GROSSMONT COLLEGE

GRANT PROJECT MANUAL

Grossmont College

Grant Project Manual

Table of Contents

Grossmont College

Grant Project Manual

1. Getting Started

At Grossmont College, the grant application process begins when an individual or work group determines that there is a need for funds to support a project for which institutional resources are lacking. Preparation of a preliminary project proposal outlining goals and objectives, timeline for implementation, and budget is then in order. When preparing this preliminary proposal, those involved should be mindful that the project should be related to the institutional vision, mission, and goals and objectives embodied in current college planning documents. With the preliminary proposal in hand, those leading the effort to secure funds should approach their supervisor to secure approval to move forward with the project. If the supervisor supports the proposal, those involved can then identify funding sources.

At this point, a decision is needed to determine whether funds from public or private sources should be sought. Usually, public sources of funds tend to require more rigorous attention to specifications and, hence, greater time investment and precision in preparation than private sources. Evaluation and reporting requirements also tend to be more demanding in the public sector. Public sources also tend to establish infrequent deadlines for receipt of grant applications, usually once per year per grant type.

If the project leaders decide to pursue public funds, they can utilize online websites to identify which grant opportunities are the best fit for the proposal in hand. The best fit may be determined by assessing both the general specifications for tasks to be funded, as well as the amount of available funding per project. (It would be unwise to engage in preparation of a proposal for which inadequate funding is likely.) Those which offer the best fit may then be accessed and their specifications downloaded for use in refining the preliminary proposal to meet the given requirements. Project leaders may be required to write their own proposal or may find institutional support available to assist.

However, if private resources are to be pursued, the leaders of the project should complete a Grossmont College Grant Development Process (GCGDP) form. (See Appendix Grossmont College Grant Development Process form or http://www.gcccd.net/formsdepot/ The completed form should be submitted to the Grossmont College Foundation (GCF), to secure assistance in identification of funds sources as well as other aid, including writing and technical support. A meeting with the Executive Director of GCF may be appropriate, as well; at this

meeting, the Executive Director and project leaders can discuss approaches and agencies, which are likely to be appropriate for the type of project being pursued. Two databases of grant sources are accessible through the GCF, http://www/fdncenter.org and http://www.bigdatabase.com .   It also may be prudent to consult with the Director of the District Auxiliary and Campus Resource Development (DACRD).

Both the GCF and the DACRD are separate organizations from Grossmont College, even through they function in concert with college objectives. The GCF is a 501 C-3 organization that raises funds for Grossmont College projects. The DACRD is an organization that has flexible employment guidelines that permit rapid hiring of all grant project personnel, except faculty. The DACRD requires grant project funds to underwrite its management services, usually 8% of the project value, while the GCF does not levy a fee for its grant support services.

Grossmont College

Grant Project Manual

<u>2. Developing An Expanded Application</u>

Following the approval of a preliminary proposal and identification of grant sources, project leaders should attend to the development of a narrative, detailed goals, objectives, and timelines, and a budget. To effectively perform these tasks, more individuals should be involved.

Ideally, the expansion of the preliminary proposal to include project details is a task that should involve all individuals who will be involved in effecting project implementation. To determine whether or not this ideal condition can be achieved in relation to a particular grant, it is wise for project leaders to issue an invitation to an open meeting to all persons who are likely to be project participants. The invitation should clearly state that the meeting will focus on discussion of the preliminary project proposal, with an eye toward expanding it to meet funding requirements. The preliminary project proposal should be attached, so potential attendees will know what foundation has been laid.

Because the schedules of probable participants are often in conflict, it is likely that those who attend the proposal development discussion meeting will be few. However, this should not deter the proposal development process, because the development of grant content is often the responsibility of a small group. However, if some cannot attend whose contributions are vital to the evolution of the proposed project, it is wise to seek written information from them to augment the ideas aired by those in attendance.

As noted in the <u>Getting Started</u> section of this manual, the preliminary project proposal should be related to the institutional vision, mission, and goals and objectives embodied in current college planning documents, such as the Strategic and Educational Master Plans. It should also meet specifications required by the public or private organization from which funds are being sought. Assuming that the preliminary proposal has been formulated in relationship to these requirements, progress toward development of a more refined proposal can occur. The nature of this refined version of the proposal is dependent on whether a public or private organization is being approached for funding.

If a public organization is the target-funding source, the refined version of the preliminary proposal will probably become the final one. To prepare it, content developers need to carefully analyze the request for proposals (RFP) document, which contains the specifications proposals must meet in order to qualify for funds. These specifications are frequently several pages in length. Optional

conditions for funding may also be stated. Content developers may enhance the likelihood of securing funding by addressing as many specifications, both required and optional, as possible. Therefore, those involved in the content development process should expand on their preliminary proposal by responding to each of these specifications with related information. Here is where the expertise of each of the involved individuals plays a significant part: their ideas will shape the proposal and enhance the likelihood of its being funded. Brainstorming often produces excellent ideas. Previously funded projects may also be reviewed for ideas worthy of replication. Information supplied by the District Institutional Research and Planning Office may also be included, in the event statistical support and evaluation is required as part of the grant project. Ideas generated can be noted as responses to each of the specifications during the discussion meeting, with elaboration provided later during the writing process.

The writing process usually involves one or two writers, who have notes from the discussion session, as well as the RFP, institutional planning documents and an organizational chart. The writer(s) then reduces to written form, details of the proposed project. A detailed narrative, goals and objectives, the implementation schedule, and other responses to the RFP must be addressed. Since there is usually a page limitation, it is likely that the draft text will be refined several times before it fits the given limits.

Following development of the written text, expanded budget construction can occur. The public source version will require a detailed budget, adhering to specifications given in the RFP. All costs of implementation should be set forth, from personnel to supplies. Determination of the costs may involve contacts with the college business office staff or use of the District financial management system, Integrated Financial Accounting System (IFAS). If a matching fund requirement is included in the RFP, implementation costs that are normal operating costs of the college may be used, if permitted by application rules. If other types of matching funds are required, the total amount needed and contribution source will need to be identified. Budget items to be covered include personnel, facilities, equipment, supplies, and other costs, including a District management fee (20% of the grant). If the District Auxiliary (DACRD) is to be involved in management, its management fee and grant personnel costs should be budgeted, as well. Use of an Excel spreadsheet may facilitate budget development, but the version to be submitted to the funding agency should be put onto the form required by the agency.

If a private organization is the preferred funding source, it is likely that guidelines for proposal consideration will require that the initial contact be made through a preliminary proposal presented in letter format. To prepare this letter, content developers will need to carefully analyze the proposal submission instructions, which direct what topics are to be covered in the text of the letter. Usually, the instructions require that the letter summarize what the proposed project involves,

the time frame of operation, and an estimate of the cost, as well as identification of the principal project manager. Additional information regarding the Grossmont College Foundation (GCF) will likely be required, if grant funds are only granted to a 501 C-3 organization. (Many private grantors stipulate that only organizations which are tax-exempt under the federal tax code are eligible to receive their funds; the GCF has such a status as a 501 C-3 organization. It receives funds and distributes them to Grossmont College projects.)   The letter can then be sent and further instructions awaited from the funding agency.

If the private funding agency is interested in funding the proposed project, instructions will be provided by the agency regarding the information to be supplied for further consideration. Usually greater detail in regard to the project will be requested, especially in relation to budgetary requirements. Again, using the preliminary proposal budget as a foundation, the information supplied should center on specification of amounts required in order to fully implement the project. These amounts should cover personnel, facilities, equipment, supplies, and other costs, including a District management fee (20% of the grant). If matching funds are required by the funding source, the detailed budget should identify the sources and amounts to be contributed to achieve the match. Again, use of an Excel spreadsheet may facilitate budget development, but the version to be submitted to the funding agency should be put onto the form required by the agency.

In preparing both public and private agency applications, project leaders may find it helpful to make personal contacts with funding agency staff.   Even brief exchanges with these staff members can be of help, especially to novice grant development efforts. They have a perspective on the types of projects funded in the past and can share their insights into what is likely to be supported by their agency in the future. These insights may provide beneficial guidance in development of the proposal submitted to the agency.

Following development of a draft grant application, project leaders and others recruited for the task should submit the written proposal to all who were invited to participate in the project. They should be asked to evaluate the draft and submit comments for changes, by a given date. Comments received should then be evaluated by those involved in the development of the application, with warranted changes being made. At the conclusion of these revisions, the draft grant application is ready for consideration by other college officials, prior to being sent to the funding agencies.

Grossmont College

Grant Project Manual

<u>3. Securing Internal Approvals</u>

After development of the draft grant application for submission to a public or private funding source, project leaders need to secure formal approvals from internal authorities who manage, oversee, or have responsibility for direction of grant proposals to external agencies. This can be a daunting task, so it is wise to allow a month for involved individuals to review and approve the application.

For grant applications being sent to public agencies, the internal review and approval process begins with an alert to the Vice President, Academic Affairs (VPAA) that a grant application is being prepared, about two months prior to filing the official notice with the Academic Affairs Office, on the Educational Development and Innovation Committee (EDIC) Special Projects form. (See Appendix for EDIC Special Projects Form or http://www.gcccd.net/formsdepot/documents/instructionaldeanGC/EDIC.Special.Projects.doc)   Such advance notice will permit time for scheduling a proposal evaluation meeting by those designated to authorize grant project approvals.

One month prior to the deadline for proposal submission, the completed EDIC Special Projects form and the draft grant application should be submitted to the Academic Affairs Office. This will prompt the scheduling of a proposal evaluation meeting. The Academic Affairs Office will distribute copies of the EDIC form and the draft grant application to those designated to evaluate the proposal, so they can review and critique the documents prior to the meeting. Project leaders will meet with the EDIC group and respond to any and all queries and comments rendered. If changes are needed, project leaders will make them following the meeting. Approval for the project by EDIC will result in signatures being placed on the form by designated authorities. The signed EDIC form and a Request for Contract (RFC) form (See Appendix for Request for Contract Form or http://www.gcccd.net/formsdepot/documents/RequestForContractForm.doc), signed by the college business official, will be sent to the Vice Chancellor, Business Services (VCBS) at the District Office with a copy of the final version of the grant proposal.   If any other changes are required, the VCBS or a designee will notify the project leaders. If changes are required, they must be made prior to approval being granted for sending the proposal to the funding source. Approval will be demonstrated by the VCBS affixing a signature to the RFC form and any other forms required by the funding agency.

For proposals prepared for private funding sources, a separate approval process exists. This process involves provision of information required by the target

funding agency from both project leaders and the Executive Director of the Grossmont College Foundation (GCF). The grant application as well as GCF information is usually sent from the GCF office directly to the proposed funding source.   Since each private funding source has different requirements at different stages of application, project leaders will find it important to communicate directly with the executive director of the GCF to negotiate processing arrangements.

As electronic communication becomes more integrated into grant processing activities, it is likely that submission of most grant proposals will soon be done via the world wide web. This type of submission has been pioneered by federal grant agencies, such as the National Science Foundation (NSF). Because of the processing advantages, state and private grantors are likely to follow their example. It is important to allow sufficient time to enter grant proposals online, if such systems must be used to send an application.
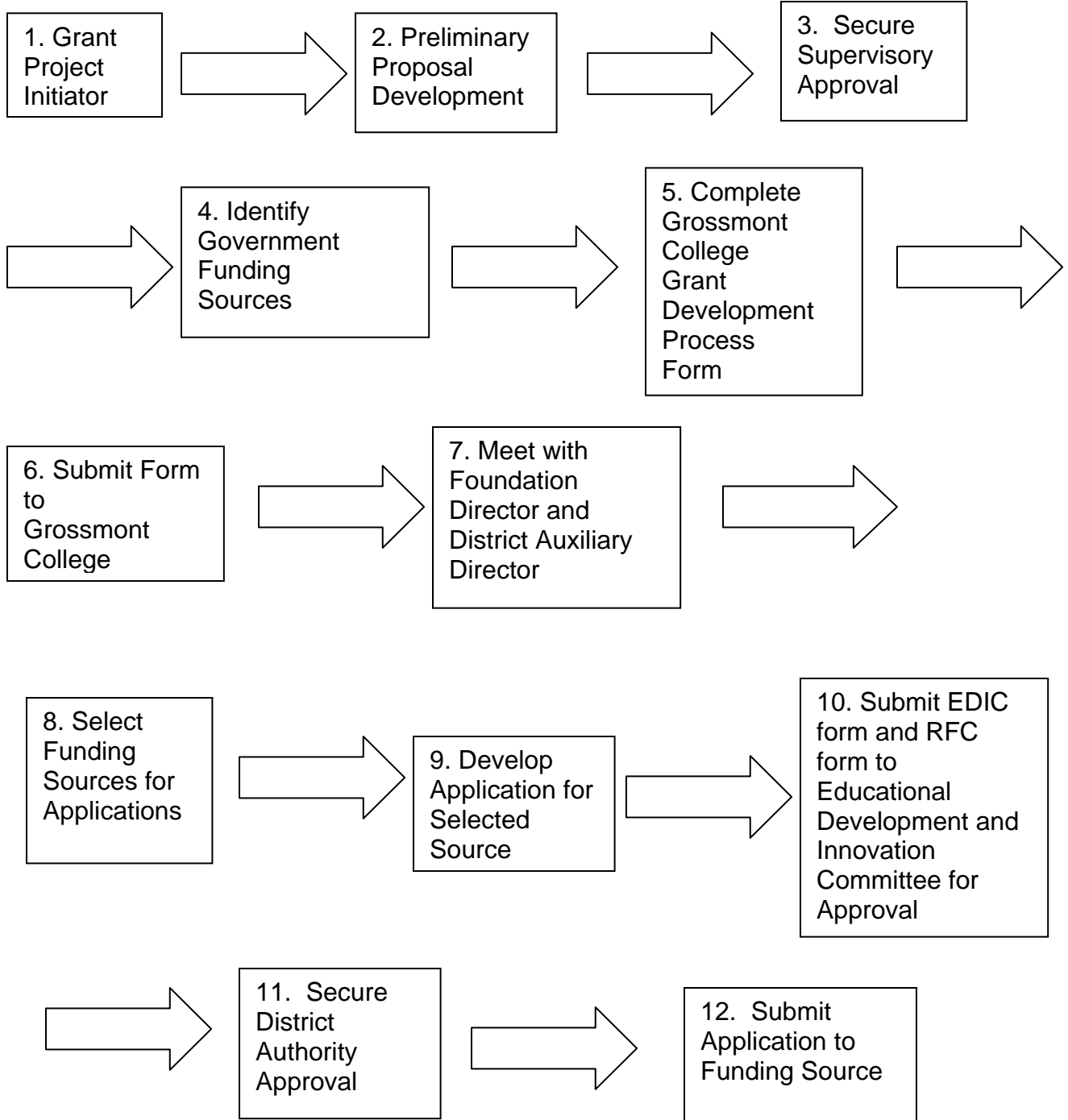
Grossmont College

Grant Project Manual

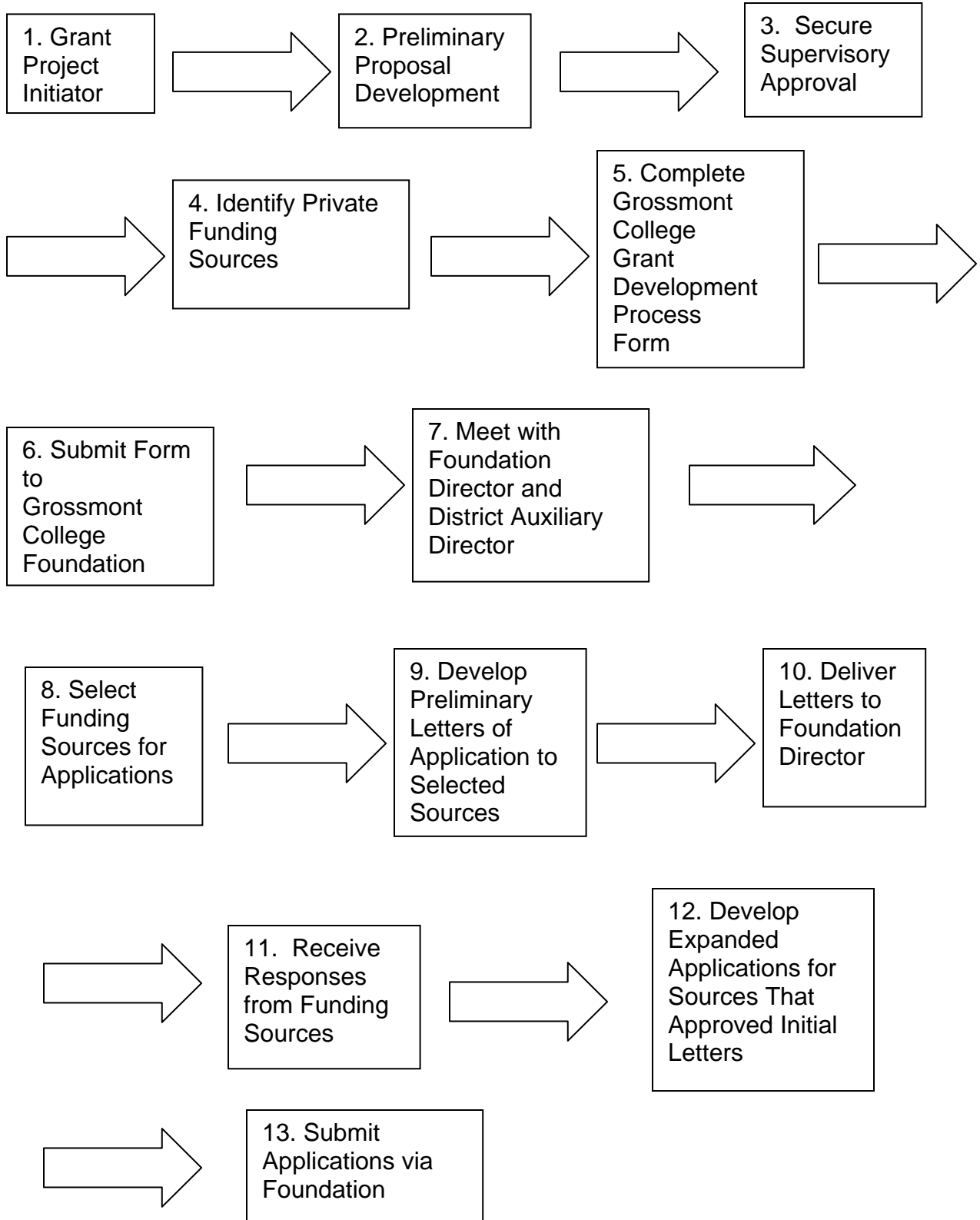4. Flow Charts of the Grossmont College Grant Development Process

GROSSMONT COLLEGE GRANT DEVELOPMENT PROCESS

Government Applications

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1. Grant            2. Preliminary          3. Secure
Project        →    Proposal          →     Supervisory
Initiator           Development             Approval


         4. Identify          5. Complete
    →    Government     →     Grossmont        →
         Funding              College
         Sources              Grant
                              Development
                              Process
                              Form


6. Submit Form       7. Meet with
to             →     Foundation        →
Grossmont            Director and
College              District Auxiliary
                     Director


8. Select                              10. Submit EDIC
Funding         9. Develop             form and RFC
Sources for  →  Application for  →     form to
Applications    Selected               Educational
                Source                 Development and
                                       Innovation
                                       Committee for
                                       Approval


     11. Secure                12. Submit
→    District          →       Application to
     Authority                 Funding Source
     Approval
```

GROSSMONT COLLEGE GRANT DEVELOPMENT PROCESS

Private Philanthropic Applications

1. Grant Project Initiator → **2. Preliminary Proposal Development** → **3. Secure Supervisory Approval**

→ **4. Identify Private Funding Sources** → **5. Complete Grossmont College Grant Development Process Form** →

6. Submit Form to Grossmont College Foundation → **7. Meet with Foundation Director and District Auxiliary Director** →

8. Select Funding Sources for Applications → **9. Develop Preliminary Letters of Application to Selected Sources** → **10. Deliver Letters to Foundation Director**

→ **11. Receive Responses from Funding Sources** → **12. Develop Expanded Applications for Sources That Approved Initial Letters**

→ **13. Submit Applications via Foundation**

Grossmont College

Grant Project Manual

5. Managing Grant Projects

Receiving notice that a grant proposal has been approved by an agency is a significant cause for celebration, but it is also a reminder that the project leaders have only begun their task. To ensure that the project is implemented as planned requires those individuals who have served as leaders and grant developers, as well as those with official responsibilities for approval of funds disbursement, to establish protocols for grant management, inclusive of individual roles and assignments, scheduling of grant project activities, and processes to be used to accomplish goals and objectives. All of these tasks have to some extent been outlined or implied in the application, so it is important to establish protocols that are coincident with the application.

To ensure that the project gets started properly, it is advisable to convene a meeting of all of the interested parties. This group may have been identified in the proposal as an advisory or oversight committee, or it may not have been addressed at all, but the individuals should be asked to attend, in any case. As part of the invitation to the session, a copy of the grant proposal should be supplied, so participants can review it in advance of the gathering. The purpose of the meeting is to set the course for successful performance of the goals and objectives stated in the proposal, so meeting attendees should be encouraged to raise any and all issues they believe need attention.

Project Management Team
The first order of business for the initial project management meeting is introduction of the project management team. It is important at the outset to clearly identify all who have responsibilities for instituting or approving actions to be taken, as well as those who are charged with approval of expenditures. While these individuals may be identified in the proposal, sometimes they are not explicitly named; to remove all doubt, they should be introduced at this session. If the Grossmont College Foundation (GCF) or District Auxiliary (DACRD) is to be involved in the project, their representatives should be invited to join team meetings. If the project involves broad campus constituencies, it is helpful to distribute a project organization chart to further understanding of individual roles and responsibilities. If the project management group is to continue as an oversight body, a time for meetings should also be established.

Scheduling of Grant Activities
As part of the application for the grant, a schedule was prepared to show when tasks would be accomplished during the project implementation phase. This

should be reviewed at the initial project management meeting to ensure that all clearly understand the planned order of actions, as well as those responsible for them. If potential impediments are perceived, discussion should ensue which will provide notions of how to resolve them.   If conference with groups not party to the meeting is required in order to reach acceptable resolution of these potential impediments, individuals should be designated to address these concerns and report back to the next meeting of the project team managers with possible resolutions. Early recognition and resolution of potential problems reduces the likelihood that they will hinder project completion.

Processes for Achieving Goals and Objectives
At the initial project management meeting, processes should be outlined which will be used to facilitate project completion according to schedule. To the extent possible, processes established to achieve project goals and objectives should be those already in place within the institution. Exceptions to this might be those which are peculiar to the mandates given by the funding agency. For example, a lead faculty member may be identified in the granting agency's rules as one who approves expenditures, but college rules only permit expenditure approvals to be done by an administrator. A suitable project management process would then be developed which vested the lead faculty member with pre-expenditure approval authority, followed by administrative implementation of the approval.

Monitoring the Project
Following the initial project management meeting, it is the responsibility of all participants to perform their responsibilities. However, the project leader must monitor the project through formal and informal contacts with participants. If available, project management software should be used for complex projects, to ensure that the many tasks involved are completed in the planned sequence. The project leader should particularly attend to the oversight of funds availability, making certain that monies are received and disbursed as activities are performed. The project leader should also involve the designated evaluator (if one was included in the project proposal), as the project progresses, so guidance from that source will inform project implementation.

Reporting on the Project
Organizations that fund projects have diverse types of reporting documents and requirements. It is the responsibility of the project leader to attend to the development of reports to the grant agency. The longer and more complex the project, the greater the likelihood that reports to be generated will demand information beyond a simple report of expenditures related to project goals and objectives. Such information may include statistical analyses of outcomes and evaluation reports. Since reports are related to project goals and objectives, their preparation provides the project team with feedback helpful to management of the venture as well as informs the grant agency of the status of the project. If the project is a multi-year one, reports showing significant progress are usually

required for continued funding.   Final reports are required for all projects; usually these involve outcomes assessment as well as accounting for expenditures.

APPENDIX

A. EDUCATIONAL DEVELOPMENT AND INNOVATION COMMITTEE (EDIC) FORM http://www.gcccd.net/formsdepot/

B. GROSSMONT COLLEGE GRANT DEVELOPMENT PROCESS (GDP) FORM
http://www.gcccd.net/formsdepot/

C. REQUEST FOR CONTRACT (RFC) FORM
http://www.gcccd.net/formsdepot/

D. **RESOURCES**

Governmental and Related Sources

Federal Government

Catalog of Federal Domestic Assistance: Lists all grant programs operated by all federal agencies. http://www.cfda.gov/

Federal Grants: Access to all federal agencies offering grants.
  http://fedgrants.gov/Applicants
  Key agencies to search
- NSF (National Science Foundation)
- ED (U.S. Department of Education)
- HHS (U.S. Department of Health and Human Services) See HRSA link

Department of Education: Title III & Fund for the Improvement of Postsecondary Education (FIPSE) + diverse other grant programs
  http://www.ed.gov/

Department of Energy (DOE): Office of Science grants.
  http://www.science.doe.gov/grants

Department of State: Fulbright grants for research and teaching abroad.
  http://www.state.gov/

FirstGov for Nonprofits: Links to sources of funding for non-profit organizations. http://www.firstgov.gov/Business.Nonprofit.shtml

Health Resources and Services Administration (HRSA): Health-related grants for nursing and allied health
  http://www.hrsa.gov/grants/default.htm

National Endowment for the Arts: Grants for special projects in the arts.
  http://www.nea.gov/

National Endowment for the Humanities: Grants for special projects in the humanities. http://www.neh.fed.us/

National Institute for Health: Special projects in health fields.
  http://www.nih.gov/

National Science Foundation (NSF): Emphasis on the physical and biological sciences, mathematics, engineering and technology; few in the social and behavioral sciences. http://www.nsf.gov/

Rural Information Center (RIC): Provides information on grants available and links to information on rural resources and funding
http://www.nal.usda.gov/ric/ricpubs/funding/fundguide.html
http://www.nal.usda.gov/ric/ricpubs/ricpubs.htm

State Government and Related Organizations

California Community College Chancellor's Office: Special project grants for technology, workforce development and other activities
http://www.cccco.edu/divisions/esed/grants.htm

California Council for the Humanities: State affiliate organization for the NEH - Special project grants. http://www.calhum.org

Local Government and Related Organizations

County of San Diego, Office of Resource Development. Subscribe to free mailing list to receive funding opportunities by e-mail to
Lisa.Snowden@sdcounty.ca.gov

San Diego Association of Governments (SANDAG): Provides data for use in grant development related to the County of San Diego.
http://www.sandag.org

San Diego Association of Nonprofits (SANDAN)
Offers information on the organization and federal, state, and local governmental budgets. http://sandan.org

Philanthropic Resources

Associated Students of Grossmont College, Incorporated (ASGC, Inc.). The Grossmont College student organization offers grants for campus projects, annually. Fliers are distributed with instructions for applications.

Annual Register of Grant Support A Directory of Funding Sources 2003. 36th Edition. Medford, NJ: Information Today, Inc., 2002. Contains information about major grant sources, public and private.   Grossmont College LRC copy call

number: REF/LB/2338/A66/2003

The Chronicle of Higher Education. Publication devoted exclusively to all postsecondary education; includes notice of major grants available. Hard copy available in the Grossmont College LRC periodicals section. Online access via EBSCO Host on the Library page of the Grossmont College website. http://chronicle.com/

The Chronicle of Philanthropy: Publication devoted exclusively to private philanthropy; same publisher/format as *The Chronicle of Higher Education*.   Current issue available free online; past issues require subscription. http://philanthropy.com/

The Foundation Center: New York City-based organization offering information about major private foundations, including grants to individuals and organizations. http://www.foundationcenter.org/

The Grossmont College Foundation. The foundation offers mini-grants annually for campus projects, in addition to providing technical support for grant development and structure for receipt of funds from donors that require tax-exempt status for grant programs. http://www.grossmont.edu/foundation/

Major corporations usually have foundations that are open to solicitations for projects, especially in the areas where they operate. Some have special projects they favor. Examples: QUALCOMM: http://www.qualcomm.com/ Target Foundation: http://www.targetcorp.com/targetcorp_group/community/foundation.jhtml

Professional associations occasionally offer grants for projects headed by members. Example: The American Association of Community Colleges has Microsoft funds available for development of connections between local industries and colleges. http://www.aacc.nche.edu/

Program Design Resources: Training and career program information and aid. http://www.careerladdersproject.org

The San Diego Foundation: Center city organization offering information about all types of grants, including many from local area donors. http://www.sdfoundation.org/

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