

RSCCD Resource Development Grant Development Schedule

Grant	District/ College	Strategic Directions	Due	Status	Expected Notification Date	Match	If awarded ...	Institution- alization?	District/College authorized submission
Submitted									
Congressionally Directed Spending Proposals – Correa \$2.5 million	SAC –Correa Dr. Nery	SD 2 & 4	March 22, 2024	UPDATE: Project selected by Cong. \$1.184 million approved at committee level.	Fall 2024	No	Project to support Criminal Justice apprenticeship programs.	No	Yes
Congressionally Directed Spending Proposals – Correa \$4.865 million	SAC – Dr. Nery	SD 2 & 4	March,22 2024	UPDATE: Project selected by Cong. \$1.25 million approved at committee level.	Fall 2024	No	Project to improve the instructional spaces for the Automotive, Diesel and Manufacturing programs.	No	Yes
Congressionally Directed Spending Proposals – Padilla/Rep. Kim \$2.57 million	SCC – Umberg / Kim Dr. Kim	SD 2 & 4	March 29, 2024	UPDATE: Project selected by Senator	Fall 2024	No	Project to support Water/Wastewater Technology programs	No	Yes
U.S. Department of Education TRIO Student Support Services \$1,361,820 (\$272,364 per year for 5 years)	SAC: Veronica Hurtado (SSS-Reg)	SD 1	July 15, 2024	Submitted	Sept/Oct 2024	No	Continue to provide services to support 140 low-income, first-generation and disabled students to improve their retention and success in college.	No	Yes
	SAC: Brenda Estrada (SSS-Vets)	SD 1 & 2	July 15, 2024	Submitted	Sept/Oct 2024	No	Continue to provide services to support 120 low-income, first-generation and disabled veteran students to improve their retention and success in college.	No	Yes
	SCC: LaKyshia Perez (SSS – Reg)	SD 1	July 15, 2024	Submitted	Sept/Oct 2024	No	Continue to provide services to support 140 low-income, first-generation and disabled students to improve their success in college.	No	Continuing program

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	SCC: LaKyshia Perez (SSS – Vets)	SD 1 & 2	July 15, 2024	Submitted	Sept/Oct 2024	No	Continue to provide services to support 120 low-income, first-generation and disabled students to improve their success in college.	No	Continuing program
	SCC: LaKyshia Perez (SSS – Teacher Prep)	SD 1 & 2	July 15, 2024	Submitted	Sept/Oct 2024	No	Continue to provide services to support 140 low-income, first-generation and disabled students to improve their retention and success in college.	No	Continuing program
CA Learning Lab Grand Challenge \$25,000 - \$200,000 SAC & SCC Sub-award of UCI	SAC – Minhan Dinh SCC – Jessica Karmer	SD 1 & 2	LOI: Oct. 10 2024 Proposal: Oct. 31 2024	Submitted	January 2025	No	Projects for the constructive development of AI use, understanding and capability to enhance teaching and close equity gaps.	No	Y
Veterans Mental Health Demonstration Project \$150,000	SAC – Brenda Estrada SCC – LaKyshia Perez	SD 1 & 2	August 30, 2024	UPDATE: Not awarded.	September 2024	No	Participate in a CCCCC Demonstration project focused on improve support to veteran students.	No	Y
Fall 2024									
Foundation grants: Carnegie Mellon, Nordstrom Foundation	SCC – Michelle Samura	SD 1 & 2	Open submission cycle	Considering	Varies	No	TBD. In general, strengthen Humanities & Social Sciences programs through interdisciplinary projects that engage the community, employers and university partners.	No	Pending

GRANT OPPORTUNITIES IDENTIFIED THROUGH DC TRIPS					
Agency	Opportunity	Purpose	Align with college or district priorities	Award Range	Due Date
<i>Opportunities applied for that were identified in 2024</i>					
DOE	Clean Energy Workforce Training	Planning and Capacity Development project to create the partnerships with employers and CBOs to provide work-based learning and employment opportunities in Clean Energy occupations and to provide energy & efficiency assessment	Provide low-income students access to high-quality career education that leads to high-wage jobs	Applied for \$200,000 planning grant	May 16, 2024

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GRANT OPPORTUNITIES IDENTIFIED THROUGH DC TRIPS					
Agency	Opportunity	Purpose	Align with college or district priorities	Award Range	Due Date
		services to small- and medium-sized businesses as an Industrial Assessment Center.			
<i>Congression-ally-Directed Spending</i>	Cong. Correa, Rep. Kim, Sen. Padilla	Upgrade career education classrooms to provide training that is state-of-the-art and aligned with industry standards and priorities.	Provide low-income students access to high-quality career education that leads to high-wage jobs	Applied for \$2-\$4 million per project x 3 projects	Spring 2024
Opportunities applied for that were identified in 2023					
<i>Congression-ally-Directed Spending</i>	Cong. Correa	Upgrade career education classrooms to provide training that is state-of-the-art and aligned with industry standards and priorities.	Provide low-income students access to high-quality career education that leads to high-wage jobs	Applied for \$2 million	Spring 2023
<i>EPA</i>	Innovative Water Infrastructure Workforce Development Grant	(1) assist in the development and use of innovative activities relating to water workforce development and career opportunities in the drinking water and wastewater utility sector, and (2) expand public awareness about drinking water and wastewater utilities.	Develop SCC's Water/Wastewater Technology Program	Applied for \$6 million	Nov. 17, 2023

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National Science Foundation

Grant Title: NSF 23-584: IUSE: Innovation in Two-Year College STEM Education (ITYC)

Grant Due Date: **December 11, 2024** – Second Wednesday in Dec., annually thereafter

Estimated Number of Awards: 15-20

Estimated Range of Awards | Project Length:

- Track 1 – Focus on Academic Experiences of Two-Year College Students (over 3 years): up to \$500,000
- Track 2 – Leveraging Institutional Strengths and Innovation (up to 3 years or 4 years for applicants that have not received NSF funding in the past 5 years): up to \$500,000 or up to \$600,000

Eligible Applicants: Two-year colleges of higher education that are accredited and offer undergraduate educational degree programs STEM.

Who May Serve as PI: There are no restrictions or limits

Program Goals and Purpose: (pg. 1 and 5)

The ITYC program seeks to promote bold, potentially transformative projects that:

- Center students in the effort to advance innovation, promote equitable outcomes and broaden participation for all students in STEM education at two-year colleges, and
- Enhance the capacity of two-year colleges to harness the talent and potential of their diverse student and faculty populations through innovative disciplinary, multi-department, and college-wide projects.

Overview:

Track 1: A Focus on the Academic Experiences of Two-Year College Students

Track 1 emphasizes the direct engagement with students at the 2-year colleges, focusing on developing or adapting methods to enhance successful outcomes in STEM courses. These initiatives recognize the diverse identities and needs of two-year college students, encompassing various demographics and enrollment patterns.

Key Points:

- Focus on transforming introductory, developmental, or laboratory courses for STEM majors and non-majors.
- Develop and implement active learning approaches, project-based experiences, and culturally responsive materials.
- Encourage the use of student stipends to facilitate engagement with project activities.
- Support the development of authentic research experience and community-connected academic projects.

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- Aim to optimize STEM education by considering students' prior experiences and institutional metrics for measuring progress.

Track 2: Leveraging Institutional Strengths and Innovation.

Track 2 aims to foster innovation and build capacity within institutions by promoting STEM education through leveraging institutional strengths and forming external partnerships. These projects should drive student success and participation in STEM via novel or established approaches.

Key Points:

- Focus on professional development of faculty, staff, and administrators, and expanding roles of teaching and learning centers.
- Create communities of practice and engage part-time faculty in professional development.
- Support transitions for students from two-year to four-year institutions or from secondary education to two-year colleges.
- Develop innovative dual credit, dual enrollment, or bridge programs in collaboration with local school districts.
- Foster inter-institutional partnerships for creating pathways or bridge programs to support students pursuing bachelor's degrees or STEM careers.

Grant Title: NSF 24-551: Hispanic-Serving Institutions: Enriching Learning, Programs, and Student Experiences

Grant Due Date: February 12, 2025 – Second Wednesday in Feb., Annually thereafter
Implementation and Evaluation Projects (IEP), Education Instrumentation (EI)

Estimated Number of Awards: 23 to 33

Estimated Range of Awards | Project Length:

- Educational Instrumentation (EI) awards (7 – 9 awards, up to 2 years): \$200,000
- IEP Level 1 awards (10 – 14 awards, up to 3 years): \$500,000
- IEP Level 2 awards (6 – 10 awards, up to 5 years): \$1,000,000

Eligible Applicants:

To be eligible for funding in the Implementation and Evaluation Projects (IEP) Track, an institution must meet the following criteria:

1. Be an accredited institution of higher education.
 - Offer Undergraduate STEM educational programs that result in certificates or degrees.
 - Satisfy the definition of an HSI as specified in section 502 of the Higher Education Act of 1965 (20 U.S.C. 1101a). In particular, institutions will be required to submit an updated eligibility letter from the U.S. Department of Education as a supplementary document.
 - Be designated as an HSI by the U.S. Department of Education at the time of submission. Documentation from the Department of Education confirming HSI status must be submitted as a supplemental document.

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2. To be eligible for funding in the Educational Instrumentation (EI) Track, the institution must meet the four criteria listed above at the time of submission and:
 - Be an eligible Primarily Undergraduate Institution (PUI). Eligible PUIs are accredited colleges and universities (including two-year community colleges) that award Associates degrees, Bachelor's degrees, and/or Master's degrees in NSF-supported fields, but have awarded 20 or fewer Ph.D./D.Sci. degrees in all NSF-supported fields during the combined previous two academic years; or
 - Be located in an EPSCoR jurisdiction at the time of submission.

Who May Serve as PI: No restrictions or limits

Limit on Number of Proposals per Organization:

- Educational Instrumentation Proposals: **Eligible institutions may submit up to two proposals per year.**
- Implementation and Evaluation Proposals: **Eligible institutions may submit up to a total of three IEP proposals per solicitation deadline**, regardless of level. An institution may, for example, submit three Level 1 IEP proposals, or one Level 1 IEP proposal and two Level 2 IEP proposals in the same deadline.

Target population: (pg. 7)

1. Hispanic Serving Institutions
2. Undergraduate STEM students at HSIs, particularly those who are first-generation, have financial need, or belong to other underserved groups.

Program Purpose:

1. Enhance the quality of undergraduate science, technology, engineering, and mathematics (STEM) education at HSIs.
2. Increase the recruitment, retention, and graduation rates of students pursuing associated or baccalaureate degrees in STEM. (pg. 2)

Overview:

The grant proposal should focus on studying and improving student experiences and outcomes in the following settings:

- STEM Courses: particularly for students pursuing STEM degrees;
- Certificate, minor, and/or degree programs;
- Academic departments or divisions;
- Schools and colleges that represent a part of the entire institution (e.g., a School of Engineering or a College of Natural Sciences).

Common Expectations for Implementation and Evaluation Projects (IEP) level 1 and 2: Two funding levels determine the maximum budget, timeline, and scope for the proposed projects. The following elements are expected within all IEP proposals, all IEP proposals regardless of funding level:
(pg. 8-10)

- Projects must address at least one goal of the HSI program and align with areas such as Courses, Curricula, and Pedagogy, or Institutional Structures and Pathways.

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- Use evidence, including indigenous knowledge and other traditions, to support project components through a review of relevant literature.
- Institutional Data Narrative to be included that used disaggregated data to provide insights into the institution and its students.
- Design activities, support, evaluation, and research plans considering the intersecting identities of students, such as low-income, commuter, parenting, first-generation, or veteran status.
- If the project involves multiple institutions, clearly describe the roles of all senior personnel and the nature of the collaboration, ensuring all collaborating institutions have a voice in the project execution.

IEP Level 1: Up to 3 years with a maximum budget of \$500,000

- **Scope:** Early-stage or exploratory projects that enrich the student experience, improve teaching, and learning, broaden participation in undergraduate STEM, or improve student outcomes at HSIs.
- **Activities:** Can be novel or involve the replication and validation of promising approaches or high-impact practices that may be new to the institution.
- **Research Plans:** Optional, but in the absence of a research plan, there must be a plan to generate knowledge through the analysis and broad dissemination of data and outcomes obtained through project evaluation.
- Level 1 IEP – are welcome to submit a letter of collaboration. The letters should adhere to the guidelines.

IEP Level 2: Up to 5 years with a maximum budget of \$1,000,000

- **Scope:** Project beyond the proof-of-concept stage with the potential for sustainable positive outcomes aligning with HSI program goals.
- **Research Plans:** Required to generate new knowledge on building institutional capacity, enhancing the quality of undergraduate STEM education, and improving recruitment, retention, and graduation rates. *Must include specific and actionable research questions, be theoretically grounded, and draw from diverse data streams.
- Level 2 IEP – are welcome to submit a letter of collaboration from internal and external partners. The letters should adhere to the guidelines.

Educational Instrumentation (EI) Track: Up to 2 years with a maximum budget of \$200,000. The goal of EI Track is to increase access to the computing resources and/or laboratory instrumentation needed to provide high-quality undergraduate education in STEM. Institutions may submit at most two EI proposals each year. (pg. 10 – 11)

Focus: All proposals to the EI track should be to support instrumentation and/or computing resources used primarily for undergraduate STEM courses.

Restrictions:

- Proposals focusing on instrumentation and computing facilities primarily for undergraduate research experiences in specific investigators' labs are not supported.
- Sustaining Infrastructure and building systems
- Construction, renovating, or modernization of rooms, building, or research facilities.

**Grant Schedule
Summary Sheet of Positions Related to Grant/Contract Proposals**

#	Funder	Site	Grant Title/Project	Proposed Positions
1.	U.S. Department of Education	SAC	TRIO Student Support Services - Regular	<ul style="list-style-type: none"> • Est. 50% Director, 100% Coordinator, tutors
2.	U.S. Department of Education	SAC	TRIO Student Support Service - Vets	<ul style="list-style-type: none"> • Est. 50% Director, 50% Coordinator, tutors
3.	U.S. Department of Education	SCC	TRIO Student Support Services - Classic	<ul style="list-style-type: none"> • Est. Director 25%, Coordinator 25%, tutors
4.	U.S. Department of Education	SCC	TRIO Student Support Services - Vets	<ul style="list-style-type: none"> • Est. Director 25%, Coordinator 25%, tutors
5.	U.S. Department of Education	SCC	TRIO Student Support Services – STEM	<ul style="list-style-type: none"> • Est. Director 25%, Coordinator 25%, tutors
6.	U.S. Department of Education	SCC	TRIO Student Support Services – Teacher Prep	<ul style="list-style-type: none"> • Est. Director 25%, Coordinator 25%, tutors
7.	OPR CA Learning Labs	SAC	Grand AI Challenge	<ul style="list-style-type: none"> • Est. Proj. Dir. - 32% FT faculty regular semester & summer (each yr/3 years) • 40 Faculty Fellows – stipend or hourly (over 3 years)
8.	OPR CA Learning Labs	SCC	Grand AI Challenge	<ul style="list-style-type: none"> • Est. Project Dir. – 15% FT faculty