

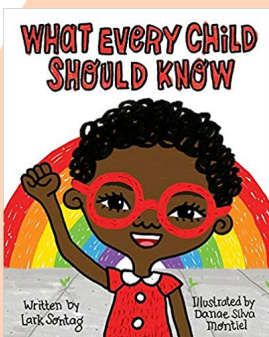
NEW GRANT UPDATES

The U.S. Department of Education's Transitional Programs for Students with Intellectual Disabilities into Higher Education (TPSID) program awarded BCC nearly \$600,000 in September 2020. BCC's third TPSID award supports a collaborative partnership with Georgian Court University and The College of New Jersey. BCC will lead the New Jersey Equity in Employment portion of the program to enhance career/employment support for current students and recent graduates. Congratulations to Tracy Rand and the team!

WELCOME TO THE TEAM!

Favour Tejuosho is a data analyst with over 3 years of experience working in the field of Business Operations and Analytics in the Education and Technology industries. She holds two master's degrees in Business Administration and Analytics from the University of Baltimore and the University of Massachusetts Lowell respectively and a Bachelors in Economics. In the past, she has ventured on various research projects. She has joined the Grants Office team as a Research Assistant.

Congratulations Lark!



Lark Sontag, CCAMPIS Coordinator, published her book *What Every Child Should Know* this past November. This book beautifully illustrates how parents, teachers, and the community can create the best world for all children by discussing equity, empathy, and action. Much deserved praise has already been given. The book is illustrated by Danae Silva Montiel and published by Sanctuary Publishers. *What Every Child Should Know* can be purchased through Amazon.

GRANTS IN DEVELOPMENT AND UPCOMING GRANT OPPORTUNITIES

1. The County College Career and Technical Education Program Expansion grant program offers support for the expansion of CTE program capacity through renovations, new construction, and equipment purchases.
2. The Educational Opportunity Centers Program aims to increase the number of adult participants who enroll in postsecondary education institutions by providing financial and academic assistance.
3. The Developing Hispanic-Serving Institutions Program - Title V provides grants to expand educational opportunities for, and improve the academic attainment of, Hispanic students; and expand and enhance the academic offerings, program quality, and institutional stability.
4. The Hispanic-Serving Institutions - Science, Technology, Engineering, or Mathematics and Articulation Programs provide grants to increase the number of Hispanic and low-income students attaining degrees in the STEM field and to develop model transfer and articulation agreements between two-year and four-year institutions in such fields.
5. NJ DEP Recycling Enhancement Act Tax Fund grant program to provide support for Bergen's research and education activities to improve campus composting and solid waste management practices.
6. NEH grant opportunities to support the College's OER initiatives and implement programs supported by previous NEH planning grants.
7. NSF Research Experiences for Undergraduates (REU) due 8/25/21
8. DOE Upward Bound expected Fall 2021
9. NSF Scholarships in Science, Technology, Engineering and Mathematics (S-STEM) due 3/31/31
10. NEH Humanities Initiatives at Community Colleges and at Hispanic-Serving Institutions due 5/20/21

CURRENT GRANT AWARDS BY AGENCY

For FY21, the Grants Office manages eighteen grants, totaling \$28,445,686, on behalf of the College.

American Cancer Society

-Tobacco-Free Campus (\$12,000)-Director: Ian Wolf

New Jersey Office of the Secretary of Education and New Jersey Council on County Colleges

-College Readiness Now (\$80,274)-Director: Damyen Davis

New Jersey City University

-Robert Noyce Scholarships (\$16,830)-Director: PJ Ricatto

State of New Jersey Department of Environmental Protection

-It Pays to Plug-In: NJ's Electric Vehicle Workplace Charging (\$48,000)-Director: William Corcoran

US Department of Labor

-Scaling Apprenticeships through Sector Based Strategies HealthWorks (\$12 million)-Director: Christine Gillespie

-Scaling Apprenticeship Through Sector-Based Strategies - Advanced Manufacturing (\$157,500) - Director: Christine Gillespie

New Jersey Department of Labor and Workforce Development

-Growing Apprenticeship in Nontraditional Sectors (\$500,000) -Director: Christine Gillespie

New Jersey Department of Education

-Consolidated ABE and Integrated Civic Education (\$435,000)-Director: Elizabeth DeFeo

-Carl D. Perkins Career and Technical Education (\$669,228)- Director: Brock Fisher

National Endowment for Humanities

-Campus Connections (\$35,000)-Directors: Eileen Fitzgerald and Richard Kuiters

-Dialogues on the Experience of War (\$100,000)-Directors: Thomas LaPointe and John Giaimo

US Department of Education

-Childcare Access Means Parents in School (\$823,000)- Director: Sally Dionisio

-Hispanic-Serving Institutions Science, Technology, Engineering, and Mathematics (\$5.3 million) -Directors: PJ Ricatto and Luis DeAbreu

-Hispanic-Serving Institutions Science, Technology, Engineering, and Mathematics Supplemental (\$108,939) - Directors: PJ Ricatto and Luis DeAbreu

-Title V Developing Hispanic-Serving Institutions (\$2.5 million)-Director: Amy Baldassare

-Transition Program for Students with Intellectual Disabilities 2 (\$2.4 million)-Director: Tracy Rand

-Transition Program for Students with Intellectual Disabilities 3 (\$595,485)-Director: Tracy Rand

-First in the World (\$2.6 million)-Director: Robert Fusco

GRANT TEAM'S CORNER

Each semester, the Grants Office will highlight one of our Grant Teams by sharing insight from their Q&A session.

New Jersey HealthWorks Scaling Apprenticeship is sponsored by the U.S. Department of Labor, Employment and Training Administration (USDOL/ETA). The \$12 million dollar grant was awarded in 2019 and is currently in its second year. The following are excerpts from team members Andrea, Faith, Monica, John, and Jaime.

Q: What are the objectives of HealthWorks and how did you become involved?

A: In partnership with employers, our objectives are to help unemployed candidates attain the credentials, certification, and license to start a career in the health sector by expanding new Apprenticeships across the state. I (Faith) met Donna Scalia, Program Specialist at USDOL, at an event, as she presented about Apprenticeships. Intrigued by the model, I gave her a call. Shortly thereafter, I became involved when I co-created a Culinary Apprenticeship with the Culinary Team at PCCC. I also heard there was going to be a grant coming out and was excited to see the position posted, and applied. I have been excited from day one to be part of this project, work with amazing people, and continue to help create new pathways to opportunities.

Q: What have been some key successes of your program so far?

A: 1) Working with employers and our school partners to start programs, 2) creating and opening the door for the larger employers partner opportunities, 3) marketing and engaging with potential candidates, and 4) virtual information sessions/hiring events.

Q: What have you learned from being involved in a grant-funded project?

A: It takes specific steps from start to finish to run a successful program. Grant-funded programs are a superb option for candidates to earn a national credential, who can't afford traditional associate's or bachelor's degrees. Some students might not understand our grant-funded programs clearly, mostly due to misunderstanding what the word "Apprenticeships" defines. If we can use simpler syntax like "on the job training", "earn as you learn", or other examples, I believe this could increase enrollment for our programs, as the message would be clearer to the audience we're engaging with.

Q: What suggestions or advice do you have for faculty and staff who want to get involved in grants?

A: Let's have a conversation to see where collaboration can occur. Start an outline from start to finish. From how to start promoting to whom you need to promote to. Once you have your candidates interested, inform them of how the Scaling Apprenticeship works, how the college and the employer partner work together to make a successful program.

Q: Based on your experiences, what target areas and future grant opportunities do you think would be most helpful to students?

A: I would definitely look at culinary, as the industry has been devastated by COVID. There is always a need for health care, utilities, and looking at the needs of the employers. Employers can help with future trends and needs. Some target areas that are helpful for students are resume building for students who don't have appropriate resumes. Interview training is essential. Some students have been unemployed, and it has been a long time since their last interview. Listening to your students is very important as a successful coach. A lot of times, they look at you're for guidance and advice. You want to make sure you give them as much information to decide if the program being offered is the right program for them.

BERGEN JOINS THE COUNTRY'S CELEBRATION OF NATIONAL APPRENTICESHIP WEEK, VIRTUALLY

Andrea Nemet, NJ HealthWorks Scaling Apprenticeship Project Director, helped develop and coordinate BCC's National Apprenticeship Week events. Three highlights of the week were:

- 1) The premiere of a video showcasing the College's Pharmacy Technician Apprenticeship students, accessible [here](#);
- 2) A virtual hiring event with BCC partner employer Care One for Certified Nurse Assistants, where students learned about best practices and met with recruiters about their next steps to employment; and
- 3) Employer Partners Speak, a panel discussion with partner employers describing their experiences developing and sponsoring apprenticeship programs. The event included a presentation David Spector of the NJ Office of Apprenticeships and was moderated by Lisa Rice, BCC's Apprenticeship Project Technical Assistance Coach. Present were partners from RWJBarnabas, Hackensack Meridian Health, CVS Health, and District 1199J of the National Hospital and Health Care Employees union, AFSCME.



EXCEPTIONAL RESULTS FROM AMP-UP

BCC's Alternatives to Mathematics Education: An Unprecedented Program (AMP-UP), also called First in the World, has concluded its last year. The program, funded by a U.S. Department of Education grant starting in 2015, provided students with the ability to complete both their development and college-level math courses within their first semester. The treatment group was 33 percentage points more likely to complete college-level math, earned six credits more, and was nine percentage points more likely to complete a degree in three years than the comparison group.

Thank you to the incredible team that made this program outstanding. The program was coordinated by Robert Fusco with assistance from Reyniel Afuang and other staff. Scott Putorti served as the first Project Director. The program was evaluated by Daniel Douglas, Heather McKay, and Renee Edwards from Rutgers' Education and Employment Research Center.

Accelerated course offerings are expected to continue and discussions on the redesign of developmental education are also underway. Furthermore, the program's successful activities will be incorporated into future grant proposals.



TIP #3



Attend conferences related to community colleges, HSIs, or any related topic of interest. Local, national, and international conferences offer excellent opportunities to discover innovations and best practices. The knowledge and connections gained can lead to exciting grant opportunities.

WRITING A GRANT PROPOSAL: ALIGNING PRIORITIES, PART II

After you've developed your concept brief and have an idea about a possible funder, you can start on your proposal narrative. If you are responding to a government notice of funding announcement (NOFA), your requirements will be stated clearly in guidelines or review criteria sections. Make sure there is a good fit with your project idea and what the funder will support through the grant. As the saying goes: Follow the funder's guidelines. Include EVERYTHING (and very little of anything else).

In addition to what specific criteria you can get from the funder, the Grants Office has some general information on writing the proposal that you may find helpful. This info can also be found in many different formats on our website, but here are some key questions you should answer at the start:

Key questions

- What specific need are you addressing?
- What are you trying to achieve? What are the merits and broader impact of your project idea?
- Why are you the best organization to do this work?
- Are the size and scale of your project appropriate for what you want to accomplish?
- What audience and community are you serving?
- What evidence do you have to you support the need?
- Do you have specific plan of action?
- How do you know if you're successful?
- How will the project sustain itself in the long run?

Use S.M.A.R.T. guidelines to help you get started and keep your writing clear and concise. Keep in mind how your proposal narrative describes to the reviewer a project that is Specific, Measurable, Achievable, Realistic and Timely.

Typical Proposal Elements: The Blueprint

1. Executive Summary
2. Narrative
 - Statement of need & evidence to support it
 - Project description (Begin with goals and objectives & think S.M.A.R.T.)
 - Program/organization information
 - Evaluation (how will you measure accomplishments)
 - Sustainability (what happens when funding ends)
3. Budget (to be covered in future newsletters)
4. Supporting Materials
5. Partner Commitments

Don't forget to reach out the Grants Office team for assistance throughout the process!