Recent Grants Received at West

$455,000 for greening on Century Boulevard
An outgrowth of West’s continuing work with the hospitality industry along Century Boulevard, the college was able to leverage $455,000 from several green workforce development grants that the district has obtained. West will coordinate the efforts of the hotels, office buildings, and other facilities along Century Boulevard to achieve Green Seal certification. The businesses view achieving this certification as a significant step to reducing their carbon footprint, meeting guest expectations, and generating additional revenue for the Gateway to Los Angeles area directly adjoining LAX. The college will gain valuable insight into Green Seal certification processes, effectively working with the business and labor communities, and will build a program that can be marketed to other communities.

$500,000 to expand the Hospitality Training Partnership
West is part of an additional $500,000 award to expand the training at the Century Boulevard site to include culinary workers. Building on the original $650,000 award from the City of Los Angeles, this project enables West to train additional hospitality industry workers in ESL, computer skills, customer service, and technical job skills in partnership with the California State Federation of Labor, UNITE-HERE Local 11, the Urban League, Jewish Vocational Services, and the management of the W Hollywood, JW Marriott in downtown Los Angeles, Portfolio Resorts which manages the Radisson and Sheraton Gateway hotels on Century Boulevard, and Compass Group’s Levy Restaurants.

Recently Submitted Proposals

California Community College Economic and Workforce Development Program
In February 2010, West submitted to proposals to the CCC EWD program seeking funding to operate two centers: Regional Health Occupations Center and New Media and Entertainment Industry. Both proposals followed similar patterns: establish a center that would serve as a liaison between industry and the community colleges in Los Angeles County. Activities will strengthen and develop relationships with employers in these two economic sectors by sharing information with all colleges, developing a student employment web site that will contain employment information and first-person interviews on career trends, training opportunities, and linkages with baccalaureate degree programs. If funded, each center would hire two people to implement the project activities. Each proposal was $220,000 for the first year of a potential 5-year grant period.
US Department of Health and Human Services, Office of the National Coordinator for Health Information Technology
In January 2010, West submitted a proposal seeking to lead a 10 college, 4 state effort to develop and institutionalize curriculum to train the workforce needed to implement electronic medical records. If funded, this could bring between $2.3 and $4 million to West.

US Department of Labor
In February 2010, in conjunction with Congresswoman Diane Watson and the South Los Angeles WorkSource Center, West developed a $2.5 million request to be submitted for inclusion in the next federal budget. The project, if funded, will enable a 3-year project to build on initial assessment and training conducted at the South Los Angeles WorkSource Center by enrolling qualified participants in a number of West programs. Additionally, this funding will fund classes and programs designed to keep high school students engaged in education.

California Community Foundation
In March 2010, the Aviation Maintenance Technology program at West was invited by the California Community Foundation to submit a proposal for $22,000 to improve students’ awareness of flight safety. If funded, the college will purchase needed tools, repair manuals, and safety videos and posters.

California Community College Career Technical Education Collaborative, Workforce Innovation Partnership
In March 2010, West, with its partners Southwest and Harbor, submitted a request for $150,000 over 2 years that, if funded, will (1) engage college faculty in activities with high school new media and entertainment industry faculty that align course and program content, SLOs, equipment, software, and specific skills development so students can seamlessly transition into college courses and (2) connect college and high school faculty and students with industry through job shadowing opportunities (a) so faculty maintain workplace awareness of the fast-changing creative workplace and (b) students see a connection between school and work.

Proposals in development/discussion
US Department of Labor, Community Based Job Training
West is leading the development of a 36-month, $3 million proposal that will leverage and expand the current City of Los Angeles funded Hospitality Training Partnership. In addition to the current project working with room attendants, banquet personnel, and culinary workers, the new proposal seeks funding to include skills needed to support conventions and conferences and security.
US Department of Labor, Community Based Job Training
West will partner with Trade and other colleges to restructure the proposal previously submitted to the US Department of Health and Human Services, Office of the National Coordinator to educate the workforce need to enable all levels of the health sector to implement electronic medical records.

US Department of Education, Hispanic Serving Institutions
West is developing 3 proposals: (1) an individual (West-only) application focusing on continuing the instructional technology theme of current Title V grants, (2) a cooperative application between West and CSU Dominguez Hills focusing on developing a transfer academy to increase and smooth students’ transition from West to CSUDH including developing a transfer bridge, an employment bridge, and the implementation of high impact educational practices, and (3) a cooperative application between West and Los Angeles City College focusing on instructional technology and anywhere/anytime access for students to college services.

NASA Climate Change
Discussion has begun on a proposal to support the development of course materials using NASA’s global climate research data to develop modules or a course that would prepare paralegal students with a greater understanding of climate change issues essential if they are pursuing a career in an environmental law firm or agency.

National Science Foundation
A collaborative proposal with Harbor College for underprepared math students to gain the competencies required for the successful completion of college mathematics is in the planning stages.

Library Book Restoration
The Library estimates that it has at least 900 books that need restoration. These are books in the Oversize, Art, History, and Reference sections. Most of these books are out of print or would be more expensive to replace than repair if acquired through the out-of-print used book vendors or market. The estimate cost for restoration is $45,000. Using a list of foundations that fund book restoration, West will develop proposals seeking the funding to restore these books.
New Funding Opportunities

American Graduation Initiative
As you probably have seen, AGI (President Obama’s $12 billion for community colleges) will not happen. It did not survive the Congressional Budget Office’s cost estimations and the normal politics of Congress.

However, Congress did include the following new monies in the SAFRA (Student Aid and Fiscal Responsibility Act):

- $750 million in competitive grants to bolster college access and completion support for students. It will increase funding for the College Access Challenge Grant program, and will also fund innovative programs at states and institutions that focus on increasing financial literacy and retaining and graduating students,
- $2.55 billion in competitive grants for Historically Black Colleges and Universities and Minority-Serving Institutions to provide students with the support they need to stay in school and graduate, and
- $2 billion over 4 years in a competitive grant program for community colleges to develop and improve educational or career training programs.

Details of these funding opportunities have yet to be clarified by the departments of Education and Labor but they represent potential funding sources to which West can submit.

Some agencies, including the US Department of Education, are increasing the dollar amounts of awards.

National Science Foundation
Several of the NSF funding programs are potential avenues for community colleges like West:

- Advanced Technological Education: With an emphasis on two-year colleges, ATE focuses on the education of technicians for the high-technology fields that drive our nation's economy. The program involves partnerships between academic institutions and employers to promote improvement in the education of science and engineering technicians at the undergraduate and secondary school levels. ATE supports curriculum development; professional development of college faculty and secondary school teachers; career pathways to two-year colleges from secondary schools and from two-year colleges to four-year institutions; and other activities. Another goal is articulation between two-year and four-year programs for K-12 prospective teachers that focus on technological education.
- Science, Technology, Engineering, and Mathematics Talent Expansion: STEP seeks to increase the number of students (U.S. citizens or permanent residents) receiving associate or baccalaureate degrees in established or emerging fields within science, technology, engineering, and mathematics.
Transforming Undergraduate Education in Science, Technology, Engineering, and Mathematics: TUES seeks to improve the quality of science, technology, engineering, and mathematics (STEM) education for all undergraduate students. TUES encourages projects that have the potential to transform undergraduate STEM education by bringing about widespread adoption of classroom practices that embody understanding of how students learn most effectively. Transferability and dissemination are critical aspects for projects developing instructional materials and methods and should be considered throughout the project’s lifetime. TUES supports efforts to create, adapt, and disseminate new learning materials and teaching strategies to reflect advances both in STEM disciplines and in what is known about teaching and learning. It funds projects that develop faculty expertise, implement educational innovations, assess learning and evaluate innovations, prepare K-12 teachers, or conduct research on STEM teaching and learning. The program supports projects representing different stages of development, ranging from small, exploratory investigations to large, comprehensive projects.

Other federal agencies, including the US Department of Agriculture, have funding programs that target institutions classified as Minority Serving Institutions and Hispanic Serving Institutions.

The US Department of State has programs designed to establish linkages with colleges and universities in other countries and to establish programmatic links with these institutions. State also supports faculty and student exchanges. An example is: Youth Leadership Program with Central Europe. Public and private non-profit organizations may submit proposals for a reciprocal exchange program between four European countries — Hungary, Serbia, Slovakia, and Slovenia — and the United States. Applicants should plan to recruit and select between 50 and 75 youth and adult participants in Europe and in the United States to participate in short-term exchanges in the partner countries. Activities will focus broadly on the themes of civic rights and responsibilities, leadership, and community activism, and specifically on the theme of common global issues in the American-European relationship. Activities will be geared toward preparing participants to conduct projects at home that serve community needs. The State Department conducts similar programs in many countries.

The United Negro College Fund Special Programs Corporation is hosting a pre-solicitation workshop for the NASA Curriculum Improvement Partnership Award for the Integration of Research into the Undergraduate Curriculum (CIPAIR) Project. CIPAIR is a three-year undergraduate curriculum improvement program for Minority Institutions (MIs). Institutions who have received no more than $750,000 in prior NASA funding in the last 5 years are eligible to compete for this $450,000 award. The workshop is designed to introduce science,
technology, engineering, and mathematics (STEM) faculty to the CIPAIR project and provide assistance to prospective applicants in writing an effective and competitive proposal. In addition to receiving important technical information, participants will have an opportunity to network with other regional institution faculty/administrators to identify potential partnership efforts. The West Coast workshop is Thursday, April 22, 2010 in San Jose.

What makes a fundable project?

Funders, be they government agencies or foundations, look to see if a proposal (1) addresses their priorities, (2) clearly defines a problem, (3) clearly defines what will happen, (4) clearly defines measurable, attainable outcomes, (5) causes the college to stretch a little to achieve the outcomes, (6) causes changes in the college and the success of students, (7) involves a committed project team who bring expertise and innovative approaches to project activities, and (8) involves non-college partners in measurable and significant ways.

In addition to the 8 items above that constitute a good proposal, government and foundation funders are looking for proposals that are innovative, solution-oriented, and sustainable after their funding ends. Said another way, funding agencies are no longer willing to fund the current way or manner an applicant works to address a particular need or projects that end when the funding ends. This means that West must:

- partner with other organizations to jointly address a need,
- use technology in new ways to reach out to students with information and services,
- change the way we think of challenges and potential solutions,
- develop a clear and detailed implementation plan, and
- describe how they will continue to implement a project after the end of funding.

The proposal readers want to understand that we have had an in-depth planning effort that will lead to measureable and quantifiable outcomes. Grant funding is time limited and funders will fund the development and piloting of particular projects; however, they want to know that what they fund will not disappear when their funding ends. A strong proposal includes a discussion of different realistic ways in which the activity will be institutionalized.

Internally, for Accreditation purposes as well as effective college planning and budgeting, it is important to align a project to the college mission and to include your project in your annual update to the program review. Doing this will provide the institutional structure and support needed to develop, implement, evaluate, and institutionalize the project.

For grant questions or ideas, please feel free to email or call
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