

USF Collaborative for Children, Families and Communities

FACULTY GRANTS for ENGAGED SCHOLARSHIP 2008-2009

ANNOUNCEMENT

February 8, 2008 - USF Collaborative for Children, Families and Communities

The mission of the USF Collaborative is to promote community well being and to enhance the lives of children and their families, by building equal partnerships between USF and the community-at-large. This is part of the strategic plan for USF, which specifies Community Engagement as one of our top strategic priorities.

The Collaborative works to promote effective partnerships and engaged scholarship both in the immediate communities surrounding USF's campuses and in the greater Tampa Bay area. We serve as a facilitator and catalyst for interdisciplinary, collaborative community-based research and curricular scholarship. We provide an easy point of access to people and resources, helping identify potential partners within the university and also in the broader community. Through this Faculty Grant Program, we provide seed dollars to foster faculty research projects in partnership with community collaborators and to support faculty in the creation of new courses that are community-based. More information about this can be found on our website:

www.usfcollab.usf.edu

GRANT ANNOUNCEMENT

The USF Collaborative and the Children's Board of Hillsborough County provide seed money to sponsor projects in the categories of (a) Community-Engaged Research Partnerships or (b) Community-Engaged Teaching. All proposals must support research or instruction that acquires, applies, and/or disseminates knowledge, tests theories, and addresses critical issues of public concern.

(A) Community-Engaged Research Partnerships are collaborative investigations of community issues and interests, and result in scholarly activity (i.e., publications, presentations) for the mutually beneficial exchange, exploration and application of knowledge, information and resources (research, capacity building, economic development, etc.). They include three different but related types of research:

- Collaborative Research—this style of engaged research focuses on sharing power and activities among researchers and community partners. Collaborative teams, typically composed of insiders and outsiders, jointly share in the research activities, with research tasks negotiated to take advantage of the skills and resources of those within the team. The balance of power and responsibility may shift back and forth among the collaborators as demands for various perspectives and contacts emerge throughout the program.
- Design, Policy and Evaluation Research—this type of engaged research focuses on examining questions dealing with the design and evaluation of policies, programs or models for solving practical problems of a profession. It goes beyond describing or

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explaining a social problem or issue, but seeks to obtain evidence-based knowledge of the relative success of alternative solutions to applied problems.

- Action/Intervention Research—this style of engaged research is a more clinical approach to diagnosing and treating a problem in a specific environment. Two features that distinguish this design from other forms of engaged scholarship are: 1) An applied question, problem or need experienced by an individual client is defined and 2) the question is addressed by engagement with, and intervention in, the client's setting. To understand the client's problem, the researcher can utilize whatever knowledge is available from basic or design science, evidence-based practices or clinical quality guidelines.

Community-Engaged Research proposals must (1) include significant participation by one or more community partners; (2) demonstrate potential for long-term impact and ongoing collaboration with the community partner; and (3) have the potential to become self-supporting through external research funds. As part of your proposal, please include a plan for seeking external funding, identify agencies to be approached and describe how community partners will assist in finding - and benefit from - external funding.

Proposals for Community-Engaged Research may request up to \$15,000.

(B) Community-Engaged Teaching, also known as Service-Learning, describes teaching, learning and scholarship which engage faculty, students and community in mutually beneficial and respectful collaboration which relates to coursework and student learning. The activities address community-identified needs, deepen students' civic and academic learning, enhance community well-being and enrich the scholarship of the institution.

Community-engaged Teaching proposals must (1) relate to issues of public concern in the USF Service Area, comprising the following counties: Hillsborough, Manatee, Pasco, Pinellas, Polk, and Sarasota; (2) include significant participation by one or more community partners; (3) revise an existing course or create a new course; and (4) have the potential to become self-supporting through ongoing student enrollment in regularly offered courses. See www.cas.usf.edu/servicelearning/index.html for information about service learning.

Proposals for Community-Engaged Teaching may request up to \$5,000.

Deadline for submission: 5pm on Monday, April 7, 2008

AREAS OF EMPHASIS FOR 2008-2009

Proposals addressing priority issues identified in the following table will receive preference for funding:

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Areas of Emphasis for 2008-2009 USF Collaborative Faculty Grants*

Topic	Area of Emphasis
Positive Youth Development for Young Children	<p>Family support: Service mapping for parent education programs that foster early literacy & social emotional development – identify what is in place, quality of programs and what are gaps.</p> <p>Differential outcomes for young children in kinship care vs. foster care.</p> <p>Regarding young boys in single mother families, what are the impacts on child development? What are effective ways for providing and promoting male role models for young boys in single mother families, and what resources are available in our community to accomplish this?</p>
Positive Youth Development for Adolescents	<p>Develop an approach to work with local community based organizations to develop their own evidence base of best practices. What measures will help in this process?</p> <p>Using a social marketing approach, identify what community programs need to do to attract specific adolescent subpopulations.</p> <p>What life skills, beyond those taught in typical classroom curricula, influence the success of children?</p>
Child Welfare	<p>Discover ways, within diverse communities, to develop community based prevention programs using indigenous leaders.</p> <p>How do we set up a system to insure that families (biological, foster and adoptive) have long-term access to community support? If caregivers were to receive support via an advocate, navigator, or mentor, could crises be avoided and family stability maintained?</p> <p>How do we respond to families in crisis? What are we doing locally? What is being done nationally that is working?</p>
Housing, Homelessness and Neighborhood Development	<p>Look at the employment situation in Florida and how these practices affect the work force (i.e., Right to Work state, lack of unions); does this have a bearing on our economic development? How do immigration policies and local culture impact our ability to create sustainable communities?</p> <p>Study our housing supply, foreclosure issues, and impact of regentrification and new urbanism. What is the working definition for affordable housing in our area?</p> <p>Look at who actually makes up our homeless population and then strategize services and supports around that identified population, particularly kids coming out of foster care and youth emerging from systems (DJJ). Study perception of people towards homeless and how they define homeless to include public perception and individuals who are homeless. Study causes of homelessness and what resources are currently being applied.</p>
Violence Prevention	<p>What works best (for individuals, communities and organizations) as far as marketing and outreach about violence prevention programs?</p> <p>What do people in the community think constitutes and builds a culture of peace and a positive community? How effective are those activities and how can we replicate and support them?</p> <p>How is sexual health related to violence in adolescents?</p>
Health and Positive Youth Development	<p>How do Hillsborough County youth get information about sexual health?</p> <p>How does the environment (natural, built, social and technological) best promote youth development in relation to those dimensions that matter most to youth and those closest to them?</p> <p>How does technology promote, hinder or compromise health?</p>
Depression & Mental Health	<p>How do we ensure that mental health service delivery methods employ culturally competent practices (with an awareness that cultural competence extends beyond race and ethnicity)?</p> <p>How do we identify and measure children's mental health effects on the entire community (including multiple levels of community)?</p> <p>How do we engage the entire community, including consumers, in the development of effective mental health programs and interventions, so that programs more closely approximate community-driven programs?</p>
Positive Youth Development and Community	<p>Neighborhood development is strongly linked to youth involvement and families that are stakeholders in the area where they live. How do we develop a sense of history and ownership in our community?</p> <p>What can be done to encourage families and youth to recognize their ownership of their community?</p> <p>How do we provide better links among all stakeholders, e.g., service providers, schools, policymakers, legislators, etc., and not focus simply on linking families to services?</p>

*These priority issues were identified at the CUSP (Community-University Issues Summit) held on February 6, 2008 at the Children's Board of Hillsborough County.

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Proposal Review Process

Proposals will be evaluated by a Review Committee consisting of representatives from USF and from the community. (See the grant application for a copy of the reviewer's form and criteria used in reviewing proposals.)

Notification of Award Recipients: **Thursday, May 1, 2008.** Approximately half the funds will be available July 1, 2008 for a period of up to twelve months and the other half will be made available October 1, 2008 for a period of up to twelve months.

Applications are available on the Collaborative website at www.usfcollab.usf.edu. For additional information or to receive a copy by mail, contact the **USF Collaborative for Children, Families and Communities** at 813-974-7318 or by email at jetson@usfcollab.usf.edu.

Eligibility: All tenured and tenure-earning faculties are eligible to apply. Non-tenure earning faculty are eligible only if their position description includes responsibility for conducting independent projects, and if they have not been notified by the University that they are on a terminal contract.

SUBMISSION PROCEDURES:

All copies of applications must be received by **Monday, April 7, 2008 at 5pm.** One original must be typed, double-spaced, and submitted along with **FIVE COPIES** to Judi Jetson, Director, USF Collaborative, MHC 1129. Only the original application needs to have original signatures. Note each application requires signatures by the Principal Investigator, Co-PI/Community Partner, Department/Division Chair and the Office of the Dean of the applicant's College. Incomplete proposals and those received after the deadline will not be considered. NO applications or supporting documents will be accepted after the deadline.

Applicants are reminded that their proposal may be read by some individuals outside their immediate discipline and by community representatives. Please use language that can be understood by all reviewers. Only one proposal (either research or instruction) may be submitted per cycle by any faculty member.

Please provide evidence of community partnership (e.g. letter from community partners outlining their role in the proposal) and include description of past, ongoing and planned collaborations with that partner.

Grant recipients who fail to comply with the terms of the grant will be ineligible for any future Collaborative grant.

CONDITIONS OF RECEIVING AN AWARD THROUGH THE ENGAGED SCHOLARSHIP GRANT PROGRAM

1. Institutional Review Board (IRB) approval

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When research projects involve human subjects, approval by the Institutional Review Board (IRB) must be secured **prior** to commencing the work. IRB approval is **required** for interviews, surveys, and questionnaires. IRB approval is required **prior** to disbursement of award.

For details, refer to: <http://usfweb.usf.edu/proced/research/prepare.htm#IV>

2. Participate in USF's Community-Engaged Research Project.

Faculty receiving funding under this Announcement will take part in a preliminary study to inform our understanding, and improve our practice, of community-engaged research.

The following list of possible questions is not exhaustive; it is meant to illustrate what we might choose to investigate in 2008-2009:

- What theoretical frameworks best explain the functioning of our partnerships?
- How do community partner and resident/client perceptions of researchers (and vice versa) change over time, and is the change related to outcomes?
- What factors best predict individual community partner-researcher alliances?
- What are community partner concerns about evidence-based practices and what processes are acceptable for working through barriers and addressing concerns?
- What mechanisms can be implemented and accepted by researchers and community partners to allow for sharing of power/control and trust?
- How do financial constraints for the community partner affect the research relationship? Are there innovative ways that researchers can help alleviate stress caused by financial cutbacks?
- Under what circumstances do conflict resolution procedures aid the collaborative partnership?

3. Disseminate Project Results

The awardee is expected to present findings at a public seminar – either in the local community or at another public event - and to publish, create a new instructional opportunity or otherwise make publicly available the results of the work conducted under the grant. A copy of each publication or course syllabus should be submitted to the Collaborative.

Awardees are also required to present their work at a seminar hosted by the Collaborative during the 2009.

4. MID-YEAR REPORT

By **January 15, 2009**, awardees must submit to the USF Collaborative a Mid-Year Report describing accomplishments to date and any significant changes, actual or proposed, to the use of grant funds or implementation schedule. Each awardee is also expected to participate in a mid-term meeting at that time. A Mid-Year Report

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Form is enclosed here.

4. FINAL REPORT

Within one month of completion of the grant project, or no later than **September 30, 2009**, the recipient must submit to the Collaborative a project Final Report Form describing final outcomes and products and a list of all personnel and agencies involved with the project.

The form for the Final Report is attached here and is also available from the USF Collaborative at 813-974-7318 or email jetson@usfcollab.usf.edu.

5. IMPACT REPORT

Within two years of completion of the grant project, or no later than **September 30, 2011**, awardees are asked to provide an Impact Report describing long-term outcomes of the project. Awardees will be asked to include descriptions of ongoing collaborations with the community partner, if any; additional collaborations or partnerships resulting from work conducted under this Engaged Scholarship Grant; any additional funding that may have been successfully solicited as a result of work conducted under this Engaged Scholarship Grant; long-term impact in the community; and impacts of the work on subsequent research and/or instruction.

The form for the Impact Report is attached here and is also available from the USF Collaborative at 813-974-7318 or email jetson@usfcollab.usf.edu.

All publications resulting from this grant must include the following acknowledgment:
“This work was supported, in part, by the University of South Florida Collaborative for Children, Families and Communities.”

DETAILED INSTRUCTIONS FOR PREPARATION OF THE PROPOSAL

Provide the following information in the application form attached to these guidelines.

- 1. ACKNOWLEDGMENT FORM:** Complete ALL requested information.
- 2. COVER PAGE:** Complete ALL requested information.
- 3. PROJECT SUMMARY:** The summary should provide an overview of the project objectives, methodology, analysis, and anticipated results and should clearly indicate the role of the community partners. The summary should not exceed 200 words.
- 4. PROPOSED BUDGET, BUDGET EXPLANATION:**
Salaries: List the names and positions of all personnel to be funded by the project. Faculty summer salary is allowable, but overload or extra compensation is not. Fringe benefits must be included in any salary amount requested. The basis for salary computation should be included. Graduate students supported through the

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Grant Program may be eligible for tuition waiver, which must be separately itemized in your budget (in the “Other” Category). Please include any external funding source that may impact the award of the Engaged Scholarship Grant.

Equipment: List separately each piece of equipment requested. Grant funds will not support the purchase of general office equipment, such as computers or LCD projectors. Any equipment purchased with USF funds remains the property of the University.

Supplies: Itemize expendable supplies to be used by the project.

Travel: Travel will be funded only if necessary to conduct the project. Travel to meetings, conferences, etc., will receive low priority for funding under the Grant Program.

Operating Expenses: Itemize all expenses, including copying, postage, etc.

Other: Any additional costs not listed above, including contractual arrangements, participant incentive, etc. Please note that food cannot be purchased with grant funds, Provide specific descriptions.

5. PROJECT NARRATIVE:

The project narrative **is not to exceed five typed, double-spaced pages** (figures count as part of the five pages). It should include:

- An introduction, specific aims, significance (about 1 page),
- A detailed plan (include timetable) for implementation of the project (about 2 pages)
- Evidence that you have reviewed literature relevant to your proposal and expected contribution to the knowledge base in our community (about 1 page),
- Future directions after pilot funding, and the potential impact of the program beyond the 12-month funding cycle (about 1/2 page),
- A description of the role of the PI, the co-PI and the community partner(s) (about 1/2 page).

The methodology should be presented with sufficient detail for reviewers to judge its merit, and its adequacy for achieving the goals and objectives of the project. Please be specific about how your project will have an impact in a particular county or area.

The Appendix should contain letters of commitment from project collaborators, both at USF and in the community.

6. BIOGRAPHICAL DATA:

Attach biographical data or abbreviated Vita for the Principal Investigator, co-Principal Investigator and any key personnel. Each biographical sketch should not exceed two (2) pages per person (single-spaced). A full vita is not appropriate.

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7. OTHER SUPPORT:

If the P.I. has received other external support in the past two years, please list the item(s) of support, list title, granting source, date, and amount of award. Also list applications that are pending. Projects that are also requesting support from sources other than the USF Collaborative will be considered; if a proposal has been submitted to more than one potential funding source, the Principal Investigators should keep the Collaborative informed of any developments affecting the funding status during the review process. The Collaborative may modify funding if a Principal Investigator is successful in obtaining other funding.

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Cover Page

Title of Proposal: _____

Principal Investigator: _____

Faculty Rank: _____ Start Date at USF: _____

Department: _____ Mail Point: _____

Mailing Address: _____

Phone Number: _____ E-mail Address: _____

Total Funds Requested: _____

Desired Starting Date: _____

Endorsement Signatures (Must have all endorsements that apply in your setting):

By signing below, the Chair acknowledges that the applicant has contractual responsibility for individual research.

PRINCIPAL INVESTIGATOR DATE

CO-PI/COMMUNITY PARTNER DATE

DEPARTMENT/DIVISION CHAIR DATE

COLLEGE DEAN DATE

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PROJECT SUMMARY **(Not to exceed 200 words)**

PRINCIPAL INVESTIGATOR:

USF Collaborative for Children, Families and Communities

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Proposed Budget

1. **Salaries and Wages** (list each individual or position separately):

Name or Position*	Time of % Of Effort	Salary Amount	Fringe Benefits	Total	Other Resources used for this project
TOTAL Salaries and wages	-				

*If graduate assistant is being proposed, please address how tuition assistance will be handled

2. **Equipment:** (All equipment purchased with USF funds remains the property of USF)

Item(s): _____ \$ _____

3. **Supplies:** _____ \$ _____

4. **Travel:** _____ \$ _____

5. **Operating Expense:** _____ \$ _____

6. **Other:** _____ \$ _____

TOTAL AMOUNT REQUESTED \$ _____

PROPOSED CHARTFIELD STRING

If your proposal is funded, it may be paid from Carryforward funds. In consultation with your administrative staff, please provide in the row below the basic chartfields for carryforward dollars in your department. There will be a unique "Initiative" value assigned, so please leave that blank for USF Collaborative staff to complete if you are selected.

Bus Unit	Oper Unit	Fund	Dept	Product	Initiative
USF01		10009			<i>leave blank</i>

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BUDGET EXPLANATION AND JUSTIFICATION

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PROJECT NARRATIVE

(Not to exceed five typed, double-spaced pages, including figures)

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BIOGRAPHICAL DATA

(Abbreviated vitae with information relevant to this proposal should be provided for Principal Investigator and key personnel, including graduate assistants if applicable). A full, extended vita is not appropriate.

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OTHER

List all external support, from any sources, received by the P.I. in the past two years that have accounted for more than 10% of the P.I.'s salary. For each support item, list-granting source, dates of awards and amount of awards.

Please list all applications for similar or related research or instruction that are pending.

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Mid Year Report

(Due on or before Jan. 15, 2009)

Principal Investigator: _____

Co-Principal Investigator: _____

Community Partner: _____

Title of Project: _____

Total Funds Awarded: _____

Start Date: _____ **Projected End Date:** _____

Please write a 1-2 page report describing your experience thus far with the project. You should add each of the following six areas:

1. A brief summary of the project
2. Your progress along the planned timetable and a discussion of any challenges in implementing your plan
3. The quality and quantity of collaboration with your community partners
4. Additional funding secured for the project (or being sought)
5. Your thoughts about your project's potential impact in the community
6. Your thoughts about future research and/or courses that may arise from this project

To be submitted to the:

USF Collaborative for Children, Families and Communities
MHC 1129
13301 Bruce B. Downs Blvd.
Tampa, FL. 33612

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(Due on or before September 30, 2009)

FINAL REPORT

To be submitted to the USF Collaborative for Children, Families and Communities within one month of completion of the Grant Project.

Principal Investigator: _____

Department/College: _____

Title of Proposal: _____

Date of Award: _____

Period of Award: _____

Amount of Award: \$ _____

Amount Spent: \$ _____

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Write and attach a 1-2 page report about your project, including purpose, methods, findings, recommendations and conclusions.

In the space provided below, state briefly, in non-technical language, the primary results and conclusions of your research.

In the space below, list the tangible presentations/results of your project (articles, book, exhibitions,

Conference participation, papers, performances and other grant applied for, grants received and their source). If this list is extensive, please summarize.

List all personnel who worked on this project, including community partners, along with contact information (address, phone, and email).

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(Due on September 30, 2011)

IMPACT REPORT

To be submitted to the USF Collaborative for Children, Families and Communities **two years** following completion of the Grant Project.

Principal Investigator: _____

Contact Information: _____

Community Partner: _____

Contact Information: _____

Title of Proposal: _____

Date of Award: _____

Period of Award: _____

Amount of Award: _____

1. Number of Articles Published: _____

2. Number of Papers/Works Presented: _____

3. Number of Proposals Submitted: _____

4. Number of New Grants Awarded: _____

5. Total Amount of New Grants Awarded: _____

Please Attach Supporting Lists of Papers, Etc

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COMMUNITY-ENGAGED RESEARCH EVALUATION FORM

PROPOSAL NUMBER: _____

PRINCIPAL INVESTIGATOR: _____

REVIEWER: _____

For each of the evaluation criteria below, please provide a numeric score and brief comments.

(Scale: 5 = Excellent, 4 = Very Good, 3 = Good, 2 = Fair, 1 = Poor)

Criteria:	Score:	Comments:
Clarity of objectives and project plan		
Significance of work to the community		
Soundness and clarity of approach; demonstrated understanding of current research and practice		
Extent to which work represents cross-disciplinary collaboration		
Extent to which work represents a true university-community partnership		
Potential to contribute to scholarship and faculty professional development		
Potential to make an ongoing impact in the community		
Potential to attract future external funding		

Total Score: _____

Other Comments: _____

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COMMUNITY ENGAGED TEACHING PROPOSAL EVALUATION FORM

PROPOSAL NUMBER: _____

PRINCIPAL INVESTIGATOR: _____

REVIEWER: _____

For each of the evaluation criteria below, please provide a numeric score and brief comments.

(Scale: 5 = excellent, 4 = Very Good, 3 = Good, 2 = Fair, 1 = Poor)

Criteria:	Score:	Comments:
Integration of community components into course objectives		
Potential to become self-supporting through on-going student enrollment in regularly offered courses		
Potential community benefits		
Engagement of community partners		
Overall merit of proposal		

Total score: _____

Other comments: _____

