

SMALL GRANTS; LASTING IMPACTS

Prepared by Brian Boomer & Nickolas Trujillo



WEST HILLS
COMMUNITY COLLEGE DISTRICT

*Once you go here,
you can go anywhere™*

DISTRICT 9900 Cody Street, Coalinga, CA 93210 (800) 266-1114 www.westhillscollge.com

COALINGA 300 Cherry Lane, Coalinga, CA 93210 (559) 934-2000 www.westhillscollge.com/coalinga

LEMOORE 555 College Ave., Lemoore, CA 93245 (559) 925-3000 www.westhillscollge.com/lemoore

Understanding the Landscape

Know your:

- Students
- Faculty & Staff
- Board of Trustees
- Presidential/Administrative Priorities
- Programs (leverage current work)



Grants Workflow



Parts of a Grant Translated

Everyone wants to know the same thing

1. Why do you need money? (Need)
2. What will you do with the money? (Response to Need)
3. Who will do the work? (Project Management Plan)
4. When will it be done? (Timeline)
5. How do you ensure you did it well? (Evaluation)
6. How do you ensure the work continues? (Sustainability)

Order and wording may change but the ideas do not.



Why Foundations?

Foundation awards represent less than 0.5% of WHCCD's annual grant funding

Small but mighty

- Freedom to spend
- Short applications
- Reporting
- Running due dates

-
- Match
 - Funding amounts



Foundation/Private Funding Sources

CSU or Local University Foundations (Matriculation support)

College Futures (DACA student support)

Kaiser Perm (Nursing support)

Local Courts & Law Enforcement (Domestic violence advocacy)

ASPEN (Excellence in program design)

Wells Fargo (Student aid)

Kresge (Transportation)

Lockheed Martin (Veteran services)

Wish You Well (Student laptops)

Dollar General (Instructional support for adult ed)

Wal-Mart (STEM robotics)

Honda Foundation (Early college exposure)

Major League Baseball Foundation (Summer camp for 6-8th)

Bill and Melinda Gates Foundation (Agricultural ed)

Educational Credit Management Co. Foundation (Distance learning)



Foundation/Private Funding Sources

Form **990-PF**

Department of the Treasury
Internal Revenue Service

Return of Private Foundation or Section 4947(a)(1) Trust Treated as Private Foundation

- ▶ Do not enter social security numbers on this form as it may be made public.
- ▶ Go to www.irs.gov/Form990PF for instructions and the latest information.

OMB No. 1545-0047

2019

Open to Public Inspection

For calendar year 2019 or tax year beginning

, 2019, and ending

, 20

- Listservs
- The 990-PF
 - Public IRS information on Private Foundations
 - Shows names of trustees, officers, and a complete grants list
 - Available about 8 months after FY closure
 - [Anatomy of a 990-PF](#)
 - [Candid 990 Finder](#) (free)
 - Software (paid)

Example 1

Input: Western Native Trout Initiative

- Small Grants Project (\$5,000)
- 2017 & 2019



Output: NSF HSI STEM 2022 (\$500,000)

Example 2

Input: Dollar General Foundation (\$8,000) 2021



Output: HEP/CAMP 2022

Example 3

Input: Wish you Well Foundation 2021 (\$10,000)



Output: OER HEP Textbook

– Adult Education 2022: HEP, NFJP, CAEP

Example 4

Input: Workforce Development Board SlingShot Initiative (\$8,425) 2016/17 – Apprenticeships



Output: California Strong Workforce Program,
State CAI Money (\$) 2,125,000,
USDA Apprenticeship Dollars (\$) 500,000

Example 5

Input: National Park Service RTCA Program (\$0)
– 2015-2019



- Environmental Science Club 2018
- NPS Project - Huron Wilderness Park 2022

The Art of Applying

How to Apply (online – word)

- Character counting
- Keep language simple
- Sharing (OneDrive, Google Drive, Teams)
- Attachments ready
 - Institution financial reports
 - Budgets
 - 501c IRS Evidence Non-Profit
- Submission (AOR)



The Art of Applying Cont.

Request Information Sent

Organization Information

Organization: West Hills Community College District

501(c)(3) Tax Exempt ID#:

Type:

Street: 275 Phelps Ave.

City: Coalinga

State: CA

Zip: 93210

Contact

Full Name:

Email Address: brianboomer@whccd.edu

Telephone: 559-934-2152

Fax:

Event Information

Other

As of FYE20, will you have an operating budget of \$500,000 or more?* Yes

Organization Website* Westhillscollge.com

Population Served* West Hills College Lemoore (WHCL), a Hispanic Serving Institution (H.S.I.), is

Referred By:

Comments:

Attachments:

2020-02-28 17-49-49_2017 18 WHCCD Annual Financial Report District Audit.pdf
2020-02-28 17-49-50_2020 MLB WHCCD Foundation budgets.pdf
2020-02-28 17-49-50_2020 MLB WHCCD operating expense budgets.pdf
2020-02-28 17-49-50_WHCCD Current and Prospective Budget.pdf
2020-02-28 17-49-51_501c IRS Evidence NonProfit.pdf
2020-02-28 17-49-52_WHCCD Board Members.pdf

Grant Usage*

Organization Engagement*

Grant Usage*

If your funding request is for a specific program* This funding request support take place over the last two College Lemoore (WHCL). T

Number of paid full-time staff* 269

Number of paid part-time staff* 167

Number of volunteers* 90

The Art of Applying Cont.

Overview

* indicates required field

Please complete the overview section below with information relating directly to the program you are applying for. Do not include information or data for other programs your organization may offer.

* **Mission Statement** Please provide an overview of your organization's mission.

(500 character maximum)

* **Project Title** Please enter the project title.

* **Requested Cash Amount** Please enter the amount you are requesting from the Dollar General Literacy Foundation for this project.

* **Number of individuals served by funding from this Adult Literacy application** Please provide the number of individuals served by the grant funds requested. Please do not use percentages.

<input type="text"/>	ABE- Adult Basic Education
<input type="text"/>	ESL- English as a Second Language
<input type="text"/>	GED or high school equivalency

0.00 Total

* **Projected Ethnicity Served** Please provide the number of individuals by ethnicity to be served. THIS SHOULD EQUAL THE NUMBER IN THE QUESTION ABOVE (total number of individuals to be served).

<input type="text"/>	African American
<input type="text"/>	Asian/Pacific Islander
<input type="text"/>	Caucasian
<input type="text"/>	Hispanic
<input type="text"/>	Native American
<input type="text"/>	Multi-Racial
<input type="text"/>	Other

0.00 Total

* **Has your organization received previous funding from the Dollar General Literacy Foundation?**

If Yes, what was the grant amount and when did you receive it? Please provide the grant type, amount and year awarded. For example: Adult Literacy - \$8,000 - 2017

(250 character maximum)

* **How many individuals were served by this project last year?** If this is a new project please put "0".

* **What is your National Literacy Directory Program ID number?** Please enter the National Directory Program ID number associated with your organization. To add your organization or locate this number visit the National Literacy Directory at www.nationalliteracydirectory.org

Save and Proceed

Project Design and Evaluation

* indicates required field

Please provide information relating directly to the program your organization is applying for.

* **Statement of Impact** Please summarize in three to four sentences:

- Number of individuals served,
- Instruction to be provided, and
- Expected outcomes.

(500 character maximum)

* **Project Design** Summarize the design of the project and how it will meet the objectives listed in the Statement of Impact.

(1500 character maximum)

* **Timeline** Briefly state the timeline for accomplishing stated outcomes. DGLF funding is expected to be spent within a 12 month grant period and project outcomes should align with this same timeline.

(1500 character maximum)

* **Weekly Instructional Hours** Please provide hours of weekly instruction given to students in the program you are requesting funding for.

* **Delivery of Instruction** Please select from the options listed. To select more than one delivery type, hold control key and click selections.

* **Assessment Methods** Describe the methods that will be used to assess the effectiveness of your project throughout its progression. Describe the measurement tool (TABE, CASAS, BEST, etc) that will be used to track education gains and the frequency of measurement.

(1500 character maximum)

* **Measurable Results - Defining Success** Describe the specific, measurable results that indicate student improvement you expect to have achieved at the end of the 12 month funding period. Avoid using ambiguous phrases such as "satisfied, improved, enhanced, etc." to define success. Use quantitative, not qualitative data to report results.

(1500 character maximum)

COVID Contingency Planning



- Demonstrate an understanding of your institution's immediate needs and landscape
- Identify why funding is needed (with HEERF available)
- Showcase the What-Ifs
 - Plan to stay online/remote
 - Plan to return in-person
- Budget accordingly
- Give yourself an out

Overwriting

Writing to the NSF regardless of your funder

- APA format
- Formulate a research question
- Control groups
- Comprehensive research (bibliography)
- Biosketches

Keeping up with the PAPPG

- Logic Models
- Research Questions
- Strong Evidence
- Annotated Bibliographies



Implementation

Implementation is different than the ask

- Unexpected Circumstances
- Late awards
- Delay in start dates
- Push back on workplan
- Unable to spend all the funds

Communication is key!



Student Experience

Hello, my name is Sandy Serrano, and I am a former West Hills College Coalinga graduate. Last year, in October, my Biology class and other students from the North District Center campus were invited to a trip in Crescent City to do some research. The trip was very fun and filled with amazing experiences. The group of students and I were in charge of finding pH levels, chloride levels and the temperature of the water in different regions of the creek. The goal of our trip was to find out if the coastal cutthroat trout was extinct or if it could live in certain regions near Crescent City.

This experience positively impacted my view on STEM by opening my eyes and giving me a feel of what can be done with science, technology and so much more. Being outdoors and learning about the different equipment that is used to analyze the water in the creek bed was very interesting to me. Prior to the trip, the farthest I had traveled was to Los Angeles, but I had always heard about how beautiful the Oregon border was and I had always wanted to go, so when I was given the opportunity to go on this research trip it was a great way to not only travel but also learn about the coastal cutthroat trout and its living environments.

While analyzing the streams that ran through the creek bed, I was able to find different organisms living in the environment as well. I honestly did not think that the coastal cutthroat was going to be able to live in the environment due to global warming, but it was amazing when we found out that they too can live in those regions. We not only examined the streams, we also found a coastal cutthroat, and the chaperons were able to catch it, so all students were able to see the fish that we were looking for. The trip was an overall great experience, and I would advise students to go on research trips to widen their knowledge.

Questions?

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