

El Camino College
Student and Community Advancement
Grants Development & Management Office
Program Review 2016-17

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Section A. Program Description

1. Supporting the College Mission, Values, and Strategic Initiatives

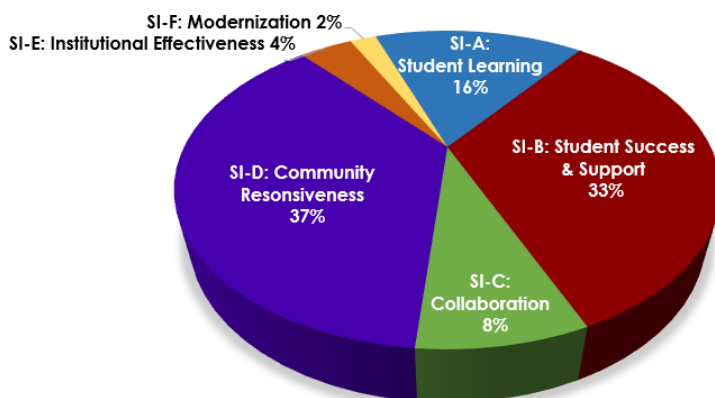
The El Camino College Grants Development & Management Office (aka Grants Office) provides guidance and support to faculty, staff and administrators with all grant applications in order to secure external funding to supplement the college's mission, vision and strategic initiatives. The Grants Office is a resource to:

- foster project ideas;
- locate funding opportunities;
- strengthen grant writing and project development capabilities;
- develop grant proposals and budgets;
- strengthen collaboration between college departments, programs and areas
- nurture partnerships with external organizations;
- support project managers;
- manage grant-funded projects as needed;
- complete and submit reports to the relevant funders' offices; and
- comply with internal and external approval and compliance requirements;

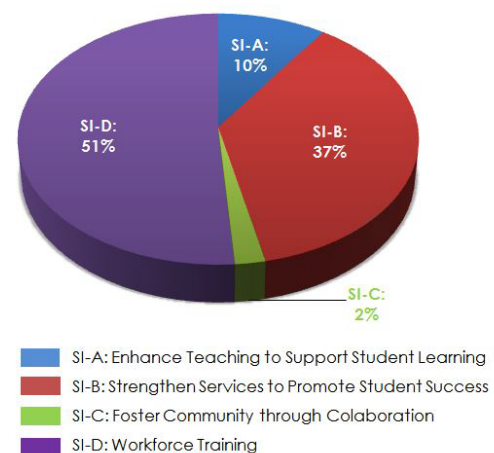
The Grants Office facilitates the acquisition of management of external funding to support projects that promote student learning and success, transform lives and strengthen community. The Grants Office identifies how each grant funded project will support the college's strategic initiatives as part of the grant approval process.

The College's Strategic Initiatives changed in 2015. Below are two graphs showing how external funding supports college initiatives.

**External Funding by Strategic Initiative
FYs 2015 and 2016**



**External Funding by Strategic Initiative
FY 2014**



While the function of the Grants Office is directly tied to the College's mission, vision and strategic initiatives and involves analyzing departments' unfunded objectives when setting external funding goals, not all goals set by the college align with funding agency goals. This misalignment is the reason that not all initiatives can be incorporated into grant proposals.

2. Student Population Served

The Grants Office does not typically serve students directly, but indirectly, via the services provided by college divisions and department that offer grant funded services directly to students. Grants are often designed to include improvements to, equipment for, and/or staff support for, student-centered programs. There are some instances in which grants applications submitted by the Grants Office can be seen to directly serve students as outlined in the three examples below.

3. Effect(s) of Student Participation

There is very minimal direct interaction between the Grants Office and ECC students. Indirectly, via other college divisions and departments, the Grants Office does help students succeed and meet educational goals. Examples of these instances, as mentioned in the section above, are:

Ex. 1: A grant application submitted by the Grants Office to the California Community Colleges Chancellor's Office for the Community Colleges Basic Skills and Student Transformation Program. Through this grant award, El Camino College will be able to address the improvement of the progression rate of basic skills students from remedial education to college level instruction. Currently in the California Community Colleges, more than three-quarters of incoming students who undergo assessment are assigned to one or more basic skills (remedial) courses in mathematics, English writing, or English reading. Once assigned to remediation, relatively few students successfully complete college-level coursework in these subject areas and go on to achieve their educational goals. Yet, national and system-wide research has shown that many students are assigned to basic skills when, in fact, they could have succeeded by enrolling directly in college-level math and English courses. In addition, through the CCC System's Basic Skills Initiative, colleges have piloted and identified a number of instructional and support-service strategies that boost success for basic skills students. This project is a response to this issue.

Three teams (Assessment, English and Math) will work to accomplish the goals and objectives of the project. The Assessment Team will initiate multiple measures assessment reform for English and mathematics placement. Both the English Team and the Math Team will scale up their respective acceleration programs. The English Team will also expand and scale up student access to proactive student support services for developmental English courses and create, pilot and evaluate a Summer Bridge Program to increase placement directly into transfer-level English. The Math Team will facilitate substantial professional development to support instructors in creating content modules that contextualize remedial content, are culturally responsive, and engage students in multiple modalities. Professional development has contributed greatly to the success of El Camino's acceleration program. Finally, the Math Team will work with CTE faculty to develop developmental mathematics curriculum designed

specifically for these students.

Ex. 2: Grant application submitted to the California Department of Education for the AB86 Adult Education Planning Grant Program. Through this grant award the [South Bay Adult Education Consortium](#) (SBAEC), with the El Camino Community College District as the fiscal lead, began planning activities to: create partnerships to improve the adult education system with the district's service area; build bridges between the community college system and the K-12 adult education system; and increase workforce development in our local communities. From the initial planning grant, we were then awarded grants with funding from Assembly Bill 104 in order to implement our AB86 plan. Our K-12 partners consist of: Centinela Valley Union High School District, Inglewood Unified School District, Redondo Beach Unified School District, Southern California Regional Occupational Center, and Torrance Unified School District.

Ex. 3: Grant application submitted by the Grants Office to the California Community Colleges Chancellor's Office to continue the [Teacher Preparation Pipeline](#) (TPP) program. The TPP program was established in 2006 by the Chancellor's Office to address the statewide shortage of teachers. The goal of the program is to provide additional support to those individuals that desire to enter the teaching field. The program supports community college students and industry professionals obtain the education, experience, and credentials needed to become a teacher.

El Camino and nine other California Community Colleges have joined together with businesses and workforce development partners to encourage and support our future teachers. The focus of the program is Science, Technology, Engineering and Mathematics (STEM) fields as well as Career and Technical Education (CTE) such as welding, automotive, electronics, HVAC and many others. Since 2006, outcomes include: assisting 4,260 future teachers; 2,600 credential applications submitted to the state; 250 student internships; and 45 Business Partners.

4. Interaction with On-campus Programs & Off-campus Entities

All grant applications involve collaboration with internal, and often also external, constituencies. El Camino Grants Office staff provide a number of services for its collaborators.

Ideation	Pre-Award	Post-Award	Administrative
<ul style="list-style-type: none"> • Annual planning • Research funding opportunities • Interpret state and federal laws and regulations • Stay current on proposal trends • Provide grant development training to staff 	<ul style="list-style-type: none"> • Facilitate grant planning sessions • Develop grant projects • Liaison with El Camino College Foundation • Facilitate approval of grant projects ideas • Write institutional and departmental 	<ul style="list-style-type: none"> • Assist with development and renewal of grant contracts • Liaison with state and federal agencies • Coordinate site visits • Troubleshoot and resolve problems • Assist with grant budget set up and 	<ul style="list-style-type: none"> • Maintain Grants Office webpage • Develop and maintain grant project webpages, as needed • Maintain web-based grant project database and user accounts • Obtain approval from and

<ul style="list-style-type: none"> • Research and contact funders • Participate in conferences and professional development opportunities • IRB committee 	<p>proposals</p> <ul style="list-style-type: none"> • Create grant project budgets • Manage internal sign-off process • Submit grant proposals 	<p>revisions</p> <ul style="list-style-type: none"> • Provide grant managers' with support & materials • Provide grant management in the absence of a project manager 	<p>maintain communications with cabinet and board members.</p> <ul style="list-style-type: none"> • Store all grant related files and documentation
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Relationships with On-Campus Programs

During the project development phase (pre-award), the Grants Office has interacted with nearly every department on campus at one time or another. Grant projects frequently involve multiple areas and depend on faculty, staff and administrators from multiple departments for ideas and support on new grant-funded projects and initiatives. In addition to the effected departments, the Grants Office will work closely with the following college areas when building a proposal:

- Institutional Research, which provides data for grant proposals' need statements and helps with evaluation design and the implementation of proposal evaluation components;
- Fiscal Services, which provides support with grant budgets and expenditure reporting, and payroll on compensating grant-funded personnel; and
- Human Resources, on hiring and processing paperwork for grant-funded personnel.

Institutional Research (IR) has always provided excellent support for all grant research requests. IR has done everything humanly possible to provide the data and expertise needed to prepare quality proposals and conduct project evaluation. The Director of Institutional Research and Planning led the process of forming the Institutional Review Board for ECC, which is now fully-formed and reviewing submissions. Serving on the IRB is one avenue in which the Director of Grants Development and Management serves the El Camino community.

There are two grant-related issues that fall within the purview of accounting. Both issues have been raised in previous years, and must be continuously monitored and/or attended to:

- Negotiating a Federal Indirect Rate (ongoing, initially addressed Summer 2013)
The application to negotiate the rate can only be submitted in conjunction with specific federal agencies. El Camino, led by Fiscal Services and advised by the Grants Office, contacted and worked with the cognizant federal agency to establish ECC's federally-negotiated indirect cost rate (37.50%). This rate is utilized when applying for federal grants, as allowed, and is effective from 7-1-2013 through 6-30-2017. Prior to this end date the process must be repeated. While this issue is important to the ECC Grants Office, as we must know the correct rate to incorporate into grant applications, this office is not necessarily kept informed of the status of negotiations, nor of the actual rate when the calculation is determined.
- Grant Compliance Monitoring (ongoing, initially addressed in 2014)
Some educational institutions have a specialized grant accountant(s) responsible for working with all grant-funded projects and with monitoring their compliance including

time and effort reporting, documenting matching requirements, etc. At ECC, responsibility for grant accounting is spread out over multiple accounting staff, using those that are assigned to the respective divisions. Compliance monitoring is a responsibility of the specific grant Project Director, but there needs to be some oversight built into the system beyond just Project Director. The Grants Office initiated a solution to project management and its corresponding requisite document tracking by subscribing to American Funding Innovators' (AFI) GrantNavigator system. GrantNavigator is software for grant management, project management and performance management to ensure efforts and earned funds are maximized; as well as providing managers with a tool to effectively oversee project results by tracking both spending and performance in one place, for every grant and contract.

Internal Procedures

The procedures for applying for a grant are outlined on the ECC Grants Office webpages (<http://www.elcamino.edu/administration/grants/>). El Camino College and Compton Center Faculty, Staff and Students interested in grant-funded projects are encouraged to refer to this site for information, where they can access all required forms: El Camino College Grant Steps (on the internal grant application process); Funding Search Request Form (for assistance locating funding sources); and the Grant Approval Form (to gain necessary prior approval to develop an application for, or partner on a grant project).

All grant applications that are submitted under the name of El Camino College must have prior approval by the President's Cabinet. The first step for approval involves the interested staff/faculty member contacting the Dean of their department/division to ensure they have support, and then they must complete a Grant Approval Form. This form spells out how the proposed grant project will: support the mission of the college; support which strategic initiative(s); provide benefits to the students, college and/or community. Also outlined are other factors that must be considered when deciding whether or not to proceed with the project, such as: specific space or facility needs; future staffing needs; participation with/of collaborative partners; and/or future data collection and reporting requirements.

The second step is to obtain the support (i.e. signatures) of the respective Dean and Vice President (VP). In the third step the signed form is presented by the VP of Student and Community Advancement to the rest of the members of the President's Cabinet. Cabinet then has the responsibility to either approved or decline the college's participation in that specific grant competition, and notify the ECC Grants Office of their decision.

Revisions to the grant protocols were requested by the President's Cabinet in June 2016, to include adding timelines to the steps mentioned above, as well as a step where all grant narratives are sent to the President's Cabinet members 10 days prior to their respective due dates. Thus, the current grant processes and procedures are as follows (based on an estimated 60 day opportunity release). Individual grants times will vary.

Responsibilities

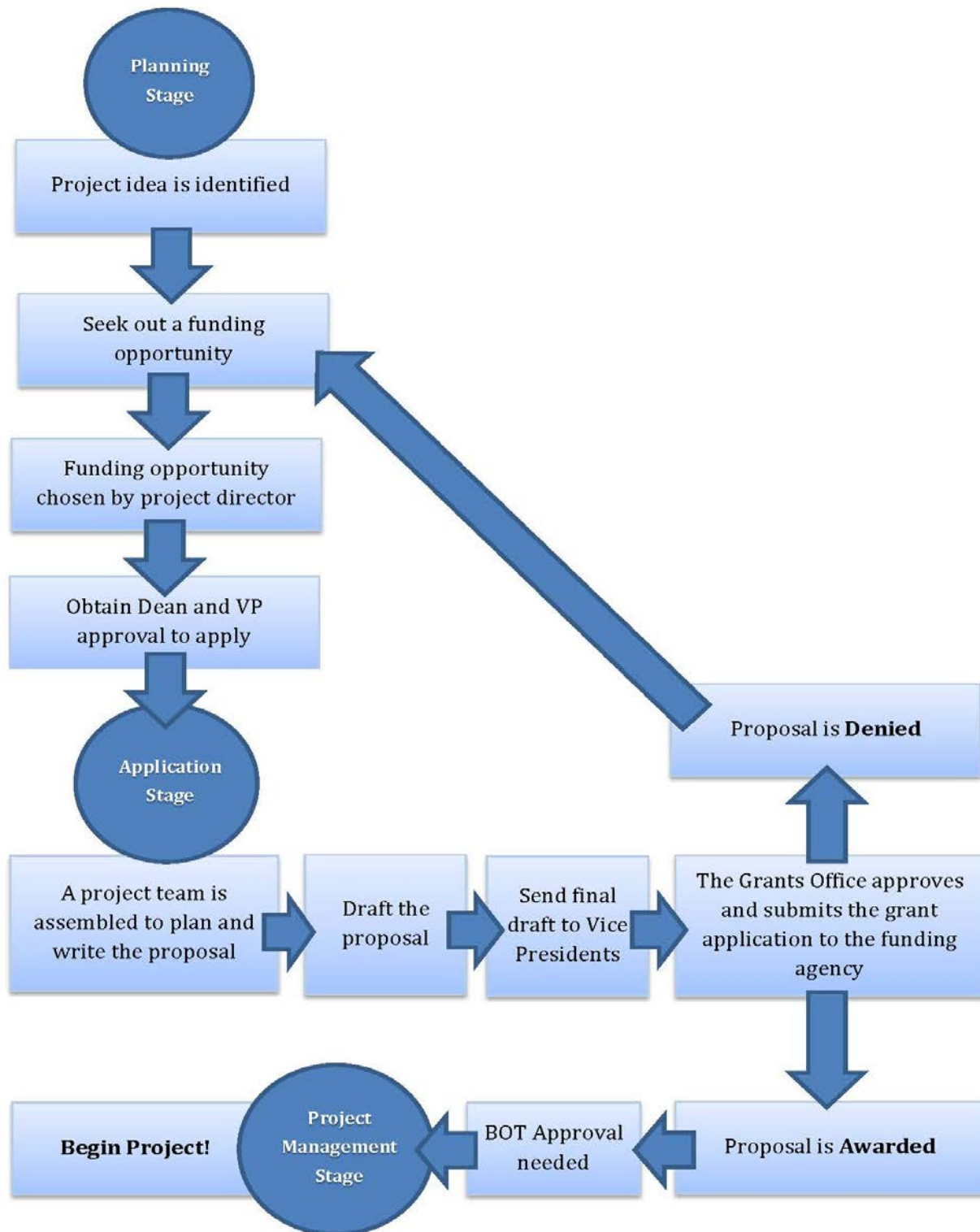
	Responsible Party	Days until due
Planning Stage		
Approval Tree -> Grants Office -> Dean -> VP		
Identify a need at the college or in the community.	Project Director	
Notify the grants office, administration and applicable departments.	Project Director	
Seek out a funding opportunity.	Project Director and Grants Office	
Choose a funding opportunity.	Project Director	60
Obtain approval to apply from Dean and Vice President by completing a Grant Approval Form and submitting it to the Grants Office.	Project Director	50
Notify cabinet of the intended grant application.	Vice President	50 - 0
Notify Board of Trustees - information of the intended application.	Grants Office	50 - 0
Application Stage		
Approval Tree -> Grants Office (in communication with Project Team, Dean, VPs & BoT)		
Prepare a team to develop a project within the guidelines of the funding agency and the college. Include the grants office, department dean(s), VP(s) and other departments in the planning processes.	Project Director	50
Draft a proposal.	Project team and Grants Office	30-14
Email a draft of the proposal to inform the VPs of the specifics of the project.	Grants Office	10
Approve and submit the proposal to the funding agency.	Grants Office	14-0

	Responsible Party
Award Stage	
Approval Tree -> Grants Office initial -> Dean initial -> VP initial -> President sign -> BoT (Grant contracts) Approval Tree -> Grants Office -> Dean -> VP -> Business Manager -> President -> BoT	
Receive award notification from funding agency. Note: funding agencies may send the award notification to the president or project manager. All award notifications must be forwarded to the grants office to ensure that it is processed in accordance with ECC policies.	President, Vice President and/or Project Director
Submit forms to Vice President and President for signature one week prior to due date. Grant document(s) that do not originate from the Grants Office should not be signed.	Grants Office
Place the award notification on the Board of Trustees consent agenda.	Grants Office

	Responsible Party
Begin project after counsel with the Grants Office and the Accounting Office and after Board approval.	Project Director

	Responsible Party
Grant Management Stage	
Submit quarterly, annual and final reports to the funding agency and a copy to the grants office.	Project Director
Submit budget reports and certification of expenditures (if applicable) to the funding agency and a copy to the grants office.	Accounting Department
Update grant navigator database with information and files.	Project Director and Grants Office
Requests for an extension, amendment or changes in the workplan. Grants Office must be involved and receive a copy of the additional documentation.	Project Director
Place any changes to project dates or funding amount on board agenda.	Grants Office

Grant Process



Relationships with Off-Campus Entities

Many grant applications involve collaboration with external entities including local educational agencies (LEAs), other community colleges, 4-year universities, municipalities, non-profit organizations, and State agencies, businesses and workforce investment boards. During the application phase, the Grants Office will frequently provide a forum to facilitate collaboration and information exchange between partners. This is accomplished with project management tools such as Basecamp, Outlook and administrative/clerical tasks to keep all stakeholder informed. Oftentimes, the grants office will set up meetings between partners and be the liaison between the project manager and local agencies. By supporting the development of interdisciplinary working groups, the Grants Office hopes to draw on the strengths of the community and create desirable programs that funders want to support.

The following two examples will show how the Grants Office works with both on- and off-campus entities.

Ex. 1: There has been significant effort on the part of the Grants Office, in concert with the Community Advancement Division, to administer the Adult Education Block Grant (AEBG), for the [South Bay Adult Education Consortium](#) (SBAEC). This involves a comprehensive collaboration with local educational agencies and their adult school programs: Centinela Valley Union High School District (Centinela Adult Education program); Inglewood Unified School District (Inglewood Career Technical Education, Adult Education, Alternative Education School); Redondo Beach Unified School District (South Bay Adult School); Southern California Regional Occupational Center (SoCal ROC); and Torrance Unified School District (Torrance Adult School). The Grants Office assists all above entities with planning and public meetings, with organizing and managing funds, with contracts and compliance and with communicating with the public via newsletters, website and email.

Ex. 2: A project idea was brought to the Grants Office from the ECC Foundation that involved a partnership with Aerospace Corporation and was to be funded by the Keck Foundation. This project was designed to utilize El Camino College students as mentors, the Aerospace Corporation as a subject matter expert, and would provide outreach and learning activities at local middle schools. During the development of this project, the Grants Office pulled together the necessary partners, helped facilitate information sharing via a project's Basecamp website, attended each planning meeting and developed the application to the specifications of all partners. In the end, the Keck foundation did not choose to fund this application, but the relationships that were built during this application could be used as a building block for the next project.

5. Notable Achievements

Grants Office	2013-14	2014-15	2015-16	(to date) 2016-17
Proposals Submitted	21	36	28	31
Proposals Funded	19	26	24	24
Amount Requested	\$ 7,283,260	\$ 17,679,859	\$ 8,221,730	\$ 37,437,227
Amount Funded	\$ 5,060,209	\$ 5,595,284	\$ 7,467,241	\$ 19,727,860
Amount Pending or In-Progress				\$ 2,905,000

For a time, the lack of staff in the ECC Grants Office and re-direction of the Director of Grants Development for the Economic and Workforce Development Programs' time commitment, affected grant involvement and submission per division. During the period in which responsibilities of the Grants Office shifted to the Director of Grants Development for the Economic and Workforce Development Programs (January 2011 - November 2013), grant application activity was as follows:

- Community Advancement: 64 grant applications submitted
- Industry and Technology: 5 applications submitted
- Mathematical Sciences: 6 applications submitted
- Natural Sciences: 1 application submitted
- Learning Resources: 2 applications submitted
- Nursing: 7 applications submitted

Since the last Program Review in 2013, the ECC Grants Office has gained two full-time staff -- a Project Specialist was hired January 2014 and a Director was hired October 2015. Subsequently the Director of Grants Development for the Economic and Workforce Development Programs position was eliminated.

Upon adoption of the GrantNavigator system for grant management, the Grants Office began utilizing a uniform classification system, based on divisions and departments, organizing grant projects as per the dominant partner and/or who is managing the project (i.e. Academic Affairs, Business Division, Community Advancement, etc.).

From December 2013 to August 2016 grant application activity was as follows:

- Student & Community Advancement: 2 grant applications submitted
 - Counseling & Student Success: 5 grant applications submitted
 - Institutional Research & Planning: 1 grant application submitted
 - Student Support Services: 5 grant applications submitted
- Community Advancement: 14 grant applications submitted
 - Career Pathways: 11 grant applications submitted

- Center for Applied Competitive Technologies: 8 grant applications submitted
- Center for Customized Training: 7 grant applications submitted
- Community Education: 3 grant applications submitted
- Small Business Development Center: 8 grant applications submitted
- Workplace Learning Resource Center: 5 grant applications submitted
- Academic Affairs: 11 grant applications submitted
 - Business: 5 grant applications submitted
 - Fine Arts: 2 grant applications submitted
 - Industry and Technology: 13 applications submitted
 - Learning Resources: 1 application submitted
 - Mathematical Sciences: 6 applications submitted
 - Natural Sciences: 3 application submitted
 - Nursing: 4 applications submitted
- Human Resources, Staff & Student Diversity: 1 grant application submitted
- ECC - Compton Center: 5 grant applications submitted
- ECC Foundation: 2 grant applications submitted

6. Implementation of Prior Program Review Recommendations

Section	Recommendation(s)	Implementation	Impact(s)
Program environment	Recommend that El Camino College Administration channel all or part of indirect dollars brought in by grant applications back into the Grants Office budget.	No action taken.	Leaves the Grants Office vulnerable in terms of sustainability and long-term planning.
Staffing and compensation	Recommend the College officially employ a Grants Office Director.	Completed.	Grants Office now run by 2 FT staff.
	Recommend employing a Project Specialist to fill the vacant position.	Completed.	Grants Office now run by 2 FT staff.
Program Support and Planning	Formalize the communication and operations between the entities of the El Camino College Compton Educational Center and the still-operating Compton Community College District (CCCD).	No action taken.	Potential conflict in the areas of fiscal management and confusion over responsibility for grant deliverables.
Planning, Staffing and Program Support	Develop expertise and involvement in additional aspects of resource development, such as government contracts, private-public partnerships, and international partnerships agreements that generate revenue or professional development opportunities for faculty and staff.	Action taken.	Training on UGG conducted to improve ECC and Compton staffs' ability to effectively manage Federally-funded grant projects.
Staffing and Planning	Explore creating a temporary classified employee category that will allow hiring full-time classified staff for the period of the grant.	No action taken.	This is a recurring issue and may be something that needs to be included in the classified contract negotiations.

Note: The Official Response from the El Camino CCD Program Review Committee to the Fall 2013 Program Review included the following noted weakness in regards to then Section F, Conclusions & Recommendations: "There were items in this section that had not been introduced or thoroughly referenced previously in the Program Review narrative. Examples are the recommendation to invest funded grants' indirect dollars back into the Grants Office and the inclusion of the fact the Compton Community College District was able to apply for a federal grant independently from the El Camino Community College District. See pages 20 and 21."

These particular recommendations were taken directly from the Grants Office PlanBuilder report, a part of the college's official institutional planning process under the office of Institutional Research & Planning. PlanBuilder has since been replaced by the TracDat Program Review and Planning (PRP) system, though this is still one of the recommendations.

Section B. Program Environment

1. Location and Adequacy of Resources

Currently, the ECC Grants Office is located off-campus, housed at the ECC Business Training Center located at 13430 Hawthorne Blvd, Hawthorne, CA 90250; which is open Monday through Friday from 8:00 a.m. to 5:00 p.m. (except designated holidays). The current location is adequate to house the 2 Grants Office staff, though space is somewhat limited for the required hard-copy file storage that is required by state and federal agencies.

Formerly, the Grants Office was located in an office suite in the El Camino Administration building on the main campus in Torrance, CA, a suite shared with ECC Foundation staff which included an office for the Director as well as a workstation for the Administrative Assistant.

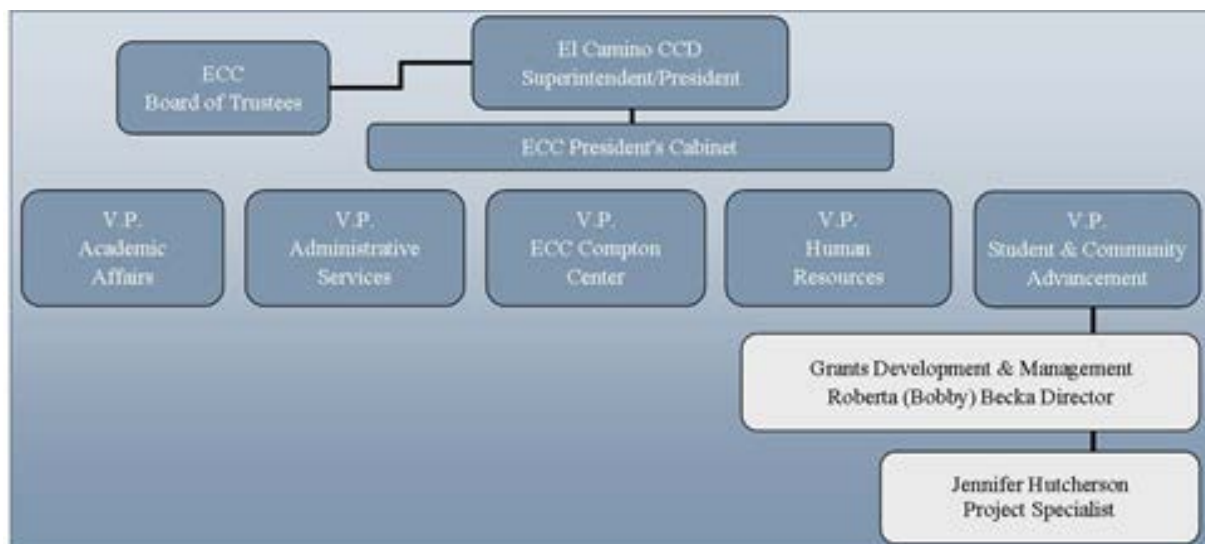
In the future, the existing Administration building on El Camino's main Torrance campus is scheduled to be demolished beginning early 2017 in preparation for a new administration building. When the new Administration building construction project is completed, anticipated for 2020, the Grants Office will move back on campus and be housed on the second floor of the new administration building in an office suite with Institutional Research & Planning.

Any future changes to location must include a quiet working environment that is free from distraction and interruption and ample storage for grant files.

2. Program Personnel

The ECC Grant Office is currently a two-person department. Since the last 2013 Program Review, the ECC Grants Office has secured two full-time staff: a Project Specialist who was hired January 2014, and a Director hired October 2015.

The organizational chart outlining the reporting hierarchy for the ECC Grants Office:



3. Future Staffing Needs

The need for additional staffing has been addressed via Recommendations entered in TracDat:

- Grants 2016 Recommendation 1: Hiring an Administrative Assistant II to be shared with Institutional Research & Planning.

To date, neither the Grants Office nor Institutional Research & Planning have had the support of a dedicated administrative assistant to handle the necessary paperwork that accompanies the management of an office that serves the needs of the entire district. Prior to January 2016, the Grants Office was aided by the Administrative Assistant of the Dean of Community Advancement. Upon her retirement in December 2015, it became clear how much additional work would now fall to the 2-person Grants Office staff. This has, and will continue to, directly impacted the time that the Grants Office has to effectively serve the campus community and fulfill its goals.

- Grants 2016 Recommendation 2: Hiring a Grant Manager or a Grant Coordinator to take responsibility for the management of funded grant projects, as necessary.

Over the years, many opportunities for external funding have been passed by due to lack of available staffing resources to manage an additional project. In addition, as turnover occurs, current managers of grant project sometimes move on to other endeavors, leaving the project to be managed by another person that may not have the experience of running a grant or the required dedication to the success of the project.

When these events occur, the Grants Office does the best it can to fill in for the missing personnel, to help guide those that have taken over for others and sometimes even managing the entire project. The labor stock of the Grants Office is limited, not by desire or expertise, but in personnel. Since it is only a 2-person office, the extra workload that comes with managing grant projects can directly impact the ability of the Grants Office to effectively serve the campus community and fulfill its goals and objectives of pursuing external funding. Improperly run or mismanaged projects can also lead to penalties assessed by the funding agency and poor project outcomes.

A full time Grant Manager or Grant Coordinator would:

- Plan, coordinate and monitor the implementation of a variety of grant projects;
- Monitor compliance with all federal, state and local laws, relevant contractual obligations, and accounting and reporting standards applicable to grant projects;
- Prepare and disseminate financial, statistical, and operational reports related to grant-funded projects to stakeholders;
- Prepare information, including press releases, that relay grant milestones, achievements, and outcomes to the community;
- Conduct training on grant management to administrators, faculty and staff as needed;
- Finalize project operating budgets, and assist in resolving operational budget and reporting problems during the life of a grant;
- Manage and collaborate with appropriate departments to arrange and host meetings, presentations and site visits for grant pre and post award phases;
- Have some authority when an existing project is being mismanaged or project staff is not communicating with other departments on campus;

A side note regarding existing Grant Project Directors/Managers:

Success of many grant projects depends on the ability to quickly hire qualified personnel to work on grant-funded projects. While it is fairly easy to hire temporary managers because of the Special Services Professional (SSP) category, hiring support staff is much more complicated and much less efficient. Essentially, support staff can only be hired quickly, as either non-certificated temporary employees or part-time casual employees, and both are categories that restrict the position to 25 hours a week (maximum 170 working days per year). This creates a significant problem for multi-year grants that have a difficult time attracting qualified staff for part-time positions and maintaining quality support for managers. It has been suggested that a category similar to a temporary manager category should be created for classified staff working on externally-funded projects. We would welcome suggestions for a solution.

4. Future Facilities Needs

It is anticipated that sometime within the next 4 years the construction on the new Administration Building will be completed, and the Grants Office will be relocated back on campus. In this new building, the Grants Office is schedule to share a suite of offices with Institutional Research & Planning. Shared space will include a conference room and work/break room for copying and scanning. Suite space designated for Grants Office staff use will be an office for the Director (154 sq. ft.) and an office for the Project Specialist (117 sq. ft.).

At some point during the planning phase, the shared suite space designated for the Grants Office and Institutional Research & Planning was unexpectedly altered to include an additional/separate area to house an additional Director (160 sq. ft.) and Clerical Assistant (103 sq. ft.), with an accompanying storage area (46 sq. ft.). This is only labeled as “Flexible Space” and has not publically been connected to any one department/division. Since both the Grants Office and Institutional Research & Planning have requests in, via TracDat, for additional staff; we would like to have this space designated for use specifically by our two offices. This would ensure that future long-term growth could be accommodated within the enclosed suite.

As time and staffing permits, the Grants Office staff conduct grant funding searches requested by faculty or staff. It would be beneficial to give faculty and staff interested in exploring new funding sources for their projects access to this database by having a dedicated computer that they could use to perform the searches. However, with current office configuration, there is no space for such a station to be set up, and in fact, no adequate, available computer to use for such a workstation.

Having access to the planned shared work/storage (245 sq. ft.), to be located across the hall on the 2nd floor of the new Administration Building, will be optimal for storing hard-copy grant files. While much of the grants files are maintained as e-files and stored on an ECC server, we are still required to maintain hard-copy files on grants for 3-7 years, depending on the funding agency.

5. Future Equipment/Technology Needs

With current staffing and workload, it is expected that we would at least maintain the current level of inventory of technological tools utilized by the Grant Office which includes:

- ☐ Two (2) desktop workstations (each with a 2-monitor configuration),
- ☐ Four (4) desktop printers, one color, one laser (and access to networked printers),
- ☐ Two (2) desktop scanners (and/or access to networked color scanners),
- ☐ Two (2) laptop computers (current devices were purchased with grant funds), and
- ☐ Two (2) portable tablet devices (current devices were purchased with grant funds).

Additional technology needs over the next 4 years, in the event that proposed additional staff are hired, are estimated as follows (expense could potentially be shared with IR&P):

- ☐ Two (2) desktop workstations,
- ☐ Two (2) desktop printers (and access to networked color printer),
- ☐ Two (2) desktop scanners (and/or access to networked color scanners), and
- ☐ Two (2) portable tablet and/or laptop devices.

6. Hours of Operation

The current location of the ECC Grants Office, the ECC Business Training Center located at 13430 Hawthorne Blvd, Hawthorne, CA 90250, is open Monday through Friday from 8:00 a.m. to 5:00 p.m. (except designated holidays). As most of our interaction with other staff and students is handled via telephone or email, this is adequate to meet the needs of staff and students, as well as outside community partners.

7. Influence of External Factors

The primary external factor that directly affects the Grants Office is the fluctuation in the prevalence of outside funding streams: Federal, State, and/or Foundation. Federal funding sources are, for the most part, static, i.e. there very seldom are new programs to which we can apply. State funding is more cyclical, with highs and lows that can be attributed to a changing economy. Foundations too can be cyclical. In general many private foundations' available funds for grants are limited by the profit that has been made on investments. Corporate foundations can be affected by this too, as well as by the amount of funds that have been contributed to its non-profit, grant-giving entity (which can correlate to the company's own revenue).

- The influence of external factors can be seen in the following:
- Fluctuation in the amount of federal funding for higher education-related grants
- Increased competition for federal grants
- Fluctuation of state grants for academic programs and student services, as well as those for economic development

There has been a considerable increase in interest and demand for community college courses and know-how in developing countries. Opportunities exist for offering programs on location and in distance modes, for customized training, technical assistance, etc. These types of new resource development opportunities can be quite profitable when given a chance to grow and mature. Many community colleges are choosing to become players in the international development arena and their faculty and students stand to benefit greatly from this involvement.

While the Grants Office can't directly affect the changes in the nation's or state's economy or the direction of funding from federal and state entities, it can stay informed on the current climate and direction of future funding opportunities. Keeping informed allows the grants office to inform others when requests for project ideas are considered. For example, the grants office may be aware that apprenticeship programs will be heavily funded and/or included as requirements in many upcoming grants. With this knowledge, future projects can be planned with this in mind to maximize the funding that is given to the college.

Section C. Service Area Outcomes (SAOs)

1. Grants Office SAOs

The ECC Grants Office Service Area Outcomes (SAOs) are as follows.

By interacting with the Grants Office, El Camino College and ECC Compton Center employees will:

1. be better equipped to navigate and understand the various avenues to applying for grants.
2. easily synthesize the information provided by the Grants Office with their own department and professional experience in order to develop a more competitive grant application.
3. apply knowledge from the grants process to strategize priorities and make decisions regarding outside funding options.
4. be encouraged to become involved with other departments on campus and external organizations in order to increase the success of our students and/or the local community.

2. SAO Development Process

Prior to the 2013 program review, the Grants Office did not have any formal SAOs. Thus, the Director of Grants Development for EWD Programs devised the original set of SAOs for the El Camino Grants Office. Since then, both the Director and Project Specialist have actively participated in developing a plan for the office, including updates to the SAOs.

Input from other ECC employees is incorporated into revisions of the SAOs and program plan via solicited survey responses. The Grants Office plan is tied directly to the college's goals, and ideally would involve analyzing divisions' unfunded objectives in setting up its own targets. Bearing in mind, of course, that not all unfunded objectives are grant-fundable, thus not all of them can be turned into grant proposals.

3. SAO Assessment

The Grants Office assessment tools, such as the Customer Satisfaction Survey, are evaluation forms comprised of multiple questions and varied response measurement options. These surveys are typically administered at intervals to faculty, grant project managers, managers, staff, and supervisors electronically. Survey participants submit completed forms to the Grants Office; after which the staff analyzes the results and shares the information with the ECC Institutional Research & Planning department. Information gleaned from these surveys is used to improve future services provided to employees and the content of future management forums or flex day presentations. Campus-wide surveys are done approximately every two years and participant surveys are conducted after each presentation or training event.

4. Actions in Response to SAO Assessment

As this is the first year that the Grants Office has been measured and/or been required to have, and track, a minimum of 3 formal SAOs, reporting on modifications as per specific SAO is a bit problematic. The Grant Office has made modifications via the following actions:

- Increased the frequency of grant information sent to ECC colleagues (via Grant\$ Alert Newsletters and Grants Bulletins)
- Routinely presented Grants Office information at college-wide events, such as Flex Day, in order to increase communication avenues with other divisions and departments
- Contracted with specialized consultants to offer training to ECC staff in other divisions/departments in the area of grant compliance and management

5. Sharing SAO Assessment Results

The Grants Office has shared these assessment results via the Program Review process, and upon request to other ECC personnel and departments. This information will also be shared on the Grants Office webpage.

6. Modifications to SAOs

The first year the Grants Office was required to incorporate SAOs, there was only one. Since we have now been required to have and track a minimum of 3 formal SAOs, there have only been modifications to the SAOs themselves (listed above). Modifications to the SAOs will be conducted in the future as needed.

Section D. Program Improvement

1. Activities Engaged to Improve Services to Students

As noted previously, the Grants Office does not serve students directly, but indirectly, via the services provided to college divisions and departments that do offer direct services to students. Grant projects are most often designed to include improvements to, equipment for, and/or staff support for, student-centered programs. One example is the Basic Skills and Student Transformation Program grant funded by the California Community Colleges Chancellor's Office for \$1,499,967 over a three-year period. Through this grant award, El Camino College will address the improvement of the progression rate of basic skills students from remedial education to college level instruction.

Currently in California Community Colleges, more than three-quarters of incoming students who undergo assessment are assigned to one or more basic skills (remedial) courses in mathematics, English writing, or English reading. Once assigned to remediation, relatively few students successfully complete college-level coursework in these subject areas and go on to achieve their educational goals. Yet, national and system-wide research has shown that many students are assigned to basic skills when, in fact, they could have succeeded by enrolling directly in college-level math and English courses. In addition, through the CCC System's Basic Skills Initiative, colleges have piloted and identified a number of instructional and support-service strategies that boost success for basic skills students. This project is a response to this issue.

Three teams (Assessment, English and Math) will work to accomplish the goals and objectives of the project. The Assessment Team will initiate multiple measures assessment reform for English and mathematics placement. Both the English Team and the Math Team will scale up their respective acceleration programs. The English Team will also expand and scale up student access to proactive student support services for developmental English courses and create, pilot and evaluate a Summer Bridge Program to increase placement directly into transfer-level English. The Math Team will facilitate substantial professional development to support instructors in creating content modules that contextualize remedial content, are culturally responsive, and engage students in multiple modalities. Professional development has contributed greatly to the success of El Camino's acceleration program. Finally, the Math Team will work with CTE faculty to develop developmental mathematics curriculum designed specifically for these students.

2. Using Metrics to Improve Services to Students

The El Camino College Grants Office supports the mission of the college by securing outside Federal, State and Private funds that directly support educational programs and services.

The Grants Office plan, ideally, is directly tied to the college's goals and involves analyzing divisions' unfunded objectives in setting up its own targets. Grants Office assessment tools, the Customer Satisfaction Survey and Project Directors' Forum Survey, are evaluation forms comprised of multiple questions and varied response measurement options. Information gleaned from these surveys is used to improve future services provided to employees and the content of future Forums.

3. Patterns in Terms of Student Characteristics & Program Objectives, Planned Responses

Not applicable in regards to the Grants Office.

Section E. Customer Service

1. Administration of Survey(s)

Not applicable in regards to students. In regards to staff:

2016 Grants Office Survey. An electronic ECC Grants Office survey was distributed to all ECC employees in March of 2016, to which one hundred and fifty-one (151) responses were received. The survey was meant to collect data/information to use in evaluating the Grants Office, in order to improve/adjust the services performed for the college. (Survey included in appendix A) Google Forms was utilized and the survey link sent by email.

2016 Federal Grants Management Training Survey. In April 2016 the Grants Office held the first of (hopefully) many trainings related to grant management. Personnel who are actively involved in managing grant-funded projects were invited to attend in order to gain information and insight from Thompson Information Services, a company specializing in authoritative, timely and practical guidance with complying with ever-changing Federal regulatory mandates. After training was completed, both the Grants Office and Thompson surveyed participants. (Survey included in appendix B) Google Forms was utilized and the survey link sent by email.

2. Major Findings

2016 Grants Office Survey. Out of the total 151 respondents, they self-identified in the following employment categories: 33% faculty, 18 % adjunct faculty, 33% staff, 12% management/administration, and 4% other. Ninety-four percent (94%) were from the El Camino campus, 1% from the Compton campus, 3% from the Business Training Center, and 1% identified as Other. Only 40% of them knew where the Grants Office was located, and only 28% had used the website.

After initial demographic questions, the survey asked participants if they had worked with the Grants Office in the past 2 years. Only 23% (35 out of the 151) respondents indicated that they had, and so were directed to a separate set of questions pertaining to individuals' perceptions of working directly with the Grants Office.

Overall, these respondents were satisfied with the quality of services provided by the Grants Office, and rated them either "very good" or "good" in the following areas:

- Timeliness of the staff's response to your request – 91%
- Staff's helpfulness – 97% (3% not applicable)
- Staff's knowledge – 98% (3% not applicable)
- Quality of materials and/or information received – 88% (6% not applicable)
- Grant's Office respect for other's time and ideas – 91% (3% not applicable)
- Your experience with the internal grant application process – 71% (17% not applicable)
- The efficiency of the grant development process - 78% (11% not applicable)
- Overall quality of service received – 91% (3% not applicable)

Most of these respondents (43%) indicated that one of the reasons why they had not pursued grants was lack of time. However, other factors were also indicated:

- Did not want to take on the project and/or the grant management responsibilities – 12%

- Did not have the support of the Administration – 10%
- Lack of information development and application process – 8%
- Did not know who to contact for help with the project – 8%
- Other – 8%
- Did not find any funding sources appropriate for the project – 6%
- Did not believe project was feasible on campus or in department – 6%

A considerable number (32%) selected “lack of information about grant development and application process” as one of the reasons.

Among suggestions submitted by the respondents several were related to dissemination of information about funding opportunities. Grants Office staff send out electronic newsletters with listings of upcoming grant opportunities at least twice a year (more often quarterly). It may be beneficial to send out a brief monthly piece as well.

Several respondents also mentioned training. In the past, the Grants office conducted one or two workshops per year, but a fixed, predictable workshop schedule each year with one or two sessions each semester may be worth considering.

2016 Federal Grants Management Training Survey. Training took place over a full 2-days and covered such topics as:

3. Exemplary Services to be Shared and/or Expanded

Not applicable in regards to students. In regards to staff:

2016 Grants Office Survey.

There were 151 respondents to the 2016 Grants Office Survey in total, though, as questions built upon each other and respondents were directed to subsequent questions based on their responses to previous questions, not all questions were answered by all respondents.

Exemplary services highlighted via survey responses included:

- 91% rated the timeliness of the staff’s responses as “Very Good” or “Good”
- 97% rated staff’s helpfulness as “Very Good” or “Good”
- 98% rated staff’s knowledge as “Very Good” or “Good”
- 88% rated the quality of materials and/or information received as “Very Good” or “Good”
- 91% rated the Grant Office’s respect for others’ time and ideas as “Very Good” or “Good”
- 91% rated the overall quality of service received as “Very Good” or “Good”

Someone even said we were awesome. ☺

Additional findings can be found in the attached survey results.

2016 Federal Grants Management Training Survey.

This training was provided to ECC staff in other divisions/departments in the area of grant compliance and management through a contract with specialized consultants. Responses to the 2016 Federal Grants Management Training Survey from training participants indicated the following exemplary aspects:

- All of them thought the training should be repeated, and either would again attend themselves (37.5%) or would recommend the training to others (87.5%)
- An increase in their knowledge of Federal grants management due to this training: a great deal (12.5%), a lot (50%), and a moderate amount (37.5%)
- Usefulness of the information presented at the event: extremely useful (25%) and quite useful (75%)

Additional findings can be found in the attached survey results.

4. Addressing Improvements to Services

Once the Director position was filled, steps were taken to address identified desired improvements to services provided by the Grants Office to the El Camino community. All past survey questions, and their corresponding responses, were analyzed and steps taken to address any identified shortcomings. Additional input was solicited from administrators, staff, faculty and students of the El Camino and ECC Educational Center campuses.

Section F. Conclusions and Recommendations

1. Summary of Program's Strengths

The ECC Grants Office now has two full-time staff to shoulder the necessary responsibilities associated with an office serving a district of this size. This is crucial, and has allowed for the increase in the actual number of grant applications submitted, which consequently results in additional funding for the district.

Without blatantly tooting our own horn, the Grants Office staff are dedicated to upholding the El Camino District's Statement of Values is: People, Respect, Integrity, Diversity and Excellence (PRIDE), and demonstrate this in the following manners:

People: Through excellent communication skills and interacting with all persons in a considerate and positive manner.

Respect: Being always mindful of showing people respect and consideration, no matter their position in life or status on a project.

Integrity: Upholding strong moral principles, and always being honest and fair in interactions with others, as exhibited by work via collaborative endeavors such as hiring committees and the Institutional Review Board.

Diversity: Striving for excellence at working and communicating with a wide-ranging set of individuals from a variety of circumstances and all walks of life -- exhibited via routine

interactions with El Camino students, faculty, staff, managers, and administrators; as well as community members from K-12, community colleges, 4-year universities, adult schools, industry professionals, non-profit organizations, government entities, etc.

Excellence: Providing excellence in all avenues of work conducted here at El Camino College, and striving to exhibit stellar examples of contributions to this institution and its students -- to routinely go above-and-beyond what is asked, and always strive to impress college colleagues and community collaborators with results.

2. Summary of Areas Needing Improvement

The ECC Grants Office is meant to promote and facilitate the acquisition of external funding to support ECC programs, projects and related activities, including both the El Camino and ECC Compton Educational Center campuses. As a resources and center for assistance to faculty, staff and administrators, the Grants Office works hard to: foster project ideas; locate funding opportunities; strengthen grant writing and project development capabilities; develop grant proposals; and comply with applicable internal and external approval and compliance requirements.

The Grants Office is meant to not only assist with and prepare grant applications, but also serve as a clearinghouse for all grant-related information and documentation. In addition, this office provides support to faculty and staff who serve as project directors, and takes an active role in the management of grants that do not have a full-time project director, when necessary serving as Project Director for these grants.

The primary and fundamental issue (and area needing improvement) is the lack of financial support and commitment to the Grants Office by the El Camino CCD Administration. This office has historically been a two-person unit, and while it has recently been restored to this level of staffing, the administration has failed to financially support the office's operations.

In the past, the Grants Office has been fully funded by the ECC General Fund. For example: The operation budget for FY 2007-08 was \$241,254. The bulk of the budgeted amount covered the cost of three (3) full-time positions: Director of Grants, an Administrative Assistant I who supported the Grants Office, and an Administrative Assistant II who worked for the ECC Foundation and did not support the Grants Office. Without the Administrative Assistant II salary and benefits, the actual Grants Office budget for 2007-08 (including other categorical funds) was \$171,254.

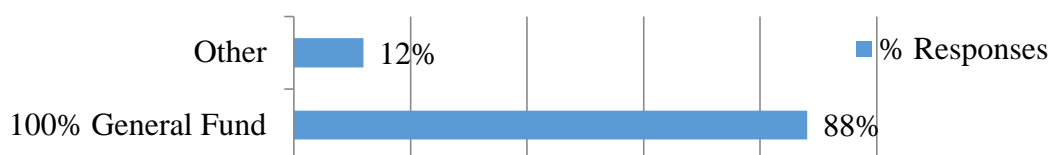
However, since January 2011, the Grants Office budget was decimated. There is no (\$0) college funding for the Grants Office's Director position, and neither is the Project Specialist position fully funded by the General Fund.

The salary of the Director is actually funded (100%) by only one ECC department, the Community Advancement (CommAdv) Division / Business Training Center (BTC) (Fund 12 monies) -- even though the Grants Office supports all campus divisions.

In addition, a portion (10.7%) of the Project Specialist position still supported by the CommAdv Division (Fund 12), while the rest of this salary (89.3%) is paid for by the ECC General Fund, via a budget of the Vice President for Student and Community Advancement.

This places an unfair burden on this one division to support one of the few offices that support the entire district. Examples of other offices that support the entire district include: Institutional Research and Planning, Facilities, and Information Technology Services (ITS).

To gather information on community college grants offices throughout the country and how they are maintained and supported, a “Financial Support of Your Grants Office” Survey was administered via the Council for Advancement and Support of Education’s (CASE) Community College Grants Digest and Discussion Board and the Grant Professionals Association’s (GPA) Community College Grants listserv. Most community colleges reported that their grant office staff positions are supported by their college’s general fund:



When looking closer at the ‘Other’ category answers:

- One response with 3.4% General Fund, 96.6% Community Advancement Division (ECC);
- Two responses with 50% college general fund, 50% unrestricted grant funds; and
- One response with 2 full-time employees paid with General Fund; 1 part-time Office Assistant paid with Title V grant funds;

it quickly becomes clear that, with the exception of El Camino College, all of the respondents’ grants offices are supported either completely by general fund, or in some part by grant dollars. No one else reported one division as responsible for financially supporting this district-wide office.

3. Prioritized Recommendations Based on Importance

Recommendation #1

Recommend that the El Camino College Administration fully financially support, 100% from the General Fund (Fund 11), the staff of the Grants Office (TracDat - Grants 2016 Program Review Recommendation 4 and Grants 2016 Program Review Recommendation 5). (*Program Environment*)

Recommendation #2

Recommend an Administrative Assistant II be hired to be shared with Institutional Research & Planning (TracDat - Grants 2016 Recommendation 1). (*Program Environment*)

To date, neither the Grants Office nor Institutional Research & Planning have had administrative assistants to handle the necessary paperwork that accompanies the management of an office that serves the needs of the entire district. Prior to January 2016, the Grants Office was aided by the Administrative Assistant of the Dean of Community Advancement. Upon her retirement in December 2015, it became clear how much more work would now fall to the 2-person Grants Office staff. This has, and will continue to, directly impact the time that the Grants Office has to effectively serve the campus community and fulfill its goals.

Recommendation #3

Recommend that a Grant Manager be hired to take responsibility for the management of funded grants, as necessary (TracDat - Grants 2016 Recommendation 2). (*Program Environment*)

The human resources of the Grants Office are limited as it is only a 2-person office, thus the extra workload that comes with the additional duties of managing grant projects is too great for the current staffing. This has, and will in future, directly impact the ability of the Grants Office to effectively serve the campus community and fulfill its goals and objectives.

Recommendation #4

Recommend that the El Camino College Administration channel all or part of the indirect dollars brought in by grant applications back into the budget for the Grants Office (TracDat- Grants 2016 Program Review Recommendation 3). (*Program Environment*)

As the Grants Office supports all El Camino programs, and other college campuses is supported by the General Fund, this would at least lend itself to a more fair or equitable means of supporting its necessary expenses.

In the past there are some who have made the argument that the Grants Office should be "self-supporting". Since a great deal of the work/time commitment involved in securing grant funds occurs prior to the funding period (of funded grants), including this time commitment in a grant's budget is both unethical and unallowable. In addition, there exist no grant opportunities that will fund grant writing specifically. Therefore the only possible avenues that a college Grants Office has to be "self-supporting" are:

- 1) To write in Grants Office staff as the Project Directors/Coordinators of each grant (however a 2-person office would not have enough staff to manage these activities); or
- 2) Invest funded grants' indirect dollars back into the Grants Office expenses.

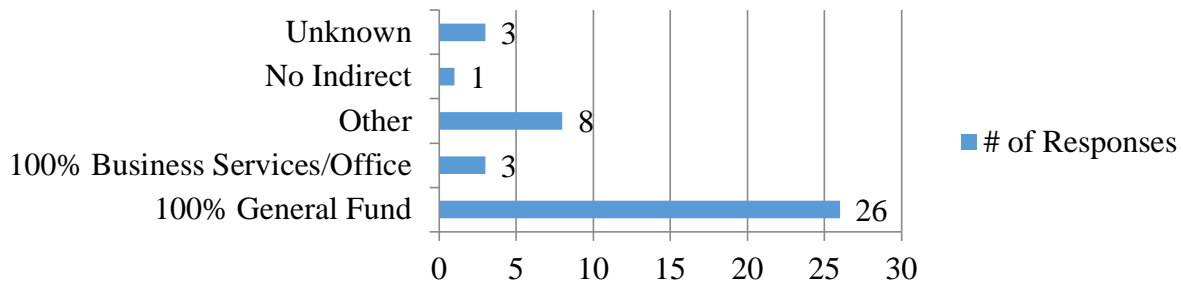
To outline what this might look like in terms of past dollars, the following charts shows the amount of indirect money tracked in the AFI GrantNavigator database, sorted by year in terms of the date each funded grant application was submitted¹. It is understood that this is will not be an exact reckoning of when the actual dollars will be added to the El Camino College bank account (as related to fiscal years, etc.), and the indirect amounts from multi-year grants will all be shown in one year, but is meant to show an average of annual indirect dollars that could be used to support Grants Office activities. Even these rudimentary calculations show that the expenses incurred to maintain a Grants Office are countered by the indirect dollars the Grants Office is responsible for bringing into the ECC general fund.

Year Applied	Indirect \$s	10 Year Annual Average
2016	185,443	\$ 199,950 (Note: for comparison, the
2015	205,262	
2014	175,371	
2013	200,418	

¹ The AFI GrantNavigator database was not begun until Spring of 2013, thus it is still a work in progress and there are some 'older' grants (included some in 2006 and 2007) that have not been added.

2012	244,387	actual Grants Office budget for 2007-08 was \$171,254)
2011	244,663	
2010	190,643	
2009	228,510	
2008	203,744	
2007	121,044	
10 Year Total	\$ 1,999,485	

The “Financial Support of Your Grants Office” Survey mentioned above also requested information on where colleges were funneling the indirect dollars from their funded grants. Most did report that it was funneled back into the general fund (as this was the financial support of their office staff came from as well).



‘No Indirect’ answer: Currently no indirect cost rate has been established at our college. (1)

‘Other’ category answers included:

- We are currently working on a policy for this - no set percentages at this time (1);
- Central College Budget and Beneficiary Budget (1);
- 50% Grants Office; 50% Division that has the grant (1);
- The college has a complicated formula for support of Business Office, IT, HR, etc. (1);
- We are part of a college district so 33.4% goes to the district and 66.6% goes back to the general fund of the college (1);
- Policy still in draft form: 20% grants office, 20% Institutional Research, 50% Administrative Services, 10% grant initiator division/area (1);
- 50% to department administrating with VP Administrative Services Approval; 30% Grants Office requiring Executive VP approval; 20% Administrative Services with VP Administrative Services Approval (1); and
- It depends on the year, but none are channeled to the Grants Office. (1)

Recommendation #5

Formalize the communication and operations between the entities of the El Camino College Compton Educational Center and the still-operating Compton Community College District (CCCD) (TracDat - Grants 2016 Program Review Recommendation 6). (*Program Support and Planning*)

Although the Federal government had previously stated that the Compton Community College District would not be eligible to apply for any grants, due to its loss of accreditation, there are apparently exceptions to this rule as they were allowed to apply for a TRIO-Upward Bound grant under their own EIN. In instances such as these, it needs to be determined ahead of time exactly how the ECC Grants Office should/would be held accountable to work with the Project Director of such grants. The relationship between El Camino fiscal decisions and responsibilities for the ECC Compton Educational Center vs. Compton Community College District is not clear in regards to grants management. Additionally, the Grants Office doesn't know if the ECC Compton Educational Center going to have its own Grants/Resource Development Office or are these functions going to be absorbed by the ECC Grants Office?

Recommendation #6

Improve communications from other divisions and departments, to the Grants Office. (*Program Support and Planning*)

This is referenced under Section A, part 4, Interaction with On-campus Programs and Off-campus Entities. There continues to be a need for improved communications from other divisions, most specifically with the issues of the federally-negotiated indirect rate and grant compliance monitoring (pages 5-6). Both of these items are primarily handled by departments under the Vice President for Administrative Services. A big issue that affects compliance monitoring is the current practice of spreading out grant funding budget compliance over multiple accounting staff, usually using those that are assigned to the respective divisions, but not necessarily with experience in the specific nuances of grant management and compliance monitoring. We welcome suggestions on how to best make this happen.

Recommendation #7

Develop expertise and involvement in additional aspects of resource development, such as government contracts, private-public partnerships, and international partnerships agreements that generate revenue or professional development opportunities for faculty and staff. (*Planning, Staffing and Program Support*)

Activities could include: Identifying local training opportunities for preparing and submitting government contract proposals; and Monitoring contract opportunities online; Assisting academic divisions with partnership agreements and faculty involvement in contract development and implementation.

4. Recommendation to Continue or Discontinue the Program

 X Continue Program

_____ Discontinue Program. Explain how the program's services could be handled by another on-campus entity if the program has been declining or is no longer fully utilized.

Appendix A

Grants Office Survey

151 Respondents			
Which Best Describes you?			
Response	Frequency	Percent	
F/T Faculty	50	<div style="width: 33%;"></div>	33%
Adjunct Faculty	27	<div style="width: 18%;"></div>	18%
Staff	50	<div style="width: 33%;"></div>	33%
Mgmt/Admin	18	<div style="width: 12%;"></div>	12%
Other	6	<div style="width: 4%;"></div>	4%
Where are you located?			
Response	Frequency	Percent	
El Camino Campus	140	<div style="width: 94%;"></div>	94%
Compton Campus	2	<div style="width: 1%;"></div>	1%
Business Training Ctr	5	<div style="width: 3%;"></div>	3%
Other	2	<div style="width: 1%;"></div>	1%
Have you worked with the grants office in the past 2			
Response	Frequency	Percent	
Yes	35	<div style="width: 23%;"></div>	23%
No	114	<div style="width: 77%;"></div>	77%
Do you know where the grants office is located?			
Response	Frequency	Percent	
Yes	59	<div style="width: 40%;"></div>	40%
No	90	<div style="width: 60%;"></div>	60%
Are you aware of grant funded projects on your campus?			
Response	Frequency	Percent	
Yes	92	<div style="width: 63%;"></div>	63%
No	55	<div style="width: 37%;"></div>	37%
Have you attempted to search for grant funding in the past?			
Response	Frequency	Percent	
Yes	43	<div style="width: 29%;"></div>	29%
No	106	<div style="width: 71%;"></div>	71%
35 responded "Yes" to having worked with grants office within the past 2 years			
Timeliness of the staff's response to your request(s)			
Response	Frequency	Percent	
Very Good	21	<div style="width: 60%;"></div>	60%
Good	11	<div style="width: 31%;"></div>	31%
Fair	3	<div style="width: 9%;"></div>	9%
Poor		<div style="width: 0%;"></div>	0%
Not Applicable		<div style="width: 0%;"></div>	0%
Staff's helpfulness			
Response	Frequency	Percent	
Very Good	25	<div style="width: 71%;"></div>	71%
Good	9	<div style="width: 26%;"></div>	26%
Fair		<div style="width: 0%;"></div>	0%
Poor		<div style="width: 0%;"></div>	0%
Not Applicable	1	<div style="width: 3%;"></div>	3%
Staff's knowledge			
Response	Frequency	Percent	
Very Good	25	<div style="width: 74%;"></div>	74%
Good	8	<div style="width: 24%;"></div>	24%
Fair		<div style="width: 0%;"></div>	0%
Poor		<div style="width: 0%;"></div>	0%
Not Applicable	1	<div style="width: 3%;"></div>	3%
The quality of materials and/or information received			
Response	Frequency	Percent	
Very Good	20	<div style="width: 57%;"></div>	57%
Good	11	<div style="width: 31%;"></div>	31%
Fair	2	<div style="width: 6%;"></div>	6%
Poor		<div style="width: 0%;"></div>	0%
Not Applicable	2	<div style="width: 6%;"></div>	6%
Your experience with the internal grant application process			
Response	Frequency	Percent	
Very Good	14	<div style="width: 40%;"></div>	40%
Good	11	<div style="width: 31%;"></div>	31%
Fair	3	<div style="width: 9%;"></div>	9%
Poor	1	<div style="width: 3%;"></div>	3%
Not Applicable	6	<div style="width: 17%;"></div>	17%
The efficiency of the grant development process			
Response	Frequency	Percent	
Very Good	17	<div style="width: 49%;"></div>	49%
Good	10	<div style="width: 29%;"></div>	29%
Fair	4	<div style="width: 11%;"></div>	11%
Poor		<div style="width: 0%;"></div>	0%
Not Applicable	4	<div style="width: 11%;"></div>	11%
Grants Office's respect for other's time and ideas			
Response	Frequency	Percent	
Very Good	19	<div style="width: 56%;"></div>	56%
Good	12	<div style="width: 35%;"></div>	35%
Fair	2	<div style="width: 6%;"></div>	6%
Poor		<div style="width: 0%;"></div>	0%
Not Applicable	1	<div style="width: 3%;"></div>	3%
Overall quality of service received			
Response	Frequency	Percent	
Very Good	22	<div style="width: 65%;"></div>	65%
Good	9	<div style="width: 26%;"></div>	26%
Fair	2	<div style="width: 6%;"></div>	6%
Poor		<div style="width: 0%;"></div>	0%
Not Applicable	1	<div style="width: 3%;"></div>	3%

Appendix A

Grants Office Survey

Have you attended a workshop hosted by the Grants		
Response	Frequency	Percent
Yes	14	9%
No	136	91%

If Yes, how helpful did you find the workshop?		
Response	Frequency	Percent
Very Helpful	5	25%
Helpful	8	40%
Not so much	2	10%
A little	1	5%
Not at all	4	20%

Have you ever had an idea for a project that would benefit the students or the community?		
Response	Frequency	Percent
Yes	32	64%
No	18	36%

If yes, did you pursue funding for this idea?		
Response	Frequency	Percent
Yes	11	28%
No	29	73%

If no, what were the reasons for not pursuing funding?		
Response	Frequency	Percent
Not enough time	22	43%
Lack of information development and application process	4	8%

Did not have the support of the administration	5	10%
Did not know who to contact for help with the project	4	8%
Did not find any funding sources appropriate for the project	3	6%
Did not want to take on the project and/or the grant management responsibilities	6	12%
Did not believe project was feasible on campus or in department	3	6%
Other	4	8%

Have you visited the Grants Office Webpage?		
Response	Frequency	Percent
Yes	42	28%
No	106	71%

If Yes, how helpful did you find the Webpage?		
Response	Frequency	Percent
Very Helpful	14	30%
Helpful	23	50%
Not so much	2	4%
A little	3	7%
Not at all	4	9%

Is there a problem you are currently aware of that could be solved by external funding?		
Response	Frequency	Percent
Yes	11	26%
No	32	74%

Do you receive the Grants Office Newsletter or other		
Response	Frequency	Percent
Yes	55	44%
No	23	18%
I don't know, maybe	71	56%

If Yes, how helpful did you find the correspondence?		
Response	Frequency	Percent
Very Helpful	14	22%
Helpful	33	52%
Not so much	5	8%
A little	6	10%
Not at all	5	8%

Appendix A

Grants Office Survey

Additional Comments

Q: Do you have any suggestions for improving the services provided by the Grants Office?

Are matching funds being tracked so that we are not double reporting the same expense?

Attend the different divisions dept meetings and it would be nice if you can give us an update on what grants are available or ask for feedback from faculty on what they would like to be a part of or maybe create/develop something new. Then you can develop flex workshops on what is involved in creating one, etc.... You would get more participation. Just an idea. =)

can you offer a class or one day event on how to apply for grants, what is involved, essays samples etc

Communication and help on getting grants

Doing a great job, keep it up.

Early in my career I looked into applying for grants but the process through the college seemed so complicated that it turned me away. Maybe if things have become changed you can offer a session during fall flex to encourage faculty to get more involved in applying for grants.

Everything is great!

Hire full time employees from within our teaching staff or administrative staff, instead of always hiring someone from outside the loyal pool of qualified employees.

I am a new employee. It would be helpful to provide new employees with information about your services.

I am brand new, and have not had the time to search for this.

I am interested in research and want to know more about the Grants office's role so I can apply for grants for my research

I knew we could write to request grants but i didnt know there was an office on campus that worked with this. What exactly do you do?

I know that the Grants Office is moving to campus. This would be good.

I lecture my class constantly about grant opportunities so they can afford school as they attend nursing classes, respiratory tech and rad tech classes. I post your emails and advise students to go to the grants office for assistance. More frequent lists of available grants and scholarships would be really appreciated.

I'm excited to learn more because I would like to apply for grants to help my community. Thank you!

Information on the procedure for a grant application

Is this the office that funds faculty conference attendance or do grants refer to ones for students?

Just keep sending emails out. They are read and appreciated.

Keep the diverse staff that you have and the enthusiasm for researching/partnering ... ever growing. Nice to know that the staff and resources are open and helpful. Makes many opportunities actualities.

Keep up the good work ! You have always been so helpful.

Keep up the good----no great work! :-)

Make it easier for adjuncts to connect.

Maybe a listing of available grants that are more directed toward individual departments on campus. Individuals may not know that there are grants available for the areas where they teach.

Maybe provide a list along with deadlines at the beginning of each semester. And include which divisions may be of interest.

Maybe, better promotion. It would be nice during our Flex Day before each term to educate newcomers to ECC as FTIs

More training on all the ways ELCO has for funding a CTE program.

Not at this time. I do appreciate the Grants Updates, keeping the campus up to date on what's going on in the world of grants.

Offer grants for faculty working of advanced education, such as doctorates.

Perhaps a presentation at the newly-hired adjuncts orientation each fall?

Perhaps making a presentation in a counselors meeting describing the process, amount of grant....

Positive communication and better outreach of services.

Possibly offering a workshop for anyone interested in learning more about how to search and apply for grants and/or how to work with the grants office.

Put a link with information on the Grants Office on the Faculty&Staff website.

Send out lists of grants available and maybe examples of how to fill out a grant. Perhaps even send a sample of the types of projects that are getting funded now. That might help people realize what's available and what's more likely to be funded.

Sorry to say I stopped paying attention when we were not allowed (by order of the administration) to pursue grants that involved out of country projects. Hopefully this has changed and the Grants Office can be helpful in those projects again.

The Grants Office does a great job supporting initiatives at El Camino College. Thank you for your support.

Well I made some suggestions when one of the grant office member was going to visit Washington DC and visit NSF etc. We never heard back anything. Does not seem like that there is a good mechanism in place for interaction between very busy faculty and grant office. We have done some CTEA grant proposals, and they were lot of work, but at least process was clear. As faculty I have no idea how to even use grant office. I have a wish list. I hope grant office can provide some help.

Appendix A

Grants Office Survey

You are awesome! Thank you for your hard work.

You folks are doing a great job. Thanks.

You gals rock! Thanks for your assistance.

Any additional comments about the workshops:

Didnt know there were workshops

I just recommended this. I was unaware of these workshops. I wonder how they are advertised...

Keep up the good work

Make the workshops shorter not all day for two days

The last workshop on grantsI was not able to attend due to the date time and length of the workshop

The staff has always been very open and approachable.

You have to assume we know nothing and then very clearly articulate the steps involved. Otherwise it feels too Byzantine and people get

Any additional comments about the webpage:

didn't know it existed

Didnt know there was a webpage

No advertisement or information on it

Share the link to the webpage more often

what is the web site?

will look now that I know there is one

Any additional comments about Grants Office correspondence:

Thank you!:) If you have any for safety issues that would be very helpful or student online publications perhaps...

The campuswide emails are primary way I keep infirmed about this office.

They are great.

What do you see as the main obstacles in pursuing grant funding?

Finding out about the appropriate available grants.

Finding the right fit.

Having an idea and not knowing where to search/how to search potential funding agencies.

Having enough time set aside from my normal duties to

It seems very overwhelming for someone who does not work with grants.

Knowing your target area and ensuring that you know what amount of funding will be needed to fulfill the needs of an area or program.

Knowledge on how to initiate and grant and information on where to find it.

Match and Personnel

My schedule and making time available to pursue grants.

People applying on time... deadlines are very complicated...

People not responding to grants that are available to them.

Sustainability after grant funds run out.

The time that it takes

Time and so much paperwork.

Time limitations from both the funders and with the many administrative tasks assigned to college administrators make it difficult to complete grant applications.

Time needed to find information requested of faculty to file for a grant.

Time to complete a proposal!

Time to find and write proposals.

Training

very little help.

Where to find grant sites.

If there were no obstacles, which area would you be interested in pursuing grant funding for?

Additional TRIO/Upward Bound funding aside from math and sciences.

Arts

Childhood Education Teacher Resource Room (TRR) and SuperTutor Program.

CTE grants and most importantly computer hardware technology equipment funding.

Development of technology training and support for the campus

Appendix A

Grants Office Survey

For the STEM program,

Global studies

health care

I am interested in the funding for the following:

Improving teaching techniques, equipment, resources, etc. to enable better learning.

Makerspace

STEM

the "middle student" with gpa between 2.0-3.0 Those who are not high achieving or on probation tend to get forgotten.

Please describe any problem(s) you have noticed that might be solved with grant funding

additional computer labs

Advertising for low enrolled courses that should be fully enrolled. Funding for equipment that is not replaced as needed. I am sure there are many more useful and needed uses of grant funding.

Interpreters are "handicapped" in art history classrooms due to lack of spotlighting on the interpreter, separate comfortable chairs, automatic access to course materials, etc.

On June 30, 2016, these two vital program for Childhood Education wil end.

Super tutors for the Teacher Resource Room (Childhood Education Department)

Any additional comments about project ideas:

As adjunct faculty, I have no extra time!

I have written many grant proposals on my own and with the assistance of Bo Morton, Together, we brought in millions of dollars into our program over the years. We know how to manage grant programs and make sure that the objectives of the proposal are met and documented. We really need institutional support for these programs, but in the mean time we need help to keep these programs going for the sake of our students.

Keep up the good work.

Please continue looking for grands, to better assist our students, with services.

Anything else you want to tell us?

A+ thank you for all your help. Looking for help with Living lab and Student employment program funding.

Grants are necessary to sustained the schools, programs and education.

Grants are very helpfull that benefit our community .

Heard that grant funding is not encouraged. Hope this will change with new administration

I already told you guys are awesome!

I have said it all already.

I'm interested in the services and would like to know more. As a new employee, there's so much to learn about the campus, it would be helpful to receive some type of overview, perhaps in an orientation packet.

I've only applied to mini grants through the foundation and was awarded both of them, however the process what straightforward and the post grant requirements were not daunting. If it seemed more inviting to apply for and complete a grant, then I would be more willing to be more active with your office.

New to working here, but a past graduate. Very proud to see how ECC continues to grow and improve. When I was here we were among the top 10 community colleges in the country, but not sure where we stand now...

Sorry for not being more aware of the services your office provides--Will try referring to your website more often!

Thank you for asking these great questions. I look forward to working with you in the near future. Janet Young

Thanks for sending out this survey. It makes me want to know if there is a grant available to help me better serve my students and opens the possibility in my mind that I could successfully write a grant proposal.

The Grants Office has done a marvelous job at faculty outreach. I would feel very comfortable contacting the staff there should I one day decide to pursue a grant.

The Grants Office is AWESOME!!! :-)

The manager and staff in the Grants office is doing an excellent job. Although my position does not require me to solicit a grant, the information provided from the Grants Office to the campus is very informative for the campus regarding grant opportunities! In addition, assistance is offered to anyone who may be seeking to obtain a grant.

With some of our longer grants where we find that the grant program does benefit the institution...it would be nice if the budget process allowed grant elements to become incorporate into institutional entities to become line items ... taking the grant elements being integrated into institutional culture and not a special funded thing that is only limited to the grant parameters.

Working with the grants office is a great thing they help fund our program and help us update the program to keep it up and running.

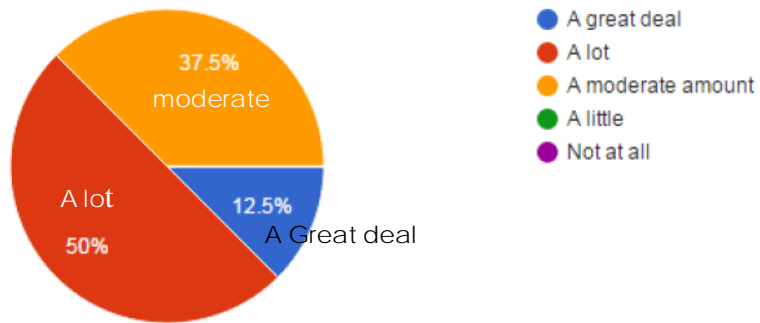
You guys are terrific and the Foundation appreciates all your hard work!

Appendix B

Uniform Guidance Training Survey

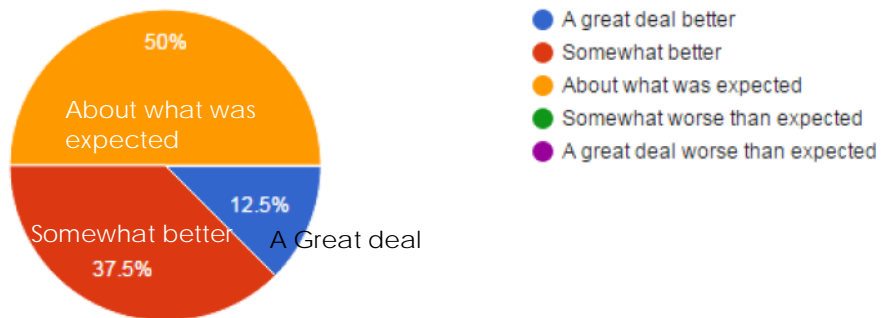
How much has your knowledge of Federal Grants Management increased because of this training event?

(8 responses)



Was the event better than what you expected, worse than what you expected, or about what you expected?

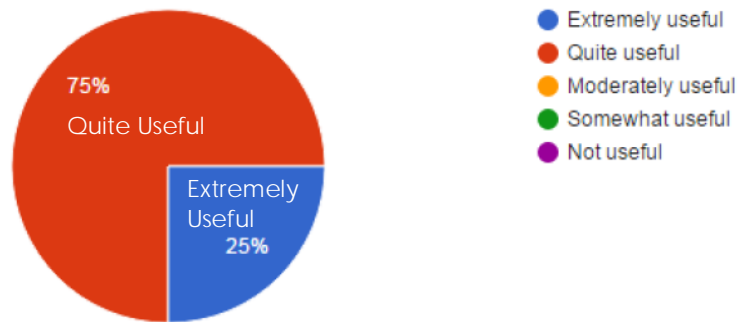
(8 responses)



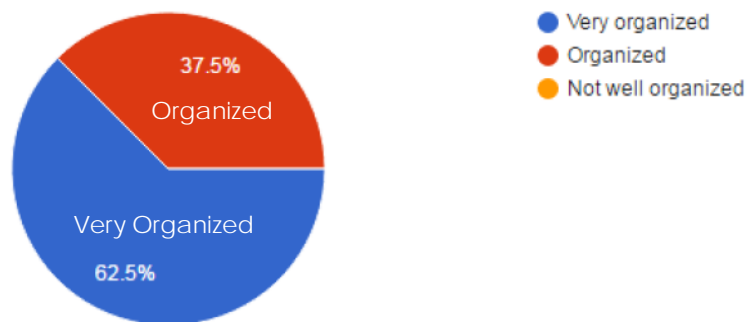
Appendix B

Uniform Guidance Training Survey

How useful was the information presented at this event? (8 responses)



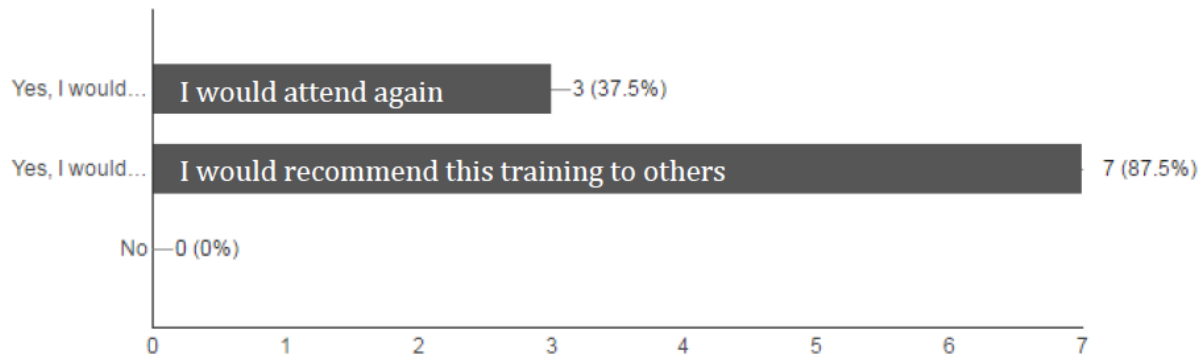
How organized was this event? Including materials given, the schedule, the frequency and duration of breaks and the catering/food?
(8 responses)



Appendix B

Uniform Guidance Training Survey

Do you think this event should be repeated? (8 responses)



What other material would you like to see covered in a training sponsored by the Grants Office?

(4 responses)

Multi Year Reporting across two or more fiscal years

I think the training was quite thorough. There were times however, when I felt the presenters went a little fast through certain material, but I understand why and we had the power points to reference, so it was fine. I think there could be more examples of actually grants applications that were approved and not approved.

I think it was very thorough. There was repetition which I think was VERY good and necessary to drive home certain points.

More emphasis on useful tools

Do you have any additional comments? (4 responses)

The presentations were very long . It would be nice to break them down, maybe some topics via webinar or having the materials online.

Thanks for bringing the training to campus. It made it quite convenient.

Very good refresher course for me. I needed an update of the new regulations.

None

Appendix B

Uniform Guidance Training Survey

Are there other topics you would like to see covered in future training sessions?

None

I strongly believe that the training was very comprehensive and provided a wealth of information.

not applicable

no comment

None at this time.

Not that I can think of

This workshop was pretty thorough

not at this time

What are your overall thoughts regarding this training?

Excellent

The training was very thorough

very good

no comment

I enjoyed it.

Much improved over last year's CPA firm presentation which was dry and boring and totally confusing. It was clear that the presenters were speaking from real life experiences -- that's what makes this stuff stick in your head -- when you have a real life example as an illustration. The level of understanding of the material by the presenters was more than evident and implied that a lot of time and effort went into putting the materials together carefully so everything flowed and dove-tailed right into the next topic. I like stuff to make sense like that.

I thought the training was very well organized and thorough. It was a lot of information, and the speakers did a great job.

Very informative and the staff seemed to learn a lot.