



Leading with Purpose

Samples of Awarded Proposals

- Sample \$2,000 - \$10,000 *It's On Us* page 2-4
- Sample \$10,000 - \$30,000 *Publish and Flourish* page 5-9
- Sample \$30,000 - \$50,000 *WRAMP* page 10-14

Proposal Title: "It's On Us"

Grant Amount Requested: \$2,000

Application Type:

Leadership

Primary Applicant Name:

Cherise Galasso

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Primary Applicant Address:

Sports and Recreation Center - office 224

WPI Affiliation:

Staff

Position/Title:

Senior Woman Administrator/Associate AD

Department/Division:

Physical Education Recreation Athletics

Co-Applicant 1 Name:

Brian Kelley

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Sports and Recreation Center - office 336

WPI Affiliation:

Staff

Position/Title:

Adviser - Student Athlete Advisory Committee/
Head Men's Soccer Coach

Department/Division:

Physical Education Recreation Athletics

Expenses & Amount Requested

Materials/Supplies

\$2,000

Total Expenses

\$2,000

Comments:

Video production and poster to be developed.

Co-Applicant 2 Name:

Whitney Goldstein

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Co-Applicant 2 Address:

Sports and Recreation Center - office 230

WPI Affiliation:

Staff

Position/Title:

Adviser - Student Athlete Advisory Committee/
Head Softball Coach

Department/Division:

Physical Education Recreation Athletics



Provide a summary of your proposal here that would be appropriate to publish in the grant announcement event program booklet should your application be funded:

"It's On Us" is a social movement created in 2014 by the White House Council on Women and Girls to raise awareness and fight against sexual assault on college campuses for both men and women. This campaign encourages the public to stand up against sexual assault and step away from the sidelines to be an active part of the solution. The WPI Student Athlete Advisory Committee (SAAC) will join the nationally renowned "It's On Us" campaign by developing a WPI Athletics "It's On Us" video and requiring each WPI student-athlete to be educated in sexual violence prevention and take the "It's On Us" pledge to stop sexual assault. To date, the "It's On Us" campaign has educated almost 5,000 student leaders; it's on WPI Athletics to join the movement.

Provide a detailed description of your project/initiative including objectives, project staffing, and schedule.

Our initiative is to be part of a national movement to end sexual assault. We will express our initiative through video by creating a WPI Athletics "It's On Us" video. The video will include student-athletes from across our 18 varsity athletic teams. WPI Marketing is connecting us with video production professionals who, along with our student-athletes, will be our staff. The video is scheduled to launch in the fall of 2018 or January 2019.

Why is this project important? What problem or need is addressed? Does it address a gap in existing WPI programs?

Our project is important because it addresses sexual assault, a national epidemic. We would like to further WPI's continual effort to create a positive and safe community for all, with our student-athletes being leaders and positive change agents in this area. In developing this video and taking the "It's On Us" pledge we will highlight an individual's responsibility to help stop sexual assault.

What are the expected outcomes of your project? How will you measure success?

To further educate students on consent education, increasing bystander intervention, and creating a supportive environment. The "It's On Us" campaign has inspired almost 400,000 people to take the "It's On Us" pledge and students have hosted almost 2,000 events at over 500 colleges nationwide. Our aim and outcome will shift the culture around sexual assault and in part, our success will be measured by all 600 plus student-athletes participating in our cause.

How does this proposed project meet the objectives of WIN?

Our project is a collaborative effort amongst students that will provide an opportunity to lead and learn together. Our development of the WPI "It's On Us" video campaign and pledge support a

mission that is vital to the health and well-being of our campus. "It's On Us" to make a difference in the lives of individuals and communities; there is no better place to start than our very own campus and WPI community.

Who does this project benefit? In what ways? Number of people impacted?

This project benefits the entire WPI Community. If we are able to avoid, reduce and potentially eliminate sexual assault, then the number of people impacted is infinite. Stopping just one sexual assault incident benefits all of us. Our community will feel safer and foster a sense of growth and trust.

How will WIN be recognized as having played a role in the success/completion of your project?

In collaboration with WPI marketing, we will recognize WIN as a sponsor of our video production. Along with the "It's On Us" videos at other institutions, we anticipate our WPI "It's On Us" video to receive thousands of views on YouTube. This will advance awareness and recognition to the cause, WIN, and the great community that is WPI.

Is this a one-time funding request? If no, how will the project be sustained after the grant period? Are you seeking additional funding from other sources? If so, indicate potential partners.

This is a one-time funding request, and we are not seeking additional funding. Once the project is complete, all WPI student-athletes will watch the video and take the "It's On US" pledge. The pledge will also be taken each year by all incoming first-year WPI student-athletes.





2017 WIN GRANT APPLICATION

Applicant: Patricia Stapleton

WPI Affiliation: Faculty

Position: Assistant Professor, Director of the Society, Technology, and Policy Program

Proposal Title: Publish & Flourish: A Women's Writers Colony at WPI

Total Amount Requested: \$14,980

Summary:

We propose to develop the Women's Writers Colony (WWC) for female faculty and graduate students at WPI. A writers colony provides a supportive space where participants can dedicate time and attention to their writing commitments. The WWC at WPI will host two "boot camps" facilitated by writing experts, a Publish and Flourish workshop and "writing circle" opportunity, as well as five individual workshops during the 2017-2018 academic year. Each boot camp will be three days, with each day comprised of four sessions focused on academic writing. The Publish and Flourish workshop will commence with a half day seminar, followed by the organization of supportive writing circles that will meet throughout the spring semester. The individual workshops will be one day each and include two writing sessions, with break-out sessions on professional development topics. Our funding request of \$14,980 will support these three formats, providing multiple opportunities over the course of the year for women at WPI to participate and establishing a consistent structure and the importance of dedicating time to academic writing. As such, the WWC will provide the time, resources, and support needed for women faculty and graduate students at WPI to be productive and successful scholars.

Comments (if provided):

1. Detailed description of initiative including objectives, staffing, and schedule.

Writing is the heart of faculty scholarship and success; no grants can be won, no research published, and no promotions obtained without writing. However, academics face several challenges to getting “protected” time to write during the academic year. Studies show that academics typically log more than 60 hours of work each week, yet less than 10% of that time is dedicated to writing [1]. Moreover, evidence suggests that impediments to writing disproportionately affect women faculty, who may be burdened with additional family obligations, teaching responsibilities, and/or service commitments [2, 3]. This burden becomes even more troubling when one considers the pervasive biases against women relative to publication, the quantity and quality of which is the primary indicator of success for grant funding and promotion decisions [4].

With these challenges in mind, **we request \$14,980.00 to develop the Women's Writers Colony (WWC), a supportive space where female faculty and graduate students can dedicate time and attention to writing.** In order for female academics to succeed, they need protected time, resources, and support. Indeed, research shows that structured institutional support for faculty writing improves submission and publication rates [5]. The proposed budget will fund a series of events designed to provide that support, in addition to funding a work study student who will assist Prof. Stapleton (SSPS) and Prof. Farny (BBT) in event organization and outcome assessment.

The WWC's objectives are to:

- **provide a regular, dedicated space** for female faculty and graduate students to write;
- **help participants (re)prioritize writing** as a central responsibility of academic life;
- **create a supportive network** to facilitate collaboration and mentorship; and
- **strengthen the research profile of WPI** faculty and graduate students through an increased number of publications and grant submissions.

Although writers colonies are usually long-term residential programs, the WWC must accommodate the other responsibilities of WPI participants, i.e., research, teaching, advising, and administrative work. As such, the WWC will host a series of shorter events during AY17/18 – writing “boot camps”, a writing circles program, and individual workshops – providing multiple opportunities for participation, while establishing a consistent structure and emphasizing the importance of dedicated time for writing. Three-day boot camps will be held during the Fall and Summer breaks. Each day will be comprised of four 75-minute writing sessions, modeled on other successful retreats [6], and include a workshop facilitated by a writing expert. Participants must arrive with a specific goal, such as progress on a journal article or grant application, and commit to attending all sessions. The WWC will provide breakfast and lunch, and attendees will have the opportunity to use meals to network. An evening reception on the final day will provide another forum to network and to celebrate the group's accomplishments. The writing circles program will begin with a half-day workshop, and will assist participants in forming and structuring small writing circles to meet weekly through the end of the semester. The program, which will follow the highly successful *Publish & Flourish* model [7], is designed to help participants make steady progress on a writing project while building support and collaboration between participants. Individual workshops will be one day meetings, held during B-D Terms. Each workshop will include a morning and afternoon writing session, with a lunch-time breakout session to discuss professional development topics. Participants will be encouraged to come and go, and do not have to commit to attending the full day.

2. Project importance; need/existing gap addressed.

The WWC will provide important support for career advancement to women on campus by creating regular space and structure for writing. More specifically, WWC events will address a need that the Collaborative on Academic Careers in Higher Education (COACHE) survey revealed in 2013. The COACHE data indicated that women at WPI were less satisfied with the support they receive for career advancement and the division of their work activities when compared to their male colleagues and to women at other institutions. A review of the data that looked at gender-based differences noted: “One

Citations:

1. Flaherty C. 2014. So Much To Do, So Little Time [Internet]. Washington (DC): Inside Higher Ed; [cited 2017 Jun 20]. Available from <https://www.insidehighered.com/news/2014/04/09/research-shows-professors-work-long-hours-and-spend-much-day-meetings>
2. Baldi B, Sorcinelli MD, Yun JH. 2013. The Scholarly Writing Continuum: A New Program Model for Teaching and Faculty Development Centers. In: Geller AE, Eodice M, editors. Working with Faculty Writers. Boulder (CO): Utah State University Press. p. 38-49.
3. Misra J, Lundquist JH, Holmes ED, Agiomavritis S. 2011. The Ivory Ceiling of Service Work. *Academe* 97(1): 22-6.
4. West JD, Jacquet J, King MM, Correll SJ, Bergstrom CT. 2013. The Role of Gender in Scholarly Authorship. *PLoS ONE* 8(7): e66212. <https://doi.org/10.1371/journal.pone.0066212>
5. Kramer B, Libhaber E. 2016. Writing for publication: institutional support provides an enabling environment. *BMC Med Educ.* 2016; 16: 115.
6. Cox M, Brunjes A. 2013. Guiding Principles for Supporting Faculty Writing as Writers at a Teaching-Mission Institution. In: Geller AE, Eodice M, editors. Working with Faculty Writers. Boulder (CO): Utah State University Press. p. 191-209.
7. Gray, T. 2010. Publish and Flourish: Become a Prolific Scholar. Las Cruces, NM: Teaching Academy, New Mexico State University.
8. Demetry C, Stapleton P. 2014. Notes from the COACHE Working Group: Differences in Satisfaction between Groups. Report prepared for the Task Force on Academic Promotion at WPI.
9. Silver, K. 2015. Leading through Example [Internet]. Worcester: WPI Research; [cited 2017 Jun 21]. Available from <https://www.wpi.edu/news/leading-through-example>

cluster of differences between women and men pertains to types of support that help faculty manage and balance their work in research, teaching, and service... While in some cases these gender differences also appear at other institutions, in all cases the differences at WPI are larger, and women at WPI are less satisfied in these areas than women at other COACHE institutions” [8]. The COACHE results also revealed that female faculty at WPI “express less satisfaction with some aspects of the resources they receive to support their work and perceive less clarity about, and less support for, career advancement at WPI,” which in turn “may be a contributing factor in [women] feeling less able to balance teaching, research, and service...” [8]. Although WPI has taken steps to strengthen its mentorship of female faculty [9], the WWC will provide needed institutional support for academic writing.

3. What are the expected outcomes of your project? How will you measure success?

Institutional support for faculty writing results in increased publications and grant proposal submissions [4], which can directly affect career advancement for women. We will conduct surveys of participants for feedback and goals accomplished (pages written and papers and grants submitted, prior to and following participation) immediately following the events, and again one year after participation. An increase in papers and grants submitted due to participation in the WWC will be considered a success.

4. How does this proposed project meet the objectives of WIN?

Provide pathways to advance women at WPI: Increased publications and grant applications from women faculty will help them build a stronger case for tenure and promotion decisions. The WWC would also provide our graduate students with mentorship and support in a key area needed for their success at WPI. **Create a positive difference in the extended WPI community:** WWC events will directly encourage interdisciplinary interaction among faculty and graduate students, creating wider networks of mentorship. And, the benefits of writing workshops for our faculty will extend to students, as faculty who are better writers have more tools to help their students become better writers. **Elevate WPI’s impact and extend its reach around the globe:** Increasing the number of publications and grant submissions by our faculty will directly result in a greater external recognition of the high quality of scholarship produced by WPI faculty. **Increase the number of women in STEM fields:** Graduate student involvement in our programs will help our female graduate students write stronger dissertations/theses, publications, and fellowship applications. These early successes may encourage women to remain in STEM fields and will make them more competitive applicants for future positions.

5. Who does this project benefit? In what ways? Number of people impacted?

WWC participants (estimated 100-150 per year) will benefit from accomplishing more work, increased networking, and additional mentoring opportunities. Furthermore, both undergraduate and graduate students could benefit from additional research opportunities if more faculty grants are funded. Improved funding and additional publications will benefit WPI as an institution by enhancing its research profile.

6. How will WIN be recognized as having played a role in the success/completion of your project?

The series of events will be named the “WIN Writers Colony Series” to recognize the contribution of WIN in making these events possible and advertising will include the WIN logo.

7. Are you seeking additional funding from other sources? We are not seeking additional funding.

8. One-time funding request? If no, how will the project be sustained?

No, this is not a one-time request. In subsequent years, we will seek additional support from the Provost’s Office, Graduate Studies, Morgan Teaching and Learning Center, and potentially external grants. It is our goal to make this a sustainable, yearly program at WPI.

Publish & Flourish: A Women's Writers Colony at WPI
 PIs: Prof. Patricia Stapleton (SSPS) & Prof. Natalie Farny (BBT)

Proposed Budget

Budget Item	Description/Justification	Estimated Cost
Writing Boot Camps (2)	Venue Rental* Catering* Workshop fees for expert presenter**	\$500.00 \$3600.00 \$1500.00 x 2 retreats = <u>\$11,200.00</u>
Publish & Flourish Workshop	Catering*** (breakfast, coffee service, lunch) for 25-30 participants	<u>\$700.00</u>
Individual Writing Workshops (5)	Catering*** (light breakfast, coffee service, lunch) for 12-15 participants/session	\$400.00 x 5 sessions = <u>\$2000.00</u>
Student Worker	Arranging catering and space, assembling workshop materials, distributing feedback surveys and collecting responses, building assessment database	80 hrs x \$11/hr = <u>\$880.00</u>
Supplies	Binders, paper, printing and photocopying costs, books, or other supplies as requested by workshop organizers	<u>\$200.00</u>
	Total Budget Requested:	<u>\$14,980.00</u>

* Estimates based on current rates and menus at the Beechwood Hotel, Worcester, MA, and the Cyprian Keyes Golf Club in Boylston, MA (frequently contracted vendors by WPI). Venue rental rates assume that catering will be purchased from the venue.

** An external writing coach will be invited to run a workshop at the event. Fees typically include travel, lodging, and an honorarium.

*** On-campus catering is organized through Chartwells. Estimates are based on their current menus and service rates.

Schedule of Events¹

- October 18-20, 2017: Inaugural boot camp (Fall Break)
- November 15, 2017: Individual writing workshop #1
- December 12, 2017: Individual writing workshop #2
- January 8, 2018: *Publish & Flourish* workshop, spring writing groups formed
- February 14, 2018: Individual writing workshop #3
- March 14, 2018: Individual writing workshop #4
- April 11, 2018: Individual writing workshop #5
- May 7-9, 2018: Closing boot camp (Summer Break)

¹ Tentative schedule; will be contingent upon funding and space availability.

Proposal Title: WRAMP: Women's Research and Mentorship Program-Expanded

Grant Amount Requested: \$32,500

Application Type:

K-12 Pipeline Activities

Primary Applicant Name:

Suzanne Sontgerath

Primary Applicant Email Address:

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Primary Applicant Phone:

15088314900

Primary Applicant Address:

100 Institute Road

WPI Affiliation:

Staff

Position/Title:

Director of Pre-collegiate Outreach Programs

Department/Division:

Enrollment Management

Co-Applicant 1 Name:

Katherine Chen

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Co-Applicant 1 Phone:

508-831-6221

Co-Applicant 1 Address:

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WPI Affiliation:

Staff

Position/Title:

Executive Director of The STEM Education Center

Department/Division:

Academic Affairs

Expenses & Amount Requested

Materials/Supplies:

\$500

Stipends/Professional Development/Conference Costs

\$27,000

Research Related Costs

\$2,500

Food/Facility Costs

\$3,000

Other Expenses:

\$10,000

Total Expenses:

\$43,000*

Comments:

The total expenses here are more than the amount requested because we will be rolling over \$10,500 of the current funding we have in place to expand the WRAMP program. Additional costs associated with the program include stipends for undergraduate students, additional high school students stipends and scholarships for summer programs for the high school students (increase number of students from 10 to 20). We are also incorporating 4 professional development workshops per semester for the graduate students and undergraduates which has a cost associated with it. Due to the fact that we are requiring a greater time commitment from the graduate students, we have also increased their stipend.

** See page 5 for specific details for each semester*

Co-Applicant 2 Name:

Tiffany Butler

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100 Institute Road

WPI Affiliation:

Faculty

Department/Program:

Biomedical Engineering



Provide a summary of your proposal here that would be appropriate to publish in the grant announcement event program booklet should your application be funded:

The original WRAMP program is a WIN funded program for high school women to engage in hands-on STEM research with female graduate student role models. This grant builds on the previous WIN funded WRAMP program by increasing the number of high school students participating, introducing undergraduates to the mentoring teams and improving the diversity of the teams. Research teams consisting of two high school students, one undergraduate and one graduate student will work together in the graduate student's lab. By recruiting undergraduates from the Connections group at WPI, the teams should have more diversity. Teams will meet for four Saturday sessions and 2-4 hours a week in the labs with their graduate student mentor. During the Saturday sessions, high school participants will develop professional skills and participate in college readiness workshops. Undergraduate and graduate women will participate in professional development workshops offered by the WPI STEM Education Center on topics such as: mentoring and being a role model in a lab; promoting a "growth mindset" and incorporating inclusive pedagogy when mentoring; leveraging the mentoring experience when applying for graduate school, postdocs, academic positions and industry jobs.

Provide a detailed description of your project/initiative including objectives, project staffing, and schedule.

WRAMP is a WIN funded program for high school women to engage in hands-on STEM research with female graduate student role models. We are proposing the expansion of our current WRAMP program to include WPI undergraduate students. Women research teams consisting of two high school students, one undergraduate and one graduate student will work together in the graduate student's lab. This grant builds on the previous WIN funded WRAMP program by introducing undergraduates to the mentoring teams. Graduate students will apply to mentor a student by submitting a project description and an essay describing their interest in mentoring. Undergraduate students will apply to be on the research team by submitting a transcript and an essay. For the undergraduate students, there will be a focus on recruiting from Connections (Connections is a student group for underrepresented students of color and first generation students). High school applicants will submit a transcript and essay as well. Each offering of the program will be one semester long. The first offering will be fall of 2018 and the second in the spring of 2019. Teams will meet for four Saturday sessions and 2-4 hours a week in the labs with their graduate student mentor. During the Saturday sessions, high school participants will develop professional skills and participate in college readiness workshops. Undergraduate and graduate women will participate in professional development workshops offered by the WPI STEM Education Center on topics such as: mentoring and being a role model in a lab; promoting a "growth mindset" and incorporating inclusive pedagogy when mentoring; leveraging the mentoring experience when applying for graduate school, postdocs, academic positions and industry jobs. In order to encourage accountability and incentivize the graduate students, undergraduate students and the high school students, we are proposing that a stipend be offered to all program participants.

Why is this project important? What problem or need is addressed? Does it address a gap in existing WPI programs?

According to the National Science Foundation's Science and Engineering Indicators, women earned 57.3% of bachelor's degrees, but only about 20% of those are engineering degrees. When we look at advanced degrees such as Masters or PhD programs, the results are similar. Women received 25.2% of Engineering Master's degrees and 23.1% of doctoral degrees in 2015. Ultimately, this leads to fewer women faculty in engineering and the physical sciences. At WPI, the enrollment of women on campus has been increasing steadily with the class of 2021 comprised of more than 40% women. However, in the full time graduate degree seeking population at WPI, the numbers are mixed when compared to national trends. Women represent only 10% of engineering master's degrees candidates and 28% of STEM degree candidates. Only 2.5% of full time graduate women are domestic women of color.

The program outlined will address several gaps in existing WPI programs. First, the current scope of POP programming includes many offerings for women at the middle school level both in the academic year and in the summer. However, we currently only have one academic year program for high school students. Therefore, many of our students who go through our middle school programs do not have a place to progress in the pathway. The proposed program will offer more opportunities for high school girls to continue to pursue their interest in STEM at WPI with a special focus on engineering and computer science. Additionally, there is a need to diversify our graduate student population. This program will encourage undergraduate women from diverse populations to consider pursuing advanced degrees at either WPI or elsewhere. Finally, the need for additional opportunities for graduate students to engage in teaching and mentoring. This program will provide female graduate students at WPI with a professional development opportunity.

What are the expected outcomes of your project? How will you measure success?

The initial offering of WRAMP is in progress and initial indications are that the program will be very successful. We received 14 graduate applications for 5 spots and over 30 applications from high school women. Mentors have anecdotally reported that their meetings with the high school women in the lab have been very successful. We completed an orientation on January 20th and will have our second Saturday session on February 17th.

We hope to see young women who are already active in the WPI outreach pathway continue to advance through the pipeline. For the high school women, we would anticipate increased interest and self-efficacy in STEM as measured through a pre/post assessment. For the undergraduate women we would like to see role identity growth from student to mentor. We would also like to see increased interest in attending graduate school. This will be measured through retrospective surveys. For the graduate students we would expect to see a self-reported shift in role identity from researcher to teacher or mentor over the course of the program. We will survey the graduate students with a retrospective program assessment to determine if this shift occurs.

How does this proposed project meet the objectives of WIN?

This proposed program will provide pathways to advance women at WPI at multiple junctures. It has the potential to help to increase the number of women (and women of color) undergraduates particularly in engineering and computer science. Further, the WRAMP program may encourage current undergraduate women to consider an advanced degree in STEM by gaining authentic lab experiences during their undergraduate years. Additionally, the program will provide female graduate students with an opportunity to gain experience in teaching and mentoring as they share their research. All of these will ultimately lead to an increase in the number of women in Science, Technology, Engineering, Mathematics (STEM) fields. With a focus on women of color in the undergraduate and high school cohorts, we will also have an opportunity to move the needle in terms of diversity in STEM. The majority of our high school participants come from Worcester public schools. This program offers opportunities to members of the Worcester community that may not exist otherwise. Not all of these young women will end up at WPI, but a majority could consider entering a STEM discipline because of this program.

Who does this project benefit? In what ways? Number of people impacted?

There will be twenty high school women, ten undergraduate students and ten graduate students who will benefit from this project. However, by providing the graduate students with a valuable mentoring experience, the long-term effect of their teaching abilities could result in impact to many more students. The undergraduate women have the potential to pursue advanced degrees and perhaps pursue a STEM teaching track themselves. The high school women will develop professional skills, lab skills, and ideally an increased interest in STEM and increased self-efficacy. The undergraduates will have a unique opportunity to be mentors and mentees at the same time. The graduates will gain experience in mentoring and teaching.

How will WIN be recognized as having played a role in the success/completion of your project?

The Women's Impact Network would be recognized at the closing banquet and on all advertising materials.

Is this a one-time funding request? If no, how will the project be sustained after the grant period? Are you seeking additional funding from other sources? If so, indicate potential partners.

This has the potential to be an ongoing funding request if the program proves successful. We envision the possibility of seeking additional funding from WIN in 2019, but at the same time will seek external foundation or grant funding. We have added additional faculty partners on the grant and will explore the possibility of federal funding based on a successful pilot with the WIN seed funding.

Proposal Title: WRAMP: Women's Research and Mentorship Program-Expanded

Additional Budget Information

The total expenses here are more than the amount requested because we will be rolling over \$10,500 of the current funding we have in place to expand the WRAMP program. Additional costs associated with the program include stipends for undergraduate students, additional high school students' stipends and scholarships for summer programs for the high school students (increase number of students from 10 to 20). We are also incorporating 4 professional development workshops per semester for the graduate students and undergraduates which has a cost associated with it. Due to the fact that we are requiring a greater time commitment from the graduate students, we have also increased their stipend.

Below are specific details for each semester:

Financial Information: Fall 2018

Revenue from other sources amount: Existing funding from WIN 2017 grant \$5,250

Actual Expenditure (description)	Amount Requesting (in USD)
Stipends/ Professional Development Funds for Graduate Students (\$1500/ea)	\$7,500
Stipends for Undergraduates (\$750/ea)	\$3,750
Stipends for High School Participants	\$1,250
Supplies & Materials (Ex. Posters, binders, certificates, etc)	\$200
Supplies for Labs	\$1,250
Transportation/ Travel Cost for High School Participants	\$50
Food (Ex. Saturday snacks, lunches & closing luncheon for 60)	\$1,500
STEM Education Center fees for professional development (grads & undergrads)	\$1,000
Scholarships for Summer Programs	\$5,000
TOTAL:	\$21,500

Financial Information: Spring 2019

Revenue from other sources amount: Existing funding from WIN 2017 grant \$5,250

Actual Expenditure (description)	Amount Requesting (in USD)
Stipends/ Professional Development Funds for Graduate Students(\$1500/ea)	\$7,500
Stipends for Undergraduates (\$750/ea)	\$3,750
Stipends for High School Participants	\$1,250
Supplies & Materials (Ex. Posters, binders, certificates, etc)	\$200
Supplies for Labs	\$1,250
Transportation/ Travel Cost for High School Participants	\$50
Food (Ex. Saturday snacks, lunches & closing luncheon for 60)	\$1,500
STEM Education Center fees for professional development (grads and undergrads)	\$1,000
Scholarships for Summer Programs	\$5,000
TOTAL:	\$21,500

US Dollars Grant amount requesting: \$32,500