
Minnesota
STATE COLLEGES
& UNIVERSITIES

Office of the Chancellor STEM Grant Guidelines 2009-2010

April 13, 2009

STEM GRANTS

Project Management Guidelines

2009-2010
(Revised April 13, 2009)

CTL grants director contact information
Thomas Wortman
thomas.wortman@so.mnscu.edu
(651) 297-1483

Overview

Congratulations on the award of your 2009-2010 Office of the Chancellor STEM grant. This guide is intended to help you set up and administer your grant successfully. Please read it carefully as you begin the implementation process, and contact CTL if you have any questions.

Preparing for transfer of funds

STEP ONE: We will be transferring the funds to your campus account in MAPS as an inter-MnSCU transfer. Please be sure that your business office or sponsored programs office uses the accompanying Grant Funds Transfer Form to inform CTL of an appropriate cost center to which funds can be transferred **AS SOON AS POSSIBLE, BUT BEFORE MAY 8, 2009**. As with most other grants, you may not pay for expenses from another cost center and reimburse these expenses from these grant funds. Please contact CTL immediately if you have any questions about managing your grant funds.

STEP TWO: We will transfer the full amount of your grant to the campus, and request that the business office hold any funds being used for your compensation until after CTL notifies the business office that the final report is approved.

STEP THREE: In mid-June of this year, contact your business office, or office of sponsored programs, to ensure that the requested funds have been transferred to your campus. If you have not received the funds by this time, contact CTL for more information. You may also want to take this opportunity to request a regular schedule of budget reports for the ongoing management of your grant.

Managing funds

According to the U.S. Department of Education, the most common problems in grant management are:

- poor overall recordkeeping (e.g. lack of data on program participants, absence of written evaluations);
- improper charging to grant fund accounts;
- matching requirements (if any) from the responsible institution are not met;
- funds are not used to benefit the intended population;
- recipients do not receive formal approval for changing the scope of the work funded. (See Brewer Achilles, Fuhriman 1995: 259).

These have often proven to be the most significant areas of concern in the management of grants made to faculty by CTL and other Office of the Chancellor units. These problems are easily avoided by keeping simple, thorough records. Here are some suggestions for managing information that may be helpful as part of a site visit or a final report:

- Follow campus guidelines for all expenditures.
- Keep copies of all receipts, purchase orders, and reimbursement requests.
- Keep copies of all program-related correspondence (including e-mail), especially correspondence with the system's Center for Teaching and Learning.
- Make sure that you get monthly reports from your business or sponsored programs office showing activity in your grant funds account. (Financial reports are often designed by and for financial professionals. Ask for assistance if you find these reports difficult to decipher.)

Changes to your project requiring consultation with CTL

If you intend to alter significantly your project in a manner that conflicts with the spirit or specific terms of your proposal, or that changes the budget by more than 10%, consult with the Center for Teaching and Learning grants director (or, in the case of More and Better Teachers grants, Cyndy Crist) prior to instituting those changes. Significant changes include but are not limited to change in milestones, project deliverables or tasks, and/or project personnel.

If circumstances result in changes to your project prior to such consultation, document all changes and consult with the Center for Teaching and Learning grants director or Cyndy Crist as soon as possible.

In order to assist you in fulfilling the obligations of this grant, CTL or P-16 Collaboration may request brief interim reports on progress on project timelines, deliverables and project issues once or twice over the period of your grant. These interim reports are in addition to your final report.

Finally, we welcome regular correspondence with grantees. Always feel free to call or e-mail the CTL grants director with updates, comments, questions and/or concerns.

Publicizing your Grant

Campus centers for teaching and learning are good avenues for letting your colleagues know about your project. Review the dissemination plan you submitted with your application and consider asking your campus CTL leader to schedule a workshop or presentation based on your grant project. Campus newsletters are also a good avenue for letting people know about your work.

One strategy for raising awareness among your colleagues about your work and about the Center for Teaching and Learning's grant programs is the use of attribution in all grant-funded activities and publications. Like many foundations that routinely require attribution, CTL and P-16 Collaboration requires that **as a condition of receiving this grant, you must include one of the following sentences (as appropriate) on all grant-related project materials and publications**.

STEM Instructional Development Projects
"This work (or program or project) is (was) made possible through a Center for Teaching and Learning grant with funding from the Office of the Chancellor, Minnesota State Colleges and Universities."

More and Better STEM Teachers Projects
"This work (or program or project) is (was) made possible through a P-16 Collaboration grant with funding from the Office of the Chancellor, Minnesota State Colleges and Universities."

If your project produces flyers, brochures, or any other widely distributed materials (including press publication), please include one copy of each of these documents with your final report. If you intend to distribute any promotional materials systemwide, approval must be obtained from the Office of the Chancellor's Public Affairs office before publication. Feel free to contact CTL for guidance.

Evaluation of outcomes

In order to evaluate the outcomes of your project, it is a good idea to maintain records of program activities and a notebook or folder to keep track of basic data (such as the number of participants at the beginning and end of activities, general characteristics—such as age and gender—of participants, starting and ending times of program activities). This kind of information, which you described in your original evaluation plan, can be invaluable in constructing an account of what happened weeks or months after the event took place. Contact CTL for additional suggestions on evaluations and record keeping.

It's also useful to record anecdotal information (such as incidental comments about the program made by colleagues or students) and/or to keep a "program manager's journal" for future reflection on the development of the project.

The "MyGrants" Final Report: Reporting on use of funds and results

Final reports are to be filed using MyGrants, the Office of the Chancellor's online grants management system (www.mygrants.mnscu.edu) when the project is completed or by the date specified in your award letter. Reports will vary depending on the kind of project, but all reports are expected to contain (when appropriate) the following elements.

- An Executive Summary (1-2 pages) that will be posted on the Center for Teaching and Learning Web site. This executive summary should include the following sections:
    - Project Director and Other Associated Faculty and Staff
    - Project Design
    - Project Evaluation and Outcomes
    - Lessons Learned, Dissemination, and Sustainability
- Final budget figures showing the original budget request compared with actual expenditures, along with a narrative that explains how funds were spent, and how actual expenses compared with the proposed budget.
- An accounting statement and report from your campus business office for your particular project's cost code(s), and an invoice for any unpaid amount.
- Copies of any promotional materials, articles written, papers or presentations delivered, related to the project or dissemination of the results.

Additionally, the project manager should be prepared to report on the following program outcomes (where appropriate), using the online MyGrants form.

OUTCOMES

- **Student Learning:** Was student learning achieved with regards to increased knowledge of concepts and skills? How?
- **Teaching methods:** Were faculty teaching skills & strategies improved? How?
- **Course and curriculum design:** Were courses and curriculum changed to incorporate new pedagogy? How?

- **Student assessment:** Was there improvement in use of assessment techniques by faculty? How? What were the results?
- **Cross-curriculum skill development:** Was there emphasis on student skill development in areas such as reading, writing, math, science, critical thinking, technological literacy, etc.? What were the areas? What were the outcomes?
- **Other:** Describe any other project specific outcomes.

UNANTICIPATED OUTCOMES

Identify any unplanned results of your project.

LESSONS LEARNED

Provide a summary of the project's major activities and accomplishments. Was this project a creative teaching and learning experience? How? If aspects of the project were disappointing or non-productive, what changes would you make or recommend to others?

GUIDING PRINCIPLES

From among these common goals or guiding principles, report the top three that guided your project.

- Encourage successful student learning outcomes
- Provide affordable access
- Enhance global perspective of students
- Expand understanding of diversity issues and principles
- Encourage innovation involving use of technology by students and faculty
- Achieve collaboration & partnerships
- Enhance quality & continuous improvement of programs
- Address stewardship and provide value
- Meet community needs
- Meet workforce needs
- Facilitate transition from high school to college
- Facilitate transition from college to university education
- Attain technical skills

STRATEGIES

What teaching and learning strategies were used in your project?

- Active learning, experiential learning
- Applied-learning, problem-based learning
- Service-learning and community engagement
- Student research
- Technology-supported learning
- Tutoring
- Internships
- Study abroad
- Improved student services
- Other (identify and describe)

DISSEMINATION

How did you (or will you) share your project outcomes with your faculty colleagues and others?

- Your own classroom or lab
- On-campus conference/workshop Presentation
- System-wide conference or workshop presentation

- National/regional conference presentation
- Article or other publication
- On-line dissemination of project findings/materials
- Program/Industry Advisory Committee presentation
- Key industry presentation
- K-12 school district presentation
- Other

SUSTAINABILITY
Explain the ways which the issues or innovations raised in this project will continue to be addressed after completions of the project. What commitments (e.g. financial, personnel, facilities) have been made to continue this project? Indicate sources of funds (e.g. institutional budget, foundation funds, Perkins program, grant funds, employer match).

- Commitment obtained for future funding of project at your institution
- Commitment obtained for project continuation at your institution
- Project replicated at other institutions
- Project planned for replication at other institutions
- Project completed, no replication planned
- Other

ADDITIONAL INFORMATION
When completing the *Student Learning* section, be sure to address these items.

- Total number of student participants in the project and breakdown of student characteristics (undergraduate, graduate, full-time, part-time, other demographics)
- Total number of professional participants involved with the project (project manager, faculty, consultants)
- Total number of community participants and business partners involved in the project
- Type of technology employed
- Type of training in which faculty or project managers participated

Contact Information

Minnesota State Colleges and Universities
30 7th St. E., Suite 350
St. Paul, Minnesota 55101-7804

Center for Teaching and Learning
Lynda Milne, System Director for Faculty Development
(651) 649-5741, lynda.milne@so.mnscu.edu

Thomas Wortman, Assistant Director for Grants
(651) 297-1483, thomas.wortman@so.mnscu.edu

CTL Administrative Assistant
(651) 649-5740, ctl@so.mnscu.edu

P-16 Collaboration
Cyndy Crist, System Director for P-16 Collaboration
(651) 297-5264, cyndy.crist@so.mnscu.edu

STEM Grants Program Management
Preparation Checklist

- ☐ Review local campus rules and processes for accessing funds for purchases and for contracted work.
- ☐ Meet with business officer to set up a cost center and to ensure completion of the Grant Funds Transfer Form.
- ☐ Contact vendors and/or consultants about the payment and program schedule for the grant project.
- ☐ Establish a recordkeeping system and location for managing funds and program information.
- ☐ Follow up with business manager or office of sponsored programs to make sure that funds have been transferred and appropriately allocated.
- ☐ Enter grant-ending and reporting dates into your calendar.