Concurrent Enrollment Programs as Catalysts for Grant Funding

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cat·a·lyst  noun  \'ka-tə-ləst\n
: a substance that enables a chemical reaction to proceed at a usually faster rate or under different conditions than otherwise possible

: an agent that provokes or speeds significant change or action

Miriam-Webster Dictionary
m-w.com
CEPs as Catalysts Connect People

For Grant Funding
CEPs as Catalysts
Connect People
Connect Resources
Activate

Grant Project
CEPs as Catalysts for Grant Funding

Connect People
Connect Resources
Activate

Credit Course
Teacher Recruitment and Training
Program Promotion
Institutionalize
Grant-Funded Projects
Online Neuroscience Education about Drug Addiction Education
National Institute on Drug Abuse (NIDA)
Science Education Drug Abuse Partnership Award Program

New Course: Biology 100
Addiction and the Brain
New Course: Atmospheric Sciences 211
Climate and Climate Change
Environmental Science 100: A University Course Delivered in Washington State High Schools

U.S. Environmental Protection Agency (EPA) - PENDING Environmental Education Program
New Teachers for:

ESS 101
Intro to Geological Sciences
Two New Courses: Content Taught in Chinese

K-12 Chinese Language Expansion
U.S. Department of Education
Foreign Language Assistance Program
QUESTIONS?

NIDA – Drug Addiction

NASA – Climate Science

EPA – Environmental Science

NSF – Earth Science

Ed FLAP – Chinese
Grant-funded Project Outcomes

- **Professional Development** for teachers
- **Textbooks** and supplies for schools
- **Classroom visits** and presentations by researchers and graduate students
- Subsidized student **registration fees**
- **New course** developed for concurrent enrollment program
Discussion

During the overview of these UW grant projects, did you make any connections between your own program and grant opportunities?

What are best practices for a CEP to catalyze a grant project?
Wrap Up

• CEPs as Catalysts:
  – Connect People
  – Connect Resources
  – Activate
  – Institutionalize

• Diversity of project outcomes

• Best practices

• Written summary to be shared through NACEP
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Notes from the discussion
There were 41 participants in this session at the NACEP conference in Mystic. What follows are some of the highlights from the whole-group discussion.

Many grant programs award projects that reach large numbers of students. Projects involving concurrent enrollment programs can emphasize the “multiplier effect” of training teachers, who will continue to impact student learning after the grant-funding ends. Particularly with complex, interdisciplinary subjects such as climate change, building the capacity of teachers takes time and resources, so setting out a plan that doesn’t reach thousands of students may still be attractive to funders.

The time between beginning work on a proposal to being notified of its acceptance/award can take 6 months to more than a year. The timing is determined by the funding agency or foundation and is usually outlined in the Call for Proposals.

For a grant proposal, the concurrent enrollment program can include key statistics, such as number of schools, teachers, courses, and students. The program may also be the lead on setting the scope of the project as it pertains to target number and recruitment strategies for teachers and students, so citing evidence that the program is already doing this kind of work is important.

The role of “catalyst” for a proposal can often be served by the concurrent enrollment program, by identifying a grant program, pulling together potential partners, and moving the team forward on writing a proposal. In other cases, it may be a school district or an academic department or researcher that initiates the proposal and contacts the concurrent enrollment program. Regardless of who initiates the project discussion, the concurrent enrollment program is the bridge between higher education and high schools, and may be the key for pulling in appropriate partners and setting the scope of the education portion of the program. As a catalyst, the concurrent enrollment program be open to opportunities and also encourage potential partners to keep a look out for opportunities.

In addition to schools and academic departments, a local non-profit organization may be an important partner to a project’s success. The non-profit may even submit and manage the project, which may eliminate or reduce university overhead impacting the project budget. Other concurrent enrollment programs may also be a partner to include in the project, as each program would bring unique resources, such as school contacts, staff expertise, or existing course offerings.

Potential grant funders include not only state and federal government programs, but also foundations. The Gates Foundation, for example, supports many different education projects to support college success.

Topics mentioned for potential projects included credit recovery, CTE (ex. HVAC), biomedical, career readiness testing, underserved students, and admissions counseling.
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