituted alliances or alliances that have received support by the program for less than 10 years. Projects are five years in duration.
 - STEM Pathways and Research Alliances are projects that focus on the full STEM pathway and provide direct support for undergraduate students but also serve as a hub for the production of scholarly STEM research and evaluation to increase the knowledge-base and utilization in broadening participation. Both components must be addressed to be competitive for this project type. These are five-year projects.
 - Bridge to the Baccalaureate (B2B) Alliances involve associate degree producing institutions for which the lead institution must be a community college. These are three-year projects focused on activities that provide effective educational preparation of community college students from underrepresented minority populations for successful transfer to four-year institutions in STEM degree programs.
5. Pre-Alliance Planning: Pre-Alliance planning projects undertake planning activities necessary to form new alliances. Recipients of pre-alliance planning grants must commit to submission of an alliance or center proposal following the planning period. Projects are up to 18 months in duration.

Computer Science for All CSforALL

Funder: National Science Foundation

https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=505359

Deadline: February 10, 2021. Second Wednesday in February, Annually Thereafter

Funding: Small RPP proposals (maximum of \$300,000 for up to 2 years) are designed to support the initial steps in establishing a strong and well integrated RPP team that could successfully compete for a Medium or Large proposal in the near future

Premise: The Computer Science for All: Researcher Practitioner Partnerships (CSforAll: RPP) program aims to provide *all* U.S. students the opportunity to participate in computer science and computational thinking education in their schools at the pre-K-12 levels.

With this solicitation, the National Science Foundation focuses on researcher-practitioner partnerships that foster the research and development needed to bring computer science and computational thinking to all schools.

Research Practitioner Partnership Strands

- For preK-12 or preK-14 pathways strand, the focus is on designing pathways that support school districts in developing policies and supports for incorporating computer science and computational thinking across all grades and potentially into introductory levels at community or four-year colleges and universities.
 - Proposals in this strand should address:
 - research and development of school district course pathways and alignment tools for students for preK-12;
 - research and development on articulation from preK-12 to community or four-year colleges in preparation for entry into university computer science or computationally intensive majors; or
 - design and development of school, district, and/or state systems to assess and track student progress on pathway

Amount of Grant:

- Small proposals (maximum of \$300,000 for up to 2 years) are designed to support the initial steps in establishing a strong and well-integrated team that could successfully compete for a Medium or Large proposal in the near future;
- Medium proposals (maximum of \$1,000,000 for up to 3 years) are designed to support the modest scaling of a promising approach by a well-defined team; and
- Large proposals (maximum of \$2,000,000 for up to 4 years) are designed to support the widespread scaling of an evidence-based approach by a team that builds on prior collaborations.

Deadline(s):

April 13, 2020

February 10, 2021 (Second Wednesday in February, annually thereafter)

Computer Science for All (CSforAll: RPP)_FY 019

<https://www.nsf.gov/awardsearch/advancedSearchResult?ProgEleCode=&BooleanElement=Any&BooleanRef=Any&ActiveAwards=true&#results>

Bridges to Baccalaureate (B2B) Program

Funder: National Institutes of Health

RFP: <https://grants.nih.gov/grants/guide/pa-files/PAR-19-299.html>

Deadline: Applications due Sept 2021.

Funding: Up to \$300K per year for 5 years.

Overview: This program builds on the work of BUILD-EXITO, to provide support to higher education institutions to help students make critical transitions in their development as scientists. The program is aimed at helping students transition from 2-year community colleges to 4-year baccalaureate programs, and to increase the pool of community college students from underrepresented backgrounds who go on to research careers in the biomedical sciences. The program promotes institutional partnerships between community colleges granting the associate degree and colleges or universities offering baccalaureate degrees. The partnership/consortium must involve at least two colleges or universities, including the applicant institution. The bachelor's degree-granting institution(s) must have a strong science curriculum and a track record of enrolling, retaining, and graduating students pursuing advanced degrees in biomedical research. Community colleges in the consortium must offer associate degree programs with an emphasis on the biomedical sciences.

Funding Categories:

[Stipends/Tuition/Fees](#)

[Trainee Travel](#)

[Training Related Expenses. Up to \\$350,000 per year, with a maximum of \\$10,000 per trainee per year.](#)

- Skills development training activities; Curriculum or methods development (including course-based research experiences); Seminar speakers; Training or mentoring interventions designed to increase persistence in research careers; Personnel costs/staff salary (PIs combined does not exceed 1.8 person months (split across 2-3 institutions) & Administrative support does not exceed 3.0 person months)

[Program Evaluation Costs:](#) Up to \$3,000 for the entire 5-year period

[Indirect:](#) 8% modified total direct costs

Considerations:

- We must contact program officer early and submit 1 page abstract (with project title, PI, aims and hypothesis) for vetting. Cold proposals are NOT recommended.
- The Bridges to Baccalaureate Research Training Program requires strong partnerships between community colleges (or two-year colleges) and four-year baccalaureate degree granting institutions. To reinforce the strong partnerships, the Bridges to Baccalaureate Research Training Program requires the participation of least one Program Director/Principal Investigator (PD/PI) from each partner institution.
- Trainees are typically provided full-time support for two years of undergraduate studies.
- Bridges to the Baccalaureate provides support for student, faculty and institutional development activities.
- Key Program Outcomes expected are that at least 70% of Bridges-supported students will transfer to baccalaureate degree programs and that 50% of transferring Bridges students will complete their baccalaureate degrees and enter graduate training or careers in biomedical and behavioral sciences.

Visiting Faculty Program (VFP)

Funder: Department of Energy

<https://science.osti.gov/wdts/vfp>

Deadline: January 12, 2021 – annually thereafter.

Funding: Stipend for faculty, and student participation

- Faculty: \$14,000 stipend; round-trip domestic travel to laboratory; housing covered
- Undergraduates: \$600 weekly stipend plus travel and housing

Premise: This program seeks to increase the research competitiveness of faculty members and students from institutions historically underrepresented in the research community to expand the workforce vital to the DOE mission areas. Visiting faculty collaborate with DOE laboratory research staff on research projects of mutual interest.

VFP provides faculty with access to infrastructure and laboratories they may not have at their home institutions. Faculty develop relationships with laboratory personnel that are encouraged to continue after the 10-week summer program concludes. Visiting faculty may invite up to two students to participate in the research project.

Applications for the VFP are solicited annually for appointments to the Summer Term (May through August), which is 10 weeks in duration. Each of the 15 participating DOE laboratories offers different research opportunities, and interested faculty members should [contact DOE laboratory scientists](#) in advance to discuss research projects of mutual interest. Student participation is optional.

Eligibility: Faculty

- U.S. citizen or lawful permanent resident at time of application
- Full-time faculty at an accredited, degree-granting community college or other U.S. postsecondary institution (i.e., adjunct or visiting faculty are not eligible)
- Must work in an area of physics, chemistry, non-medical biology, engineering, environmental sciences, geology or geosciences, mathematics, materials sciences, or computer or computational sciences
- May NOT be at an institution with Carnegie Classifications of “Doctoral/Research Universities—Very High or High Research Activity” unless it is a historically black college or university (HBCU)
- Before applying must first establish a collaboration with a laboratory scientist to co-develop a 6-page [research proposal](#)
- May participate in VFP three times; may apply up to four times

Faculty Deliverables

- Must submit a project report of 6-8 pages.
- Encouraged to deliver oral presentation on scientific outcomes.

Food & Agricultural Sciences

Agriculture and Food Research Initiative - Education and Workforce Development (AFRI EWD)

Funder: National Institute for Food & Agriculture (NIFA)

<https://www.nifa.usda.gov/program/afri-education-workforce-development>

Must receive designation as an eligible Non-Land grant institution. This requires the institution to grant Bachelors, Masters or Doctoral degree in Food, Agriculture, or Natural Resources. Since Clark College does not do these, we would have to partner with another institution (possibly generating a 2+2 pathway into a bachelor's degree).

The Agriculture and Food Research Initiative - Education and Workforce Development (AFRI EWD) (formerly the Food, Agriculture, Natural Resources and Human Sciences Education and Literacy Initiative, or ELI) focuses on addressing projected shortfalls of qualified graduates in the agriculture, food, and renewable natural resource sectors of the US economy. AFRI EWD has three overarching goals: 1) Growing Agriculture Literacy and Workforce Development for the Future (K-14); 2) Developing Pathways; and 3) Advancing Science.

The EWD funds projects in five priority (i.e., program) areas:

1. PDAL - Professional Development for Agriculture Literacy
2. AWT - Agriculture Workforce Training
3. REEU - Research and Extension Experiences for Undergraduates
4. Predoctoral Fellowships
5. Postdoctoral Fellowships

*Looking for internships that secure credentials and lead to employment

Secondary Education, Two-Year Postsecondary Education, and Agriculture in the K-12 Classroom Challenge Grants (SPECA)

Funder: National Institute for Food & Agriculture (NIFA)

<https://nifa.usda.gov/funding-opportunity/secondary-education-two-year-postsecondary-education-and-agriculture-k-12>

Tentative RFP: <https://nifa.usda.gov/sites/default/files/rfa/FY21-SPECA-Mod-RFA-508.pdf>

Deadline: February 4, 2021 – pending funding allocation. Annual competition.

Funding: \$50,000, Higher Amounts for Collaborative Proposals.

The Secondary Education, Two-Year Postsecondary Education, and Agriculture in the K-12 Classroom Challenge Grants (SPECA) program seeks to: (a) promote and strengthen secondary education and two-year postsecondary education in the food, agriculture, natural resources and human (FANH) sciences in order to help ensure the existence of a workforce in the United States that's qualified to serve the FANH sciences system; and (b) promote complementary and synergistic linkages among secondary, two-year postsecondary, and higher education programs in the FANH sciences in order to advance excellence in education and encourage more young Americans to pursue and complete a baccalaureate or higher degree in the FANH sciences.

- [SPECA Proposal Evaluation Plan Development](#)
- [SPECA Project Summary/Abstract Template](#)
- [SPECA FAQs](#)
- [Fiscal Year 2019 SPECA Webinar](#)

Environmental Education

Environmental Education Grant Program

Funder: Environmental Protection Agency

<http://www2.epa.gov/education/environmental-education-ee-grants>

Deadline: Anticipated January 2023

Funding: \$50,000 - \$100,000, for a 3 year grant cycle. Must include 25% matching, and 25% of funding must be awarded through small (<\$5,000) subawards.

Premise: The **Environmental Education Grant Program** falls under the EPA Office of the Administrator. The goal of this program is to support environmental education (EE) projects that help the public make informed decisions that affect environmental quality. To be considered, a project must be based on sound science and promote environmental stewardship. The project must enhance critical thinking, problem solving, and effective decision-making skills as well as teach individuals to weigh various sides of an environmental issue to make informed and responsible decisions. This is a competitive grant program that supports EPA's efforts to increase public awareness and knowledge about environmental issues and provide project participants with the skills to make informed decisions and take responsible actions toward the environment.

All applications must provide information about how applicants will ensure that their projects will:

- Address at least one EPA educational priority
- Address at least one EPA environmental priority (if more than one, should identify a primary priority)
- Satisfy the definition of "environmental education"
- Provide match in dollars or in-kind services, equipment, or supplies for a minimum of 25% of the total project budget (they provide a handy calculator tool on the sidebar of the main [page](#))
- Result in exactly 25% of the funds received from EPA awarded to eligible sub-recipients in the form of sub-grants of \$5,000 or less

[EE Grant Calculator](#)

Matching Requirements

The EPA requires that the primary recipients of Environmental Education Grant Program funds provide 25% of the total project budget as match and will award 25% of the funds received from EPA to eligible sub-recipients in the form of sub-grants of \$5,000 or less.

Sub-recipients

As noted above, primary recipients are required to award exactly 25% of the funds received from the EPA to eligible sub-recipients in the form of sub-grants of \$5,000 or less. These subawardees do not have to be determined prior to application (applicants often propose an internal grants competition to determine subawardees after the grant is received).

Environmental Workforce Development and Job Training (EWDJT)

Funder: Environmental Protection Agency

<https://www.epa.gov/grants/fy2021-environmental-workforce-development-and-job-training-ewdjt-grants>

Deadline: Anticipate Sept 2022

Funding: Up to \$200,000 for a three year project.

Environmental Workforce Development and Job Training (EWDJT) falls under the Brownfields grant programs. Goal to provide cross-disciplinary training in the environmental field to unemployed and underemployed residents in communities impacted by brownfields. Grant applicants may design their own training curricula and provide training in areas such as: enhanced environmental health and safety training, integrated pest management training, alternative energy technologies, solid waste management, emergency response, wastewater treatment, and superfund remediation. EWDJT grants also require training in brownfield assessment and/or cleanup and Hazardous Waste Operations and Emergency Response (HAWOPER).

- Last Year's RFP and Webinar presentations can be found [here](#).
- Applicants should work through their EPA Regional Office. For more information, including deadlines and eligibility requirements, review the Q&A and Guidelines for Environmental Workforce Development and Job Training (EWDJT) a Grants on the agency's website at <https://www.epa.gov/brownfields>.

Estimated total grant funding available by type of training:

- Brownfields hazardous waste assessment and cleanup training, including petroleum cleanup training \$2,865,000
- Solid Waste Management or Cleanup Training: \$10,000
- Superfund site cleanup and innovative and alternative treatment technologies training: \$25,000
- Wastewater treatment training: \$40,000
- Emergency planning, preparedness and response training: \$20,000
- Enhanced environmental health and safety training: \$15,000
- Integrated Pest Management (IPM training): \$10,000
- Alternative energy technologies (e.g. solar installation training, training in the preparation of formerly contaminated sites for renewable energy purpose, etc.) \$15,000

Anticipated trainees per cycle are 20-24. Applicants should expect to run 2-3 training cycles per year. Obtain commitments from employers in your community, who are looking for individuals with the certifications and skills you plan to deliver in your training, and who will hire graduates from your program.

For more information on environmental job training programs, please visit the Hazardous Materials and Research Training Institute's (HMTRI) website at: hmtri.org

People, Prosperity, and the Planet (P3) Grant Program

Funder: Environmental Protection Agency

<https://www.epa.gov/P3>

2020 RFP: https://www.epa.gov/sites/production/files/2019-10/documents/17th_annual_p3_rfa_complete_version_3_rc_2docxsb_3.docxsb_3_clean.pdf

Deadline: February 9, 2021 – annually thereafter

Funding: Up to \$25,000 for Phase 1. And up to \$100,000 for Phase 2.

Premise: EPA's P3 - People, Prosperity and the Planet – Program is a unique competition that is open to teams of college/university students working to design solutions for a sustainable future. P3 offers students hands-on experience that brings their classroom learning to life, while also allowing them to create tangible changes in their communities. This annual, two-phased research grants program challenges students to research, develop, and design innovative projects that address real world challenges involving all areas of environmental protection and public health.

Phase I serves as a “proof of concept,” where teams are awarded a one-year grant of up to \$25,000 to develop their idea and showcase their research in the spring at EPA's National Student Design Expo (NSDE). These teams are then eligible to compete for a Phase II grant of up to \$100,000 to implement their design in a real world setting. P3 aims to foster progress towards environmental awareness by achieving the symbiotic goals of improved quality of life for all people, economic prosperity, and protection of the planet - people, prosperity and the planet.

Eligibility

The P3 competition is open exclusively to teams of undergraduate and/or graduate students attending U.S. colleges, universities and other post-secondary educational institutions. Applicants (both student team members and faculty advisors) must be citizens of the United States or its territories, or be lawfully admitted to the United States. Students must be enrolled in the college, university, or post-secondary educational institution they will be representing. Interdisciplinary teams containing representatives from non-engineering/science disciplines including (but not limited to) architecture, industrial design, business, economics, policy, social sciences and others are encouraged to apply.

EPA considers projects that address challenges from a wide range of categories in order to support and align with the Agency's goals and objectives. P3's broad research areas include:

- 1) Improve Air Quality
- 2) Provide for Clean and Safe Water
- 3) Sustainable and Healthy Communities
- 4) Chemical Safety

Through the use of P3-supported technologies, this research aims to simultaneously: (1) maintain or improve human health and well-being; (2) advance economic competitiveness; and (3) protect and preserve the environment by effectively and efficiently using water, materials, and energy and minimizing the generation or emission of pollution or minimizing the use of toxic substances.

Professional/Technical – WPTE

Advanced Technological Education (ATE).

Funder: National Science Foundation

RFP: https://www.nsf.gov/publications/pub_summ.jsp?WT.z_pims_id=5464&ods_key=nsf18571

Timeline: October 1, 2021. Annual competition.

Funding: Up to \$600,000. \$300,000 each year for 2 years.

Overview: With an emphasis on two-year colleges, the Advanced Technological Education (ATE) program focuses on the education of technicians for the high-technology fields that drive our nation's economy. The program involves partnerships between academic institutions (grades 7-12, IHEs) and industry to promote improvement in the education of science and engineering technicians at the undergraduate and secondary institution school levels. The ATE program supports curriculum development; professional development of college faculty and secondary school teachers; career pathways; and other activities. The program invites research proposals that advance the knowledge base related to technician education. It is expected that projects will be faculty driven and that courses and programs credit bearing, although materials developed may also be used for incumbent worker education.

Considerations:

- PI MUST be a faculty member.
- Must build upon the RAMP grant, as that was our “New to ATE” foundation. That grant was focused on developing online/hybrid curriculum to expand access to mechatronics for rural area technicians (Chris Lewis PI).
- ATE only funds redesign with a focus up to 2-year degrees – and therefore does not promote a BAS or transfer institutions.
- These are stackable grants that can provide funding for program redesign, collaboration across K-12 and community colleges, and industry).
- Letters of commitment are essential to the proposal. Generally takes 6-9 months to co-create relationships and partnerships on what each stakeholder agrees to contribute to the process.
- Must select from one or more of the following “tracks”:
 - Program Development and Improvement:
 - Curriculum and Educational Materials Development
 - Professional Development for Educators
 - Leadership Capacity Building for Faculty
 - Teacher Preparation
 - Business and Entrepreneurial Skills Development for Students
 - ATE Coordination Networks
 - Adaptation and Implementation (A&I)
 - Instrumentation Acquisition

Potential Opportunities:

- Building pathway from K-12 (Cascadia) through BAS in Cybersecurity – focused on Cybersecurity Technician Role within NIST.
- Would need to engage employer partners to identify roles and responsibilities for different levels of technicians, analysts, and whether there is employer-demand.

CybersCorps Scholarships for Service

Funder: National Science Foundation

RFP: https://www.nsf.gov/publications/pub_summ.jsp?WT.z_pims_id=504991&ods_key=nsf19521

Timeline: Expected July 2021. Annual competition.

Funding: A typical award might be approximately \$2-4 million for five years supporting four cohort classes of five students each.

The SFS Scholarship award supports up to three years of stipends, tuition and allowances for students in the general area of cybersecurity. The scholarships provide academic year stipends of \$25,000 per year for undergraduate students. In addition, SFS scholarships cover expenses normally incurred by full-time students in the institution, including tuition and education related fees (does not include items such as meal plans, housing, or parking); and a professional allowance of \$6,000 per academic year for SFS Job Fair and other travel, books, professional certifications etc.

Additional funds up to 20% of the total Participant Support Costs listed in the proposal budget may be requested for activities in other cost categories (e.g., salaries, travel, materials, supplies etc.) that contribute to the effectiveness of the Scholarship program; any such costs must be listed under the appropriate NSF budget categories and must be explained in the Budget Justification.

Premise: The Cybersecurity Enhancement Act of 2014, as amended by the National Defense Authorization Act for FY 2018, authorizes the National Science Foundation, in coordination with the Office of Personnel Management and the Department of Homeland Security, to offer a scholarship program to recruit and train the next generation of information technology professionals, industry control system security professionals and security managers to meet the needs of the cybersecurity mission for federal, state, local, and tribal governments.

The goals of the CyberCorps(R): Scholarship for Service (SFS) program are aligned with the U.S. National Cyber Strategy to develop a superior cybersecurity workforce. The SFS program welcomes proposals to establish or to continue scholarship programs in cybersecurity. All scholarship recipients must work after graduation for a federal, state, local, or tribal Government organization in a position related to cybersecurity for a period equal to the length of the scholarship. A proposing institution must provide clearly documented evidence of a strong existing academic program in cybersecurity. Such evidence can include designation by the National Security Agency and the Department of Homeland Security as a Center of Academic Excellence in Cyber Defense (CAE-CD), in Cyber Operations (CAE-CO) or in Research (CAE-R); or equivalent evidence documenting a strong program in cybersecurity.

Considerations: Will require designation as a Center of Excellence in Cyber Defense (CAE-CD). Select elements are included below [Full Criteria available [here](#)]:

- Requires curriculum to be in existence for at least three (3) years and has one (1) year of students that have completed the PoS curriculum at the time of submission.
- Requires comprehensive outcomes assessment for each Program-Level Learning Outcome
- College Cybersecurity Plan – directed by CIO/CISO, including providing six separate examples of how the institution implements its cybersecurity plan through awareness, training and tutorials, log in security banners, user acknowledgements, online help and good security practice guides.
- Strong recommendation for faculty to participate in CAE events, collaborate with CAE-endorsed schools (e.g., Columbia Basin, Whatcom, Green River, Highline, Spokane Falls, etc.).

Humanities

Humanities Initiatives at Community Colleges

Funder: National Endowment for the Humanities

<http://www.neh.gov/grants/education/humanities-initiatives-community-colleges>

Deadline(s): May 20, 2021. Project start date February 1, 2022. Annual competition.

Funding: Up to \$150,000 total, with 1-3 year timeframe.

Competitiveness: Receive ~49 applications per year, funding 7 each year.

Premise: Humanities Initiatives at Community Colleges strengthen the teaching and study of the humanities at community colleges by developing new humanities programs, resources (including those in digital format), or courses, or by enhancing existing ones. Projects must be organized around a core topic or set of themes drawn from such areas of study in the humanities as history, philosophy, religion, literature, and composition and writing skills. NEH welcomes applications for projects that are modest in scope, duration, and budget, as well as applications for expansive, long-term projects. The following is a partial list of projects the program may support:

- **bridge programs** for freshmen, first-generation college students and their families, nontraditional students, and/or secondary school students;
- **creation or revision of courses** that focus on close reading, analytical writing, and/or effective speaking, including composition courses designed to help students write better;
- **new or enhanced humanities programs**, including new humanities minors or certificate programs, honors programs, first-year seminars, and culturally relevant or place-based curricula;
- **the infusion of humanities learning into professional training** in such fields as business, law, engineering, science, technology, science, hospitality, and nursing and medicine;
- **creation of humanities-based curricular pathways** towards graduation and/or transfer to four-year institutions;
- **opportunities for faculty members to study together**, in order to improve their capacity to teach the humanities;
- **creation or enhancement of humanities resources** for the purpose of teaching, including oral histories, literature or film, teaching modules, or guidelines on how to use humanities resources in the classroom;
- **development of curriculum-focused digital humanities projects**, including podcasts, mapping tools, or digital resources for distance learning that can be used on- or off-line; and
- **partnerships and collaborative projects** in the humanities (for example, dual-enrollment agreements in humanities-based courses for college or high school students; collaboration with regional museums, libraries, or historical societies to share resources for teaching and learning; or partnering with a school or school system to strengthen K-12 pathways to higher education).

It is highly encouraged to get in touch with the NEH Program Officer before submitting. They will read drafts and provide feedback. Program Officers may not review drafts submitted less than six weeks before the date the proposal is due. Even if the applicant is not sure where their project idea fits, you can contact a Program Officer to discuss the idea and they will assist you.

Highly encouraged to submit letters of commitment from scholars or other project collaborators with the application. The Program Officer indicated they view an application with a letter of commitment from a regional or local scholar more highly than an application that writes in a world renown scholar with no letter indicating this person's commitment to the project. Prefer outside scholars rather than those from the applicant's institution.

Proposals should indicate why the project is worth doing, what the institution's strengths are (rather than highlight weaknesses), and review decision points and why choices were made instead of being vague about project design or activities.

Humanities Connections

Funder: National Endowment for the Humanities

<https://www.neh.gov/grants/education/humanities-connections-implementation-grants>

Deadline: September 14, 2021. Expected notification: March 31, 2022. Project start June 1, 2022

Funding: Maximum award amount up to \$35,000 for Planning; up to \$100,000 for Implementation

Premise: The Humanities Connections program seeks to expand the role of the humanities in undergraduate education at two- and four-year institutions. Awards support innovative curricular that foster productive partnerships among humanities faculty and their counterparts in the social and natural sciences and in pre-service of professional programs (such as business, engineering, health sciences, law, and computer science, and other technology-driven fields), in order to encourage and develop new integrative learning opportunities for students.

Competitive applications will demonstrate: (a) that the proposed curricular projects expand the role of humanities in addressing significant and compelling topics or issues in undergraduate education at the applicant institution(s); (b) that these projects develop the intellectual skills and habits of mind cultivated by the humanities; and (c) that faculty and students will benefit from meaningful collaborations in teaching and learning across disciplines as a result of the project.

Humanities Connections projects have four core features:

1. substantive and purposeful integration of the subject matter, perspectives, and pedagogical approaches of two or more disciplines (with a minimum of one in and one outside of the humanities);
2. collaboration between faculty from two or more separate departments or schools at one or more institutions;
3. experiential learning as an intrinsic part of the curricular plan; and
4. long-term institutional support for the proposed curriculum innovation(s).

Planning Grants: (up to 12 months)

Planning Grants support the interdisciplinary collaboration of faculty from two or more separate departments or schools (a minimum of one in and one outside of the humanities), with the goal of designing a new, coherent curricular program or initiative. The award gives the institution(s) the opportunity to create a firm foundation for implementing the program. Planning goals will include identifying the members of a planning committee and organizing the planning process; defining the rationale, design, and structure that would undergird a comprehensive and institutionally sustainable effort; and establishing potential scenarios for curriculum development. Institutions may draw on current short-term initiatives or curricular programs run by individual departments in this effort. The outcome of a successful planning phase should be a project in, or ready for, the implementation stage.

Planning Grant Snapshot

Implementation Grants: (up to 3 years)

Implementation Grants support the interdisciplinary collaboration of faculty from two or more separate departments or schools (a minimum of one in and one outside of the humanities), with the implementation of a sustainable curricular program or initiative as the outcome. Implementation grant proposals must show unambiguous evidence of preceding planning work and present a defined rationale with clear intellectual and logistical objectives that are supported by institutional commitment. The award gives applicants the opportunity to build on faculty/administrative or institutional partnerships and to develop and refine the project's intellectual content, design, and scope. For example, the applicant should be able to demonstrate potential commitments of any partners or collaborators; outline preferred approaches to curriculum building/consolidation; and explain outreach strategies that will be employed to attract students to the new educational opportunity.

Summer Stipends

Funder: National Endowment for the Humanities

<http://www.neh.gov/grants/research/summer-stipends>

RFP: <https://www.neh.gov/sites/default/files/inline-files/Summer%20Stipends%20NOFO%202020%20and%202021%2020200923-FT.pdf>

Deadline: September 22, 2021. Expected notification date April 1, 2022. Project start date May 1, 2022. Annual competition.

Funding: Maximum award amount \$6,000

Timeline: 2 Months (Summer)

The National Endowment for the Humanities' Summer Stipends program aims to stimulate new research in the humanities and its publication. The program works to accomplish this goal by:

- Providing small awards to individuals pursuing advanced research that is of value to humanities scholars, general audiences, or both.
- Supporting projects at any stage of development, but most especially early-stage research and late-stage writing in which small awards are most effective
- Furthering the NEH's commitment to diversity and inclusion in the humanities by encouraging applications from independent scholars and faculty at Hispanic Serving Institutions, Historically Black Colleges and Universities, tribal colleges and universities, and community colleges

Summer Stipends support continuous full-time work on a humanities project for a period of two consecutive months. NEH funds may support recipients' compensation, travel, and other costs related to the proposed scholarly research.

Expected output: Book; Article; Digital Material and Publication; Archaeological Report; Translation; Edition; Other Scholarly Resource

Summer Stipends are awarded to individual scholars. Organizations are not eligible to apply, even if an institution of higher education serves as a nominator.

NEH areas of interest: Special encouragement in recognition of and preparation for the 250th anniversary of American independence

STUDENT SERVICES

TRIO Educational Opportunity Center

Funder: Department of Education

Notice of Opportunity (2015): <https://www.federalregister.gov/documents/2016/02/02/2016-01832/applications-for-new-awards-educational-opportunity-centers-program>

Due Date: Opportunity has opened every 5 years (last April 2016), with next opportunity anticipated in FY2020 (March/April 2021).

Funding: The most recent competition required that an EOC project serve a minimum of 1,000 participants at a cost of no more than \$309 per participant. Participants had to be at least 19 years old, with two-thirds of them being potential first-generation college students and low-income persons. In 2015, the median award was \$253,143, and the average of all awards was \$369,156.

Overview: The goal of the EOC program is to increase the number of adult participants who enroll in postsecondary education institutions. An EOC provides counseling and information on college admissions to qualified adults who want to enter or continue a program of post-secondary education. EOC services include academic advice; personal counseling; career workshops; information on post-secondary educational opportunities and financial assistance; assistance with completing applications for college admissions, testing and financial aid; financial literacy; coordination with nearby postsecondary institutions; media activities designed to involve and acquaint the community with higher education opportunities; and tutoring and mentoring.

Current Funded Proposals. In Washington, three (3) funded EOCs: Central Washington University; Metropolitan Development Council; and South Seattle College. In Oregon, there is only 1: Rogue Community College District, so no current EOCs in the Portland Metro Area.

Target Population: Participants had to be at least 19 years old, with two-thirds of them being potential first-generation college students and low-income persons. Students younger than 19 could participate if the services of a Talent Search program were not available in the target area. NOTE: There are no southwest Washington Talent Search; and Portland Metro Talent Search are targeted to only OR school districts – therefore, should be eligible to serve all age levels.

Recommendation to have Community, Parent, and Family Engagement:

- In preparation for proposal, systematic inclusion of State educational agencies (SEAs) and local educational agencies (LEAs) is strongly encouraged. Previous priorities included:
- **Community engagement:** Community engagement means the systematic inclusion of community organizations as partners with **State educational agencies (SEAs), local educational agencies (LEAs)**, or other educational institutions, or their school or program staff to accomplish activities that may include developing a shared community vision, establishing a shared accountability agreement, participating in shared data collection and analysis, or establishing community networks that are focused on shared community level outcomes. These organizations may include faith- and community based organizations, IHEs, businesses and industries, labor organizations, State and local government entities, or Federal entities other than the Department.
- **Parent and family engagement** means the systematic inclusion of parents and families, working in partnership with **SEAs, State lead agencies, LEAs**, or other educational institutions, or their staff, in their child's education, which may include strengthening the ability of (a) parents and families to support their child's education; and (b) school or program staff to work with parents and families.

Veterans Upward Bound

Funder: Department of Education

<http://www2.ed.gov/programs/triovub/index.html>

Deadline: Anticipated June 2022.

Funding: \$250,000 per year, for 5 year period.

Premise: Veterans Upward Bound is designed to motivate and assist veterans to develop academic and other requisite skills necessary for acceptance and success in a program of postsecondary education. It provides assessment and enhancement of basic skills through counseling, mentoring, tutoring and academic instruction in the core subject areas. The program's primary goal is increasing the rate at which participants enroll in and complete postsecondary education programs.

All Veterans Upward Bound projects must provide instruction in mathematics through pre-calculus, laboratory science, foreign language, composition and literature. Projects may also provide short-term remedial or refresher courses for veterans who are high school graduates but have delayed postsecondary education. Projects are also expected to assist veterans in securing support services from other locally available resources such as the Veterans Administration, state veterans agencies, veteran associations, and other state and local agencies that serve veterans.

Participants must meet military service requirements stipulated in the authorizing statute and be low-income, prospective first-generation college students who are preparing to enter a postsecondary institution. The program requires that at least two-thirds of the participants in a project be both low-income and first-generation. The remaining participants must be either low-income or first-generation military veterans who served in active duty in the U.S. Armed Forces for more than 180 days and received other than a dishonorable discharge; was discharged because of a service connected disability; was a member of a reserve component of the Armed Forces called to active duty for a period of more than 30 days; or was a member of a reserve component of the Armed Forces who served on active duty in support of a contingency operation on or after September 11, 2001; and have a high risk for academic failure.

Must serve minimum of 125 student-veterans – which was the rationale for not pursuing in past years.

Child Care Access Means Parents in School (CCAMPIS) – Instruction

**While this is a student serve (childcare), Child and Family Studies (CFS) is organizationally aligned in Instruction.*

Funder: Department of Education

Deadline: Anticipate competition in July 2023.

Funding: Up to 1% of Pell Grants awarded annually. Current award is \$122,981 per year, but expected to drop if we pursue next grant competition.

Premise: The CCAMPIS Program supports the participation of low-income parents in postsecondary education through the provision of campus-based childcare services.

Clark College currently has a CCAMPIS grant from 2018-2023. Michelle Volk is the Project Director. Current model is to provide childcare at the on-campus Child & Family Studies (CFS) facility for both toddler and preschool age children. Student-parents who are Pell-eligible pay a low monthly co-pay based on their Expected Family Contribution (EFC). The number of days of childcare provided is based on the enrollment level of the student (part-time vs full-time). Family Life instructors provide wraparound support for student-parents to navigate balancing school and parenting – and student-parents in the program are required to enroll in a FPLC 1-credit course.

In the most recent competition, the competitive preference priority was to offer childcare vouchers that allow student-parents to select their own childcare provider or facility. This is contrary to the current Clark model, but given the lack of significant competition for these federal funds, this may not be an issue in the future. Additionally, voucher programs have been a priority for Secretary DeVos, and impending change in administration may result in different priorities by a new Secretary of Education.

TRIO Student Success Program

Funder: Department of Education

Deadline: Expected Winter/Spring 2025.

Funding: Up to \$254,000 per year for 5 years.

Premise: The Student Support Services (SSS) program provides academic support services to low-income, first generation college students and to individuals with disabilities to enable them to be retained in and graduate from postsecondary education institutions. The program assists in increasing the transfer rate of eligible students from two-year to four-year institutions; fosters an institutional climate supportive of the success of students who are limited English proficient; and improves the financial and economic literacy of students in areas such as basic personal income and financial planning skills and basic economic decision-making skills. All SSS projects must provide:

1. academic tutoring, which may include instruction in reading, writing, study skills, mathematics, science, and other subjects;
2. advice and assistance in post-secondary course selection,
3. assistance in locating information on both the full range of student financial aid programs, benefits and resources for locating public and private scholarships; and
4. assistance in completing financial aid applications.
5. education or counseling services designed to improve the financial and economic literacy and assist students enrolled in two--year institutions and applying for admission to, and obtaining financial assistance for enrollment in four--year programs.

Requirements:

- Low income students who are first generation college students and students with disabilities evidencing academic need are eligible to participate in SSS projects. Two-thirds of the participants in any SSS project must be either disabled or first-generation college students from low-income families. One-third of the disabled participants must be low-income students.
- Secure meaningful partnerships with secondary schools, community partners, and other stakeholders, well in advance of the next grant competition.
- No matching is required. No additional points will be awarded for listing match in the proposal. If matching is listed in budget, an institution must fulfill the match as budgeted throughout the grant duration.
- The SSS projects may also provide individualized counseling for personal, career, and academic information, activities, and instruction designed to acquaint students with career options; exposure to cultural events and academic programs not usually available; mentoring programs; assistance in securing temporary housing during breaks for students who are homeless youths and students who are in foster care or are aging out of the foster care system.

Clark College submitted an application for 2020 competition. Received a score of 107/110, but funding slate only went with perfect (110) scores. Without prior experience points, Clark was not funded. To improve application, need to address employer engagement if that remains a competitive preference priority in the next competition.

INFORMATION TECHNOLOGY

Campus Cyberinfrastructure (CC*) Grant

Funder: National Science Foundation

Notice of Opportunity (2021): <https://www.nsf.gov/pubs/2021/nsf21528/nsf21528.pdf>

Deadline: March 1, 2021.

Funding: Depends on program area selected, see below. **Cost-Sharing:** Not permitted.

Prior Funded Proposals. There have been 3 in Washington – all to UW; and 3 in Oregon – 1 in each PSU, OSU, & UofO

Overview: The Campus Cyberinfrastructure (CC*) program invests in coordinated campus-level networking and cyberinfrastructure improvements, innovation, integration, and engineering for science applications and distributed research projects. Learning and workforce development (LWD) in cyberinfrastructure is explicitly addressed in the program. Science-driven requirements are the primary motivation for any proposed activity.

Program Areas:

1. **Data-Driven Networking Infrastructure for the Campus and Researcher** awards will be supported at up to \$500,000 total for up to 2 years;
2. **Regional Connectivity for Small Institutions of Higher Education** awards will be supported at up to \$800,000 total for up to 2 years;
3. **Network Integration and Applied Innovation** awards will be supported at up to \$1,000,000 [in some cases these awards are limited to \$500,000 total];
4. **Campus Computing and the Computing Continuum** awards will be supported at up to \$400,000 total for up to 2 years;
5. **Cyber Team-Research and Education CI-based Regional Facilitation** awards will be supported at up to \$1,400,000 total for up to 3 years; and,
6. **Planning Grants and CI-Research Alignment** awards will be supported for up to \$250,000 total for up to two years [in some cases, these awards are limited to \$100,000 total].

All proposals submitted to the CC* program, with the exception of area (6), **must include a Campus CI plan** within which the proposed CI improvements are conceived, designed, and implemented in the context of a coherent campus-wide strategy and approach to CI that is integrated horizontally intra-campus and vertically with regional and national CI investments and best practices. This Campus CI plan must be included as a Supplementary Document and is limited to no more than 5 pages.

All CC* projects will be reviewed with careful attention to the following:

- The extent to which the work provides a needed capability required by science, engineering and education.
- The expected impact on the deployed environment described in the proposal, and potential impact across a broader segment of the NSF community.
- **A Cyberinfrastructure (CI) plan:** To what extent is the planned cyberinfrastructure likely to enhance capacity for discovery, innovation, and education in science and engineering? How well does the plan as presented position the proposing institution(s) for future cyberinfrastructure development? How well does the cyberinfrastructure plan support and integrate with the institutions' science and technology plan? Are IPv6 deployment and InCommon Federation addressed? Are the activities described in the proposal consistent with the institution's cyberinfrastructure plan?

ADMINISTRATION

Title III-A Strengthening Institutions

Funder: Department of Education

Deadline: Expected Winter/Spring 2025.

Funding: Up to \$254,000 per year for 5 years.

**As of January 2019 (and reaffirmed in 2020), Clark College was ineligible for Title III-A funding based on Pell Recipients. In particular, the eligibility threshold for 2020 was 37% for Pell Grant Recipient Percent of Half-Time to Full-time Undergrads – and Clark was at 27%. It should be noted that Clark has had a downward trend on enrollment of Pell Recipients in the past decade. The next data review / eligibility screen would be conducted in Dec/Jan by Institutional Research (Dr. Rosalie Roberts). This would be based on Fall 2019 cohort, I believe – through IPEDS data analysis. I would be hesitant to believe that we would be eligible for Title III this year, but will ensure that screening is pursued by Institutional Research for confirmation. Annual completion of the Title III eligibility screening will allow us to understand eligibility for future competitions.*

Premise: The program helps eligible IHEs to become self-sufficient and expand their capacity to serve low-income students by providing funds to improve and strengthen the academic quality, institutional management, and fiscal stability of eligible institutions. Funds may be used for planning, faculty development, and establishing endowment funds. Administrative management, and the development and improvement of academic programs also are supported. Other projects include joint use of instructional facilities, construction and maintenance, and student service programs designed to improve academic success, including innovative, customized, instruction courses designed to help retain students and move the students rapidly into core courses and through program completion, which may include remedial education and English language instruction.

2019 Competitive preference priorities included:

- *Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills:* Projects that are designed to address providing work-based learning experiences (such as internships, apprenticeships, and fellowships) that align with in-demand industry sectors or occupations (as defined in section 3(23) of the Workforce Innovation and Opportunity Act of 2014).
- *Fostering Knowledge and Promoting the Development of Skills that Prepare Students to be Informed, Thoughtful, and Productive Individuals and Citizens:* Projects that are designed to address supporting instruction in personal financial literacy, knowledge of markets and economics, knowledge of higher education financing and repayment (e.g., college savings and student loans), or other skills aimed at building personal financial understanding and responsibility.

2019 Invitational Priority—*Spurring Investment in Opportunity Zones.* Under this priority, an applicant may address one or both of the following priority areas: (1) Propose to serve children or students who reside, or attend elementary or secondary schools or institutions of higher education, in a qualified opportunity zone. In addressing this priority, an applicant must provide the census tract number of the qualified opportunity zone for which it proposes to serve children or students; and/or (2) Provide evidence in its application that it has received or will receive financial assistance from a qualified opportunity fund, for a purpose directly related to its proposed project. In addressing this priority, an applicant must identify the qualified opportunity fund from which it has received or will receive financial assistance.