**SPU Internal Grant Interim[[1]](#footnote-1) or Final Grant Report[[2]](#footnote-2)**

**Academic Year & Type of Grant (FRG, SERVE or Innovation)**

**2015-16 SERVE Grant**

**PI Name (and Co-PI’s)**

**Michael D. Langford, Associate Professor of Theology, Discipleship, and Ministry, School of Theology and Seattle Pacific Seminary**

**Original Title of the Proposal**

 **SPY (Seattle Pacific Youth) School of Discipleship: Research for Lilly Grant**

The Final Project Report must briefly address the following in 1-2 pages:

1. Summarize the project goals and the activities that took place to meet those goals during the grant period. Note who was involved and if anyone was an SPU student.

The goal of the project was, during the summer, to do the networking, research, and writing involved in preparing a grant application to the Lilly Foundation that would establish “SPYDS,” or Seattle Pacific Youth Discipleship School, a one-week summer experience (and weekend fall retreat) for high school students.

I personally met with several individuals to get input and buy-in from stakeholders and potential partners. These individuals included people both internal to SPU (including CBTE’s Celeste Cranston, SOT’s Doug Strong and Teresa Elenbaas, OUA’s Kathie Delph, JPC’s Tali Hairston, OUA’s Jobe Korb-Nice, and UC’s Jeffrey Overstreet) and external (including Laura Nile of Bethany Presbyterian, Greg Ingle of YouthWise, and travel to Tierra Nueva in Burlington to meet with co-founder Bob Ekblad). Input from these sources aided in the writing of the grant. Many further meetings and communications with administrative offices were necessary as well.

With SERVE grant monies, I hired a graduate research assistant, Tom Parks, who will be a second-year MDiv student at Seattle Pacific Seminary. With Tom’s aid, I did the scholarly research necessary for the theory portion of the grant application. I also did other research needed for the other parts of the grant.

Throughout the summer, I wrote, edited, and revised the different sections of the grant. This included, chiefly, the narrative, the budget, the budget narrative, and various appendices. The narrative was written and re-written with input, suggested edits, and proposed additions or revisions from different stakeholders. The budget, after initial coordination within the SOT, was revised several times in conversation with UFO’s Cherry Gilbert. I worked with Cherry to write the budget narrative as well. Kathie from OUA offered extensive input for issues of funding, which helped form two sections of the narrative and one appendix on sustainability. Finally, I contacted several regional youth ministers to procure letters of support, as required by the grant.

1. What were the major findings? If there are no findings or completed work at this time, what did you learn from carrying out this project that could be applicable to future scholarly works?

The final result was a 12-page narrative (the page limit), over 17 pages of endnotes (consisting of 65 notes), a 3.5 page bibliography, a comprehensive 7-page budget (though we only submitted a summary budget), a 3.5 page budget narrative, other appendix material, and six letters of support from partner churches (Grace Lutheran, Quest, Bethany Pres, Bend First Pres, Bethany Community, and Westminster Chapel).

The content of the grant might be best expressed in its Executive Summary: “In the 10-day Seattle Pacific University Youth Discipleship School (SPYDS), high school students will grow in their discipleship by experiencing components of Christian identity formation through classroom instruction from world-class scholars, the practice of worship and other spiritual disciplines, on-site contextual application of faith to contemporary real-world issues, small and large group community-building, and recreational opportunities unique to Seattle and the Pacific Northwest.”

1. How were or will the results be disseminated (publication, presentation, creative work, etc. – be as specific as possible)? Please add an addendum or link to completed projects or provide a time-line for future dissemination.

We submitted the grant to the Lilly Foundation on August 14. A full copy or different sections are available on request. We will not know if we got the $600 thousand grant until November or December of this year.

1. What future scholarly works will be related to this project?

If we do get the grant, the first edition of SPYDS will be held the summer of 2016.

1. Is there external funding that you would like to pursue with the [Office of Sponsored Programs](http://blog.spu.edu/csfd/external-grantssponsored-programs/)?

Not sure. OUA will definitely be scouring avenues of funding.

1. Did you run into any problems or difficulties in completing the project? How were these resolved?

Two difficulties. One, the project ended up being much bigger than anticipated and therefore took much more time than I thought it would. The second difficulty, the main reason for the first, was that there were many unanticipated sources of input that required several alterations and revisions of the narrative and budget, even after they were thought to be complete, pushing back the timeline several times.

1. If you had student participation – how did participation in this project further their professional goals or vocational understanding?

Tom Parks, the seminary graduate assistant, proved to supply valuable input to the theory section, chiefly in construction of the endnotes. He was also helpful in editing the narrative. Because Tom is interested in both ministry and further education, his work on the project in general and the theory section in particular were both stimulating and helpful, according to his own self-evaluation.

1. Faculty with a multiple year grant or asking for an extension or reallocation of their grant monies must complete as much of this form as possible as an interim grant report before multiple year disbursement, extension or reallocation can occur. [↑](#footnote-ref-1)
2. When electronically submitting your report to CSFD, please cc: your chair and/or dean (whomever received your original grant notification). [↑](#footnote-ref-2)