

 A GRANTS OFFICE PUBLICATION

FUNDED

THE AMERICAS

FEB 2023 | VOLUME 13 | ISSUE 1



HUD Grants for Affordable Housing

Also: U.S. Funding for Cybersecurity, Broadband, Game-Based Learning, and Public Safety; a look at the Canadian grant landscape; and more...





In This Issue

The State and Local Cybersecurity Grant Program	4
New HUD Programs: A Focus on Affordable Housing and Houselessness	6
Get Grant-Ready for Broadband Funding Opportunities	8
Community Connect Grant Program	10
Game-Based Learning: A New Priority for K-12 Grants	12
Public Safety Budget Analysis and Forecast for 2023.....	14
The Grant Landscape in Canada	
The Canada Growth Fund	16
Funding to Train the Young Workforce.....	18
Tribal Homeland Security Grant Program (THSGP).....	20
What the 2023 Federal Budget Means for Education.....	22
Career and Technical Education Explained	24
Strengthening Community College Training Grants	26
Grantscasts	28

Letter From the Editor

There's always something new happening in the grants landscape, which is one of the things that makes the life of a grant professional interesting and rewarding. In this issue of FUNDED North America, we cover several new developments involving multiple agencies, grant pathways, and – as if that weren't enough – two countries!

To start us off, we have a renewed focus on an old problem: cybersecurity. Yes, it has always been an allowable use of homeland security funds. But as we've learned repeatedly over the years, it never quite got prioritized by decision makers in a way that was proportional to our cyber vulnerability. **Amanda Day** provides us with a great treatment of the **State and Local Cybersecurity Grant Program** – a grant that not only frames cybersecurity as a priority in its own right, but also dedicates significant resources to addressing it.

In the cover article for this issue, **Joseph Phelan** takes us through the **new HUD programs** and discusses how HUD is using this funding to respond to current issues surrounding houselessness and housing security – including addressing the ever-present and all too human NIMBY challenge that has dogged modern affordable housing efforts since the New Deal.

Liz Shay, ever the methodological scientist, has compiled a helpful roadmap to preparing for **broadband funding opportunities** of all types. These themes will no doubt come up repeatedly as we discuss specific broadband grants (and non-grant funding programs) into 2023, and it's a great time to start planning.

Getting into more specific topical areas, our team continues to track relevant developments. On the K-12 front, **Patrick Riedy** provides insight into how **game-based learning** is finally beginning to make its way into a wide range of educational grant opportunities. As for Higher Education, **Christina Fernandez** provides a detailed explanation of **Career and Technical Education** programs.

Shannon Day provides an easy-to-read forecast of **public safety funding** for 2023, and **Sydney Stapleton** does the same for **education**. Taken together, Shannon's and Sydney's articles represent a good look at a significant share of grant funding that we expect to see for the U.S. this year.

Finally, did you know that Grants Office provides local grants support in 12 countries? Outside the US, one of them is Canada. **Stephanie Cesar**, a Grants Development Consultant here at Grants Office who is dedicated to working on Canadian projects seeking Canadian grants, has written an interesting summary of the **Canada Growth Fund** – which in some ways mirrors elements of the US Inflation Reduction Act, and in others is all Canadian. She has also tackled the topic of funding for **training the young Canadian workforce**.

Be sure to check out the other timely and informative **Grantscasts** our team will be presenting on or review the replays of past events on topics you find interesting. As always, if you have comments, feedback, corrections, or topics for future issues, feel free to drop me a line at: mpaddock@grantsoffice.com.

I hope you enjoy this issue of FUNDED as much as we have enjoyed bringing it to you!

Sincerely,

Michael Paddock

Editor and Publisher,
FUNDED



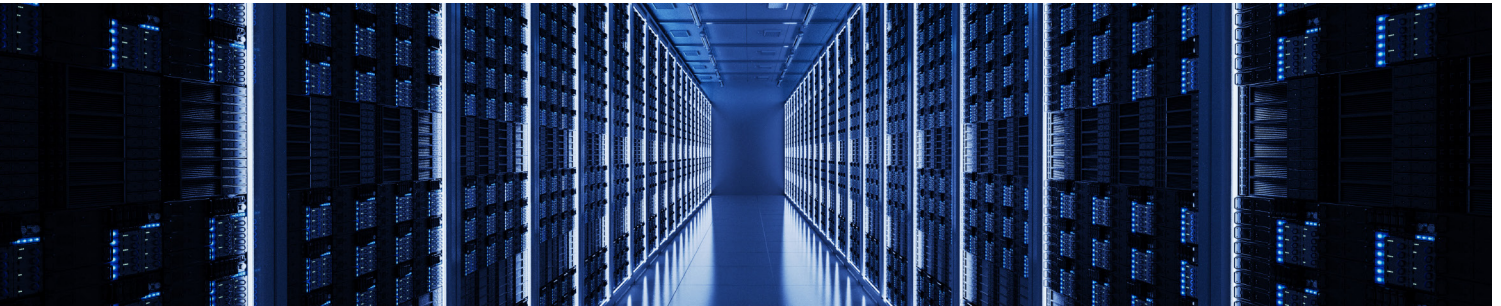
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The State and Local Cybersecurity Grant Program

Amanda Day, Grants Development Consultant (State and Local Government)



Cybercrimes against local governments, public safety agencies, and schools are becoming more frequent and destructive. As a result, these attacks can lead to monetary loss and the theft of critical data. Criminals are targeting large cities, county governments, and even small towns in rural areas of the country. In response to the increase in these attacks, the Federal government is encouraging local leaders to take action by utilizing federal and state grant funds to prepare for and prevent ransomware attacks and hackers.

In the past several years, the Department of Homeland Security has prioritized cybersecurity in its Homeland Security Grant Programs, but the first mention of cybersecurity as an eligible expense came in 2010. Grant programs like the **State Homeland Security Program (SHSP)**, the **Urban Areas Security Initiative (UASI)**, and **Operation Stonegarden (OPSG)** were some of the first to include cybersecurity technology as an eligible use of funds. Since then, several other agencies have followed suit, understanding how important protecting our critical infrastructure is. And now the Environmental Protection Agency, the Department of Justice, and the Department of Transportation have all begun to include cybersecurity expenses in their funding guidelines. Additionally, with the passage of the Bipartisan Infrastructure Law in 2021, the **State and Local Cybersecurity Program (SLCGP)** has been announced and specifically funds cybersecurity at state and local levels. The funds will be used to improve our nation's cybersecurity posture and protect critical infrastructure from malware, ransomware, and other threats.

The **State and Local Cybersecurity Grant Program (SLCGP)** is a one-billion-dollar program aimed at assisting states, local governments, and tribes in securing their cyberspace. These

funds will be administered over a four-year period from 2022 to 2025, starting with \$185 million in funding the first year. Each state and territory will be awarded funds based on baseline minimums and population guidance from the Homeland Security Act of 2002. Funding will be spread out over the next four years, with the majority being made available in 2023 and 2024. States will be passing the bulk of funding on to local governments, keeping twenty percent at the state level for their own projects, and passing down eighty percent to local governments.

When we talk about how local governments will access those funds, there are a few ways states can choose to pass down funding. First, states may choose to subgrant funds to local entities to purchase their own cybersecurity solutions, basically handing over the cash and trusting that local governments will correctly manage the funds. Second, states could make purchases on behalf of their local governments and make them available. And the final option would be a combination of both. Although there are some guidelines as to what the funds will cover, we know that states will have quite a bit of latitude to decide what kinds of projects they'll prioritize this can include:

- Developing a cybersecurity plan or revising a Cybersecurity Plan
- Implementing a Cybersecurity Plan
- Assisting with activities that address imminent cybersecurity threats
- Funding any other appropriate activity determined by the Department of Homeland Security
- Hiring personnel

For the first year of the program, eligible applicants are required to address the four following program objectives:

OBJECTIVE #1

Develop and establish appropriate governance structures, including developing, implementing, or revising cybersecurity plans, to improve capabilities to respond to cybersecurity incidents and ensure continuity of operations

OBJECTIVE #2

Understand their current cybersecurity posture and areas for improvement based on continuous testing, evaluation, and structured assessments

OBJECTIVE #3

Implement security protections commensurate with risk

OBJECTIVE #4

Ensure organization personnel are appropriately trained in cybersecurity, commensurate with responsibility.

In order to accomplish these goals, each state must form a Cybersecurity Planning Committee to oversee the state-level process and approve local plans and applications when the states release their own guidance. These planning committees MUST include representatives from the state or territory, local governments, public schools, and representatives from public health institutions. Representation from rural, suburban, and urban areas must also be included. After the planning committee develops the state's Cybersecurity Plan, it must be approved by the state's CIO or CISO before being submitted.

The good news is that almost all states and territories applied for their funds before the November 15th, 2022, deadline. However, only a handful of states were able to submit a completed Cybersecurity Plan with that application. Several states have applied for an extension and will have until September 30th of this year to submit a completed plan. The window for states to apply for the 2023 round of funding is anticipated in late spring of this year. As far as local deadlines go, they will vary in every state and territory. So far, we've seen application windows open in Missouri, Georgia, and Kentucky, but as states continue to finalize and submit their plans, we expect to see more guidance and deadlines released.

Resources for the State and Local Cybersecurity Grant Program can be found at:

<https://www.fema.gov/fact-sheet/department-homeland-security-notice-funding-opportunity-fiscal-year-2022-state-and-local>

<https://www.cisa.gov/cybergrants>

<https://www.fema.gov/grants/preparedness/about/state-administrative-agency-contacts>

SF Grants page to highlight: State and Local Cybersecurity Grant Program (SLCGP):

https://grants.lightning.force.com/lightning/r/Grant__c/a0B0b00000PHsnDEAT/view



REGISTER TO LEARN MORE

March 15: [Preventing Chaos and Catastrophe: Funding to Secure Critical Infrastructure from Cyber Threats](#)

New HUD Programs: A Focus on Affordable Housing and Houselessness

Joseph Phelan, Grants Development Consultant (State and Local Government)

The Preservation and Reinvestment Initiative for Community Enhancement (PRICE) PRICE has a goal to preserve and revitalize manufactured housing. Administered by the Department of Housing and Urban Development (HUD), these funds will be disbursed as competitive grants to various entities with grantees having to provide at least a 50 percent match.

Advocates had been fighting for the inclusion of PRICE ahead of the most recent fiscal budget. The plan came to fruition as the \$225 million grant program was appropriated for 2023.

Over the next five years, these funds will serve a multitude of purposes. Some will go towards infrastructure, while others will be for planning. There are expected streams for resident and community services to help with relocation or to prevent eviction. As is the theme for additional HUD funds, PRICE will offer funding for any resiliency activities, which essentially means addressing any weatherization or energy efficiency requirements. Lastly, there are funds for land and site acquisition. HUD's overarching theme is to benefit low or moderately low-income residents by preserving long-term housing affordability.

Of the total amount, \$25 million will go directly to a pilot program for grants to help with the redevelopment of manufactured housing communities as affordable replacement housing. Some eligible activities that fall under this pilot program include—relocation assistance or buy-outs for residents of a manufactured housing community or down payment assistance for residents.

PRICE is just one example of the HUD's focus on the affordable housing crisis the United States continues to face.





[According to Harvard University's State of the Nation's Housing report, in 2020, 30 percent of households had "unaffordable" rent or mortgage payments. In the same study, zoning reforms and housing investments were labeled as important solutions to the problems.](#)

The federal government moved forward with zoning as HUD will have \$85 million for a brand-new competitive grant program that will reward communities that have made progress in improving inclusionary zoning practice, land use policies, and housing infrastructure with the ultimate goal of increasing the affordable housing supply. The program has been named "Yes In My Back Yard" as a reference to NIMBY that has often been cited as the reason why affordable housing plans or homeless shelters fail at local levels. Eligible entities include governments, metropolitan planning organizations, and multijurisdictional entities.

In addition to affordable housing, homelessness remains a central issue, and the budget reflects it.

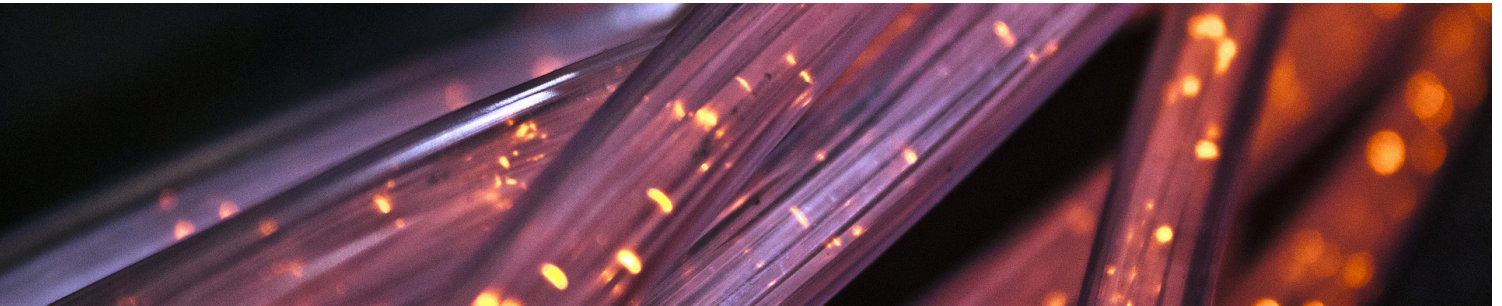
Recently, HUD finished its Annual Homelessness Assessment Report and found that roughly 30 percent of people without homes experience chronic patterns of houselessness, which means they've been houseless for more than a year, or they've had extended periods of houselessness over the previous three years.

With that in mind, it makes sense that money continues to be spent to address homelessness. HUD has long administered the Continuum of Care program, which has the goal of ending houselessness. Under this program, HUD will make \$75 million available for grants to build, acquire, or rehabilitate new permanent supportive housing for the houseless.

It's not a surprise, given the challenges surrounding affordable housing and homelessness, that the fiscal budget has plans in place to try and address them.

Get Grant-Ready for Broadband Funding Opportunities

Liz Shay, Senior Grants Development Consultant



Access to the internet is critical for so many daily activities (such as reading this article, for instance). The Infrastructure Investment and Jobs Act (IIJA), also known as the Bipartisan Infrastructure Law, recognizes the importance of broadband for Americans and provides significant funding to implement solutions. Through the Internet for All initiative, this funding is being distributed to states, territories, and other eligible recipients through various grant programs. Even before IIJA, federal agencies such as the Departments of Commerce and Agriculture were and continue to fund broadband grant programs. States have also started to make their own contributions to broadband efforts. Now is a great time to be pursuing grant funding for your broadband projects.

Most of these programs are only open for about 60 days, which leaves very little time to prepare a competitive application after the solicitation is released. There are many components of these applications that you can prepare now so your organization is ready to finish program-specific components, last-minute details, and uploading processes once the application window opens.

1. ORGANIZATION DETAILS

One of the most important components of every application is the information about your organization. Gather all the documents about the history of your organization, mission statements, financial documents, and other details that will demonstrate that you are a well-organized and successful entity capable of implementing the kind of broadband project you plan to propose. For some types of organizations (such as Internet Service Providers (ISPs) or other for-profit entities), applicants may need to submit pro forma financial information, so start drafting those documents and making appropriate projections. Many funders also require a recent audit of the lead applicant;

start that process now so that it will be completed prior to the submission window. Also collect registration information, such as Tax IDs, System for Award Management (SAM) registration, logins for the grant maker's application portal, and confirm your Authorized Organization Representative (AOR) information is up to date. If anything has expired or is about to, update those registrations so that you don't risk not being able to submit because you aren't current and active in the appropriate systems.

2. NEEDS ASSESSMENT

You are presumably planning a broadband project because residents and organizations in your area do not have (sufficient) internet access currently. Although the Federal Communications Commission (FCC) is developing broadband coverage maps, the information on those maps is often not all you want to include in a grant application when you are demonstrating the need for your project. The exact definition of unserved and underserved area varies from funder to funder and program to program, but the IIJA defines unserved areas as those that are lacking any broadband service or have less than 25 Mbps down/3 Mbps up with sufficient latency to support real-time interactive applications. Underserved areas are those that lack broadband speeds of at least 100 Mbps down/20 Mbps up with sufficient latency to support real-time interactive applications. Conduct speed tests and collect other data to be able to quantitatively demonstrate that your proposed service area is currently unserved and/or underserved. If parts of your planned service area do not meet these definitions, consider redefining the service area to make it more competitive.

3. COMMUNITY IMPACT

Although one goal of broadband implementation projects is to simply connect residences and businesses to the internet, there are often other related goals that the funder is also interested in achieving. Think about the broader impact that your project will have on the end users. Will residents now be able to participate in distance learning or remote work opportunities? Can they have telehealth appointments with specialists located far from their community? Will the community benefit from new economic opportunities and additional businesses joining the area? Determine the needs of the community or communities your project will impact and reflect on the impacts broadband could have on those needs. Collect or find data demonstrating those needs to help share them with the funder.

4. PARTNERSHIPS

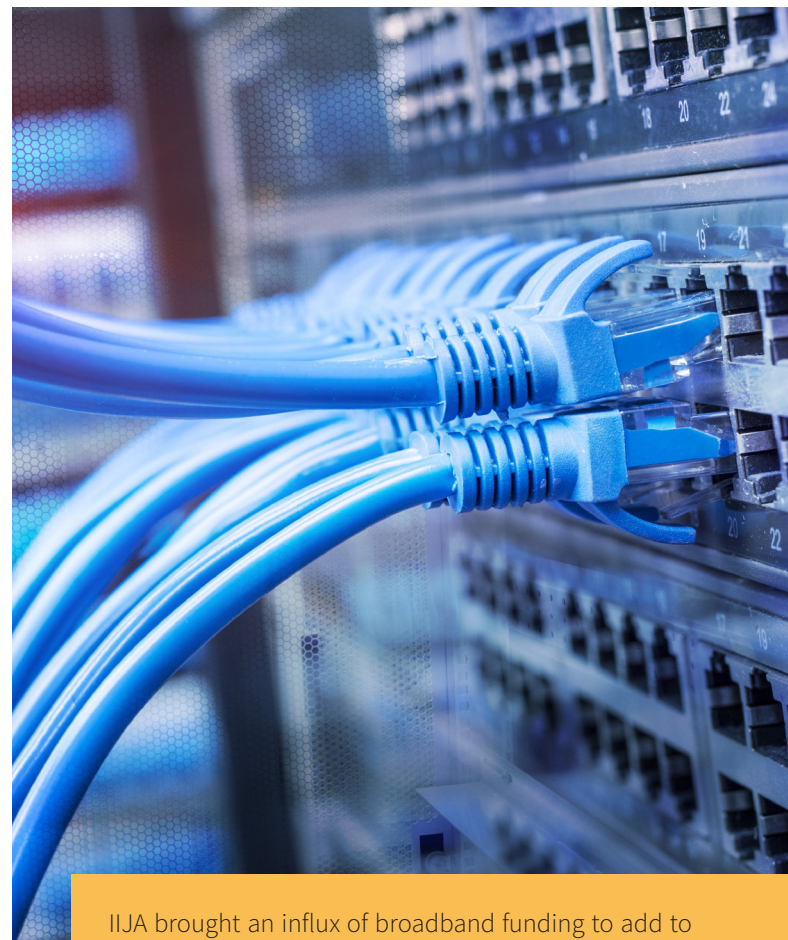
As should be clear from the need to articulate community impact, broadband projects are inherently collaborative. At a minimum, these projects should include at least one ISP to install and manage the broadband equipment and at least one local government who can discuss how their residents will be benefiting from the broadband implementation. Many projects will also need to consider community organizations, workforce development boards, economic development boards, and/or community anchor institutions (such as schools, public safety entities, and healthcare facilities). Determine which organizations you will need to collaborate with to develop your comprehensive broadband project and demonstrate the need that will be fulfilled through its implementation. Once you have identified those organizations, start conversations with them now to make sure everyone is on the same page and is interested in working on the project. Create and sign memoranda of understanding, documents that show what each organization will be contributing to the overall project and confirmation of their commitment to follow through on the planned efforts. These documents are helpful to ensure a successful partnership but are also often required to be included in applications to help articulate the partnership(s) to the funder.

5. SERVICE AREA AND NETWORK MAPPING

Funders want to understand all the details of your planned project. Map out the exact boundaries of your proposed service area(s). Put them in the context of other service areas your organization covers (as appropriate). Make sure the map shows the community or communities you will be covering and a version that gives the birds-eye view so funders can see how you fit within the state/region. Plot out exactly where you will be installing equipment and what that equipment will be

to meet the required level of service for all applicable potential end users in the service area. Determine how much it will cost to implement the plans. Where you are installing equipment, determine what potential environmental impacts might come into play and clearly document them so they can be discussed in appropriate sections of the application. If you aren't sure about any of these pieces, bring in vendors and/or network engineers to help with this process.

Current and anticipated broadband grant programs provide great opportunities to implement critical infrastructure and meet the needs of Americans. These projects are often large and complex, so developing competitive applications during the short application windows can be daunting. Your organization can get started on many of the important and time-consuming components of these applications now to put yourselves in the best possible position for success once a solicitation is released. Collect information, build partnerships, and map out major project components to use in your final application materials.



IIJA brought an influx of broadband funding to add to existing annual programs. Applications can often be complex, so get started on necessary components now before solicitations are released.

Program Snapshot

Community Connect Grant Program



SUMMARY

The Community Connect Grant Program (Community Connect Program) is designed to provide financial assistance to provide service at broadband speed in rural, economically challenged communities where broadband service does not currently exist. Grant funds may be used for:

- The construction, acquisition, or leasing of facilities, spectrum, land, or buildings used to deploy broadband service for:
 - All residential and business customers located within the Proposed Funded Service Area (PFSA)
 - All participating critical community facilities (such as public schools, fire stations, and public libraries)
- The cost of providing broadband service free of charge to the critical community facilities for 2 years.
- Less than 10% of the grant amount or up to \$150,000 may be used for the improvement, expansion, construction, or acquisition of a community center that provides online access to the public.

Grants will be awarded on a competitive basis for entities to serve all premises in eligible rural areas at broadband speed to ensure rural consumers enjoy the same quality and range of broadband services as are available in urban and suburban communities.

ELIGIBILITY

Eligible applicants include:

- Incorporated organizations
- Federally recognized Tribes
- State and local units of government
- Any other legal entity, including cooperatives, private corporations, or limited liability companies organized on a for-profit or not-for-profit basis.

Rural areas that lack any existing broadband speed of at least 10 Mbps downstream and 1 Mbps upstream are eligible.

DEADLINE

Applications were to be submitted by December 23, 2020. The next application window is expected to open in early 2023.

FOR MORE INFORMATION

<https://www.rd.usda.gov/programs-services/telecommunications-programs/community-connect-grants#overview>

Funded Project Highlight

Community Connect Grant Program

FUNDED ORGANIZATION

BEK Communications Cooperative

PROJECT TITLE

Community Connect Grants

AMOUNT FUNDED

\$844,023

PROJECT DESCRIPTION

This Rural Development investment will be used to spark economic opportunities, facilitate educational aspirations, enhance healthcare, and bolster public safety in the unserved area of Morton County, North Dakota. It will deploy a 48.66-mile Fiber-to-the-Home (FTTH) network, and the much-needed services it can deliver. BEK Communications will connect the Community Connect Proposed Funded Service Area to their existing network by using its existing crossing under the Missouri River. This will bring all the current and future BEK services and capabilities to this area. This project will bring high-speed broadband capabilities to 125 households who otherwise have no broadband or lesser quality services such as dial-up or satellite.

The current internet speeds are below the Rural Utilities Service defined broadband service level or lack the ability to deliver real-time services like, distance learning, video streaming, remote healthcare, work from home and access to agricultural sites. The proposed fiber network will be very flexible for future growth and will support the implementation of new technologies and new services anticipated in the future.

FOR MORE AWARD INFORMATION

https://www.rd.usda.gov/files/USDARD_CommunityConnect_CHART100719.pdf

ORGANIZATION WEBSITE

<https://www.bek.coop/>



Game-Based Learning: A New Priority for K-12 Grants

Patrick Riedy, Grants Development Consultant (K-12 Education)

School-aged children and gaming have become ubiquitous; casual and competitive gaming is a part of nearly every school-aged child's daily activity. According to Pew Internet and American Life Project, about 99% of boys and 94% of girls play digital games about 7-10 hours per week.¹ These figures are not a surprise for anyone that regularly interacts with children and educators have long-ago incorporated games within their classrooms. Many schools across the country have set up after-school gaming clubs, integrated games like Minecraft or Roblox into their STEM coursework, or have developed Esports teams that compete in interscholastic leagues. At a time when student engagement and enrollment are down, many educational institutions are turning to game-based learning (GBL) to re-connect with students and equip them with the skills needed to tackle 21st century challenges.

The federal government recognizes this shift. The FY2023 budget explanatory statement "recognizes game-based learning (GBL) in augmented reality and virtual reality as an instrument to foster engaged and immersive learning in elementary education and encourages the Department [of Education] to consider incorporating evidence-based GBL as a priority in planned competitions in fiscal year 2023, as applicable." While you may know gaming is popular with students, some of you may be asking, "what is GBL?" Generally speaking, it is a mode of play with specified educational outcomes. It is important to note that, in this way, GBL differs from Esports by moving away from competition and more towards an alignment with existing curriculum. Supporters of GBL argue that play is integral to children's cognitive development and that digital games are able to motivate students to problem solve. GBL also offers students the opportunity to fail without much consequence, with most games integrating trial and error.



In the past, despite many benefits, securing grant funding for GBL and the required technologies has proven challenging. As a result, inequality amongst districts and schools that can afford to augment their learning environment with the necessary equipment and those that cannot has risen. So, even though the FY2023 federal budget directive doesn't provide funding for a new grant program to implement a GBL model, this is big news for districts that lack adequate resources. With this guidance to include evidence-based GBL for planned competitions, we are likely to see well-known programs, like Education Innovation and Research and 21st Century Community Learning Centers, add competitive priority points for projects that incorporate GBL. With this inclusion, hope now exists for districts that want to take advantage of the immersion and engagement GBL provides.

1. Homer, Kinzer, and Plass, "Foundations of Game Based Learning," 258.



What can you do to prepare for this upcoming priority? A great first step is to explore existing evidence surrounding the benefits of GBL. The [Institute of Education Sciences' What Works Clearinghouse](#) provides an excellent starting point for schools looking for relevant literature. Next, familiarize yourself with the programs mentioned above. For instance, Education Innovation and Research has long held innovation in STEM education as an absolute priority. You can begin discussion as a team to discuss the myriad of ways GBL can enhance your current STEM curriculum. Next, utilize additional resources around you; vendors can tell you about appropriate equipment, and many also offer supplementary services and educational consultants that might

provide further information about cutting edge resources. Lastly, determine your SMART goals. What are the specific, measurable, achievable, results-focused, and time-bound educational outcomes you want for your student and then incorporate what GBL would get you there.

The recognition of GBL as a useful instrument is an encouraging sign of things to come. Whether your district has been fortunate to incorporate gaming into your schools' mission or it has been on your district's wish list for some time, take comfort in knowing that opportunities await!

Public Safety Budget Analysis and Forecast for 2023

**Shannon M. Day, Senior Grants
Development Consultant (Public Safety)**

The two primary federal funding agencies for public safety initiatives are the Department of Justice and the Department of Homeland Security. A review of the FY 2023 Federal Budget provides a glimpse into what these agencies will prioritize in the coming year.

DEPARTMENT OF JUSTICE

The DOJ received an increase of about 14% in total funding over FY 2022. Notably, among the seven funding offices within the department, the Office on Violence Against Women (OVW) Campus Program got a boost from \$22 million to \$25 million, half of that dedicated to Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), and Tribal Colleges. The Office of Community Oriented Policing (COPS) will see additional funding for hiring and policing initiatives, including an increase to \$45 million from \$40 million for the Community Policing Development suite of grants. The School Violence Prevention Program receives the same amount of funding through the budget (\$53 million), but the program will receive an additional \$20 million annually through 2026 through the Bipartisan Safer Communities Act passed last summer.

A notable decrease or focus shift in funding is for a few of the Bureau of Justice Assistance Smart Suite (or Innovation Suite) programs, namely the Smart Policing Initiative (formerly Strategies for Policing Innovation) and the Byrne Criminal Justice Innovation program (formerly Innovations in Community-Based Crime Reduction). Based on preliminary information, the BJA will likely use this year to evaluate funded Smart projects and reassess priorities for future funding. More information on these and other Smart programs is forthcoming.



DEPARTMENT OF HOMELAND SECURITY

The DHS saw a minor decrease in overall funding, most likely attributed to programs funded through the Infrastructure Investment and Jobs Act (IIJA) – like the new State and Local Cybersecurity Program (SLCGP), and mitigation programs like Building Resilient Infrastructure and Communities (BRIC) and Safeguarding Tomorrow through Ongoing Risk Mitigation (STORM). The State Homeland Security Grant Program (SHSP) and Urban Areas Security Initiative (UASI) received less funding. This decrease may mean states will not fund cybersecurity through these programs, as has been done in past years. Programs that saw no change in funding include the Emergency Management Performance Grant (EMPG), Operation Stonegarden, Tribal Homeland, Port, and Transit Security. The Assistance to Firefighters and SAFER Programs also saw no change. One notable increase in funding is the Nonprofit Security Grant Program, with a total funding increase from \$250 million to \$305 million.

FORECAST FOR THE YEAR AHEAD

Thematically across the criminal justice and public safety spectrum, we are seeing a continued response to natural disasters, increasing in number and strength due to climate change, and man-made disasters like terrorism, both physical and cyber.

Response to the increase in violent crime, gang, and gun violence will continue to be a priority; we saw an uptick in violent crime across the country during and after the COVID epidemic, and this upward trend continues. Some other policing trends we will see include community engagement and transparency, collaboration and training for mental health crisis response, opioid (specifically

fentanyl) response, and initiatives for underserved communities, including rural and tribal communities.

Funding for specialty courts (like mental health, veterans, juvenile, etc.) will continue along with evidence storage and dissemination, cross-sector information sharing, and information security for justice agencies. Reentry initiatives, like helping inmates successfully reintegrate into society by providing education and employment assistance, will be the focus for corrections, probation, and parole agencies.

We at Grants Office will continue to keep our finger on the pulse of funding trends for public safety in 2023 and beyond.

REGISTER TO LEARN MORE

March 2: [Modernizing Public Safety: Grants for Cloud Solutions and More...](#)



The Canada Growth Fund

Stephanie Cesar, Grants Development Consultant, Canada



The Government of Canada announced the **Canada Growth Fund (CGF)** in the 2022 Federal budget to help businesses face many challenges. Although little details were mentioned in the budget, we know that this initiative will be a new government investment fund to finance projects that will catalyze private capital to invest in Canada's climate transition. In the 2022 Fall Economic Statement, we learned that the Canada Growth Fund plans to attract significant private capital investments to create jobs, support Canada's transformation, and bring forward two new measures to support the adoption of clean technology across Canada. CGF will be established as a subsidiary of the Canada Development Investment Corporation (CDEV).

Canada felt the urgent need to act following the implementation of similar programs around the globe. The United States introduced the **Inflation Reduction Act (IRA)**, investing in domestic energy production and manufacturing and the reduction of carbon emissions by roughly 40% by 2030. The IRA also fights inflation by reducing the deficit. The European Union implemented Invest EU, and other countries have developed similar initiatives to combat climate change.

The Canada Growth Fund will not be a replacement of already existing government initiatives related to climate change, but rather serves as another tool Canada will be able to use to compete internationally for capital investment. The fund will target projects and companies at the scale-up stage of development and investments will be oriented to private

projects and companies. The CGF will have a wide range of tools to offer innovative forms of concessional financing, including instruments in which CGF takes on more risk than the market with the possibility of below-market returns. The fund will be managed by a team of investment professionals with capital market experience who will report to the Fund's Board of Directors. This team will also draw on the clean technology expertise of co-investors.

OBJECTIVES

The Canada Growth Fund will make investments in Canadian businesses and projects to help transform and develop Canada's economy at speed and scale on the path to net zero. The CGF aims to achieve the following national economic and climate policy objectives:

Help Canada achieve climate targets and reduce its emissions

- Integrate key technologies, such as carbon capture, utilization, and storage (CCUS) and low-carbon hydrogen swiftly
- Support businesses that will create jobs and stimulate productivity and clean growth in new and traditional sectors of Canada's industrial base, and encourage the retention of intellectual property in Canada
- Leverage Canada's abundant natural resources and strengthen supply chains critical to Canada's future economic and environmental well-being



INVESTMENT ACTIVITIES

To achieve its strategic objectives, the CGF will prioritize the following projects:

1. Projects that use fewer emerging technologies and processes to reduce emissions across the Canadian economy. These projects could consist of but are not limited to carbon capture, utilization and storage, hydrogen, and biofuels
2. Technology companies, including small and medium-sized enterprises (SMEs), that scale up less mature technologies that are currently in the demonstration or commercialization stage
3. Companies, including SMEs, and projects in low-carbon or climate technology value chains, including low-carbon natural resource development

INVESTMENT INSTRUMENTS

The Canada Growth Fund will be primarily capitalized at \$15 billion over the next five years. It will be a new public investment tool operating at arms-length from the Federal government. CGF will not invest where it does not have a realistic probability of a return on capital. It will access investment opportunities by partnering with the private sector and could directly, on a

deal-by-deal basis, co-invest with other investors or anchor investments in other funds. The fund will have at least four different investments offerings:

- Concessional equity or debt
- Contracts for difference (and other forms of price assurance)
- Anchor equity
- Offtake contracts

The Canada Growth Fund is looking for projects that will advance the mandate of the fund and produce long-term benefits for the Canadian economy while meeting international standards of environmental, social and governance (ESCG) measurement, disclosure, and performance.

The Canada Growth Fund has not officially opened but is expected to do so in early 2023.

Sources:

<https://www.whitehouse.gov/briefing-room/statements-releases/2022/09/12/fact-sheet-how-the-inflation-reduction-act-will-help-small-businesses/>

<chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.budget.canada.ca/fes-eea/2022/doc/gf-fc-en.pdf>

<https://www.budget.canada.ca/2022/report-rapport/toc-tdm-en.html>

Funding to Train the Young Workforce

Stephanie Cesar, Grants Development Consultant, Canada

With the growing demand for labor, companies are looking for qualified workers. There is a growing demand for grants to hire skilled labor. Canada is conscious of this and has set up several grant programs to help organizations find workers and connect young people to the right organizations so they can gain experience in their field of study.

Whether it's training for old or new employees, workforce development has many benefits. It helps support career development and employee success, productivity, and retention. Workforce development also allows organizations to scale, prosper, and leverage a skilled workforce.

YOUTH EMPLOYMENT AND SKILLS STRATEGY

One of the grant programs developed by the Canadian government is the Youth Employment and Skills Strategy (YESS). This program honors the Government of Canada's commitment to helping young people, particularly those facing barriers to employment, get the information and gain the competencies (both hard and soft skills) and work experience that they need to make a successful transition into the labor market. The YESS program is a horizontal initiative involving eleven federal departments and agencies.

The Youth Employment and Skills Strategy (YESS) program provides funding to organizations to produce a range of activities that help youth overcome barriers to employment and develop a broad range of skills and knowledge in order to participate in the current and future labor market. Support will be customized to the needs of youth facing barriers to employment. Several programs are linked to this strategy.



CANADA SUMMER JOBS

One of the most known programs linked to the Youth Employment and Skills Strategy is the Canada Summer Jobs program.

The Canada Summer Jobs program provides not-for-profit, public, and private sector employers with wage subsidies to create quality summer work experiences for young people aged 15 to 30. Public and private sector employers can receive up to 50% of the employee hourly rate and not-for-profit organizations can receive up to 100% of the minimum wage plus Mandatory Employment Related Costs (MERCs)

Those organizations must have 50 or fewer full-time employees. The position must be full-time (30 to 40 hours per week) and span for 6 to 16 weeks. Employers must ensure they hire a priority student, provide a salary above the minimum wage, and address local and national priorities.

SCIENCE HORIZONS

Another program linked to the Youth Employment and Skills Strategy is the Science Horizons Youth Internship Program.

The Science Horizons Youth Internship Program helps organizations hire university, college and polytechnic graduates for internships in the environmental science, technology, engineering, and mathematics (STEM) fields. This program has been in place for over 20 years and provides wage subsidies up to \$25,000. Internships must be between 6 to 12 months and must provide hands-on experience working on environmental projects.

Eligible employers under the Science Horizons program include:

- Individuals
- For-profit organizations (small- or medium-sized enterprises, corporations, or industry associations)
- Provincial and territorial, municipal, and local governments including institutions, agencies and Crown Corporations
- Post-secondary institutions
- Organization, including but not limited to non-government organizations, including non-profit organizations, Aboriginal organizations, including band councils/tribal councils, and local organizations

This program is delivered by several delivery agents including:

- BioTalent Canada
- Clean Foundation
- Colleges and Institutes Canada
- ECO Canada
- Electricity Human Resources Canada
- United Nations Association in Canada (UNAC)

FIRST NATIONS AND INUIT SUMMER WORK EXPERIENCE

The First Nations and Inuit Summer Work Experience Program also falls under the Youth Employment and Skills Strategy umbrella.

The First Nations and Inuit Summer Work Experience Program provides youth with summer employment opportunities where they can gain work experience and build important skills such as communication, problem-solving, and teamwork.

Proposals should support work experience opportunities for First Nations and Inuit secondary and post-secondary students between May 1 and the beginning of the student's fall academic term.

Proposals must provide summer employment for First Nations and Inuit secondary and post-secondary students aged 15 to 30 who ordinarily reside on reserve, in recognized communities or on community lands.

Who can apply:

- First Nations and Inuit communities
- First Nations and Inuit governments
- First Nations and Inuit organizations
- Not-for-profit associations
- Private sector employers



Program Snapshot

Tribal Homeland Security Grant Program (THSGP)



SUMMARY

The Tribal Homeland Security Grant Program (THSGP) plays an important role in the implementation of the National Preparedness System by supporting the building, sustainment, and delivery of core capabilities essential to achieving the National Preparedness Goal of a secure and resilient Nation. Delivering core capabilities requires the combined effort of the whole community, rather than the exclusive effort of any single organization or level of government. The anticipated effects of the THSGP grant funds are to increase the ability of Tribes to prevent, prepare for, protect against, and respond to acts of terrorism, to meet their capability targets, and to otherwise reduce the overall risk to Tribes, high-risk urban areas, states, and the Nation.

Given the evolving threat landscape, it is incumbent upon DHS/FEMA to continuously evaluate the national risk profile and set priorities that help ensure appropriate allocation of scarce security dollars. In assessing the national risk profile for FY 2022, six areas attract the most concern:

- Enhancing cybersecurity
- Enhancing the protection of soft targets/crowded places
- Enhancing information and intelligence sharing and analysis
- Combating domestic violent extremism
- Enhancing community preparedness and resilience
- Enhancing election security

ELIGIBILITY

Eligible applicants are federally recognized Indian Tribes (or a consortium of Indian Tribes).

DEADLINE

Applications were to be submitted by June 13, 2022. A similar deadline is anticipated annually.

FOR MORE INFORMATION

<https://www.rd.usda.gov/programs-services/telecommunications-programs/community-connect-grants#overview>



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- 2 writing samples (preferably narratives from successfully funded projects)

What the 2023 Federal Budget Means for Education

Sydney Stapleton, Grants Development Consultant (Higher Education)

With the passing of the Fiscal Year 2023 budget, the **US Department of Education** was allocated approximately \$83.5 billion: an increase of \$3.4 billion from FY22. Similarly, to FY22, Congress opted to allocate additional monies to many well-known programs housed under the Department of Education, instead of creating new funding programs.

K-12 US DEPARTMENT OF EDUCATION OPPORTUNITIES

In the K-12 funding arena, the Department of Education funded an additional \$40 million for the **21st Century Community Learning Centers (21st CCLC)** program. 21st CCLC supports the establishment of community learning centers that provide academic improvement opportunities for children during non-school hours. The program puts increased emphasis on the support of students who attend high-poverty and low-performing schools. 21st CCLC helps students meet state and local standards while also offering a broad array of enrichment activities.

Alongside 21st CCLC, we saw a \$50 million increase to the **Education Innovation and Research (EIR)** program. EIR looks to support innovative solutions to persistent educational challenges and to support the expansion of effective solutions to serve substantially larger numbers of students. The program is looking to fund evidence-based innovations to improve student achievement especially for high-need students.

Throughout the Education budget, congress put an emphasis on the importance of **Game-Based Learning (GBL)**. They see GBL as an engaging learning instrument in elementary education. While there is no outright funding in the budget allocating toward GBL grants, congress is encouraging the Department of Education to consider incorporating evidence-based GBL as a priority for its 2023 grants.



To learn more about collaboration between K12 and Higher Ed in the CTE space check out page 24.

HIGHER EDUCATION US DEPARTMENT OF EDUCATION OPPORTUNITIES

For the FY23 budget there was a \$50 million increase in support for the **Career Technical Education (CTE)** state grants. State education agencies have the final decision on if CTE funds will go toward K-12, Higher Education, or a combination of both. The increase is in line with the previous year's budget, which had a major focus on workforce development initiatives.

An additional \$137 million has been allocated in support to programs aimed at boosting Minority Serving Institutions. It is anticipated that those funds will be a part of the existing **HEA Title III and V** funding that currently allocates funds to Hispanic Serving Institutions, Historical Black Colleges and Universities, and other Minority Serving Institutions across the country.

In the Higher education space, we saw a \$108 million increase to the **Fund for the Improvement of Postsecondary Education (FIPSE)** program. FIPSE funds a variety of higher education projects around improving higher ed across a variety of grant program opportunities. A new \$50 million program under FIPSE was created to support "HBCU, TCU, and MSI Research and Development Infrastructure". Another interesting program we see under FIPSE funding is the return of the **Post-Secondary Student Success Program**. This grant funds programs that support post-secondary students close to finishing their degree but have faced barriers and not completed their education. This program will be funded at \$40 million this fiscal year.

WORKFORCE DEVELOPMENT IN OPPORTUNITIES IN HIGHER EDUCATION

Along with the **CTE State Grants** mentioned above, we continue to see a focus on workforce development in the higher education funding landscape. The **Department of Labor** was funded at or above 2022 funding levels. The **Workforce Investment Act** and the **National Apprenticeship Act** received a 6% increase compared to FY22. **YouthBuild Grants, Strengthening Community College Training Grants**, and various programs to get people employed or re-employed received increased funding this fiscal year. The **Strengthening Community College Training Grants (SSC)** program received an increase of \$15 million in funding. SCC supports activities that develop or improve educational and career training programs at community colleges. Collaborations with employers and the public workforce development system are crucial to this program and aim to meet local and regional labor market demands for a skilled workforce.

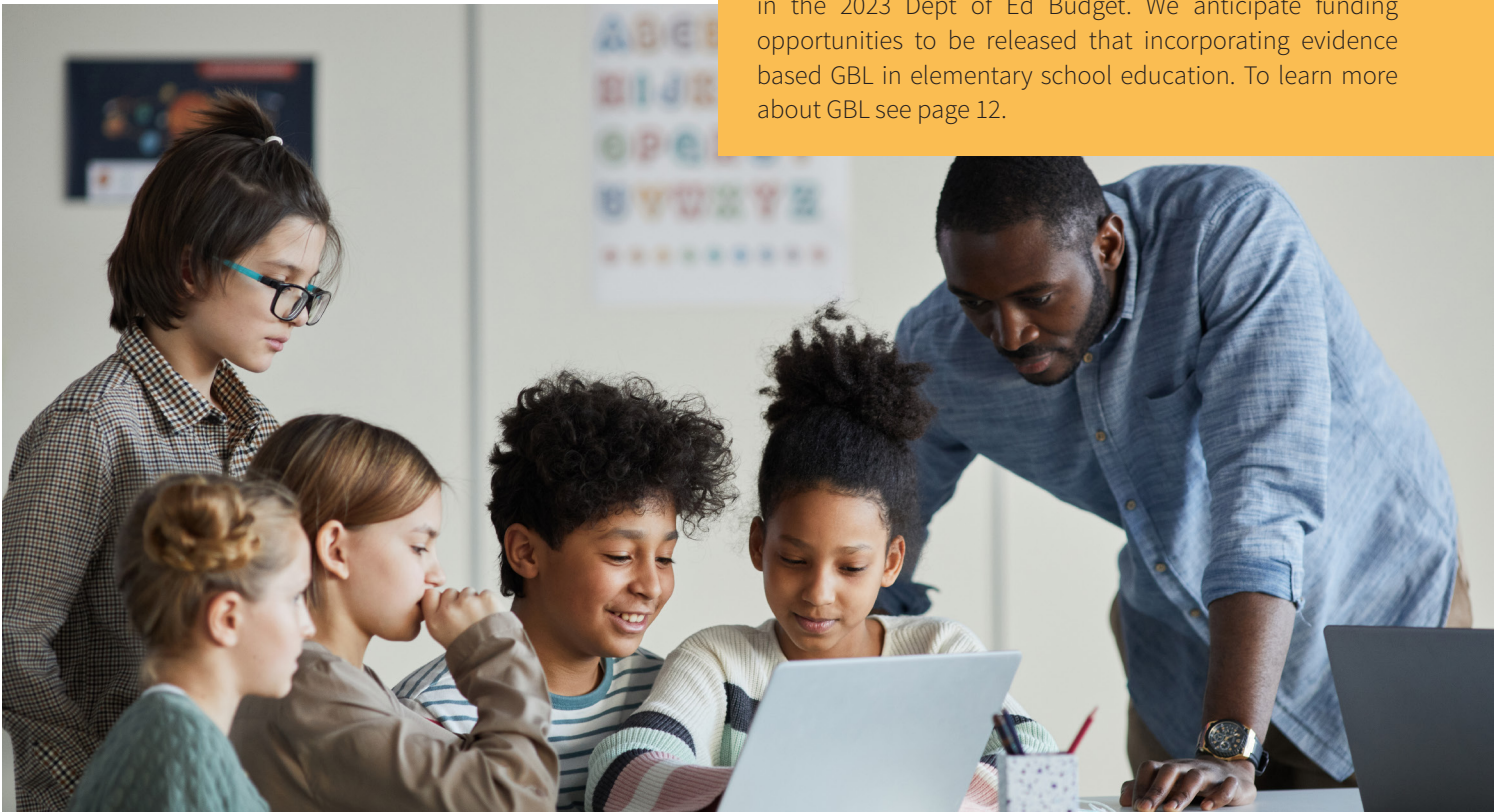
A new program titled **Disability Employment Initiative Grants** has been allocated \$9 million for research and demonstration projects related to testing effective ways to promote greater labor force participation of people with disabilities.

SCIENCE RESEARCH OPPORTUNITIES FOR HIGHER EDUCATION

For many larger colleges and universities, research funding is another way to access funds from the federal budget. The **National Science Foundation** received an 8% increase in their total budget this year. It was, however, anticipated that it would be more based on the **CHIPS and Science Act** that was passed in 2022. With the passings of those acts we see an increased funding to some of the most technology-friendly grant programs coming out of the NSF.

We also saw a nearly 24% increase in funding for Science, Technology, Engineering, and Mathematics (STEM) education in FY23. Funding totals \$1.25 billion and is spread across many different programs. Like the Department of Education, a large portion of the increased funding will go to Minority Serving Institutions, including a 13% increase for the **Historically Black Colleges & Universities Undergraduate Program (HBCU-UP)**, a 14% increase for **Tribal Colleges & Universities Program (TCUP)**, and a 10% increase for the **Improving Undergraduate STEM Education: Hispanic-Serving Institutions** program.

Game-Based Learning (GBL) was called out by Congress in the 2023 Dept of Ed Budget. We anticipate funding opportunities to be released that incorporating evidence based GBL in elementary school education. To learn more about GBL see page 12.



Career and Technical Education Explained

Christina Fernandez, Grants Development Associate (Higher Ed)



Approximately 12.3 million students across the US are enrolled in Career and Technical Education (CTE) programs. CTE programs vary by institution, but the overarching purpose is to provide students with the academic and technical skills needed to succeed in an emerging career field. The Department of Education established a list of 16 career fields, referred to as career clusters, representing up to 79 different career pathways. These different pathways allow students to explore a career cluster of interest while also learning employability skills that complement their academic studies. CTE has evolved from vocational education, which focused on an isolated elective with specific job training associated, to be more academically rigorous and integrated within other programs of study in comprehensive high schools, technical centers, and community colleges. Read on for a description of the common elements that make CTE programs successful, a high level overview of the funding landscape, and to learn how CTE programs function within different institutional settings.

SECONDARY VS POSTSECONDARY CTE PROGRAMS

CTE programming looks different at every institution, especially between secondary and post-secondary institutions.

At the secondary level, CTE can have a structural or instructional approach to how courses are delivered. Some common approaches include a whole school delivery model (structural),

school-within-a-school (structural/instructional), and pullout (instructional). For example, a technical high school implements CTE through a whole school delivery model in which all students are enrolled in a program of study and work-based learning is explicitly integrated throughout the curriculum. A career academy takes on a more “school-within-a-school” model, focusing on a career theme and delivered through a combination of academic and CTE curriculum to a smaller learning community housed in a large comprehensive high school. Lastly, the pullout model refers to technical centers that serve multiple school districts and students can attend part-time in addition to their regular high school credits.

Similarly, community colleges typically offer dual credit courses in which students can earn college credit while completing their high school diploma. Dual credit courses require a partnership between a school district and a community college and can be taken on campus, online, or at the high school. At the postsecondary level, CTE programs are mainly offered at community college and students can enroll in a certificate, degree, or non-degree CTE program. Though community colleges often partner with high schools to provide CTE programs, they also provide a pathway to employment through stackable credentials for adult learners (returning adults, veterans, and workers wanting to update their skills). Common examples of CTE fields at the community college level include nursing and law enforcement.

COMMON ELEMENTS OF CTE PROGRAMS

One of the most common elements to a CTE program is work-based learning (WBL). Work-based learning is an umbrella term for the range of hands-on learning activities it supports. Short term WBL activities include career fairs, college campus visits, job shadowing and/or classroom presentations by employers. Longer term WBL activities include experiences like internships, pre-apprenticeships, and cooperative education which combines classroom-based education with practical work experience.

Another common element of a CTE program is offering courses/credentials that are aligned with industry needs. Remember, there are 79 different career pathways, various levels of education required for each, and thousands of credentialing organizations. For grant-seekers to have a successful CTE program, partnerships with employers are critical as they can provide industry expertise when developing curriculum. Employers can also provide real world examples of challenges occurring in the industry, pushing students to think critically and have a comprehensive understanding of what their career will entail. Industry-recognized courses/credentials not only help validate that students will be entering the workforce with the appropriate skills to be successful but also ensure that courses align with the needs of the market.

The last common element to a successful CTE program is Career and Technical Student Organizations (CTSOs). There are 8 federally designated CTOSs, which support secondary and postsecondary students in CTE pathways. CTOSs cater to the different career clusters and offer additional opportunities outside of the classroom to help students grow and further develop their skills. Schools that participate in a CTOS have more capacity to participate in national competitions in various industries, provide leadership development and offer additional mentoring services to ensure their students complete the CTE pathway and successfully transition into the workforce.

FUNDING FOR CTE

The largest support for CTE programming is the federal government. The federal government invests around \$1.3 billion annually through the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Funding is allocated to states, who then distribute to local education agencies (LEAs) for secondary institutions and/or to postsecondary institutions, mainly community colleges. States are given discretion on how to split funds between the two institutions. Generally, funding through this program supports curriculum and professional development, purchasing equipment, providing students with career guidance, and ensuring access to CTE for youth with disabilities and other special populations. In addition, states are allowed to reserve up to 15 percent of their allocation to use towards their most pressing CTE needs. Many states use their reserve funds to host competitive grant competitions, while others use it to provide extra funding to help struggling programs improve.

Outside of federal funding, states are also making large investments in support of CTE programming. For example, Oklahoma is using their lottery trust fund to support equipment purchases and improve instructional training in K-12 districts through their Education Lottery Trust Fund Technology Grant. States like Wisconsin are choosing to fund specific industry training programs, like advanced manufacturing, to address their skilled worker shortage through their Advanced Manufacturing Technical Education Equipment Grant. Other sources of funding for CTE can come from labor and workforce agencies (Strengthening Community Colleges Training Grants), the National Science Foundation (Advanced Technological Education), and regional foundations (ECMC Foundation grants).

As CTE continues to become an integral part of our education system, it is important to understand the various components that are required to make it successful. In the classroom students will need to be challenged and well-trained to be prepared for the workforce. Outside the classroom, students will need to be mentored and supported to help maintain focus and motivation for their new career.

Program Snapshot

Strengthening Community College Training Grants



SUMMARY

The Strengthening Community College Training Grants program builds on four rounds of Trade Adjustment Assistance Community College and Career Training (TAACCCT) grants, which focused on capacity building at community colleges and large-scale systems change within community college consortia. TAACCCT evaluations provided many relevant insights into the investments and partnerships necessary to drive systemic change to address the skills development and retraining needs of adult workers and learners. Those insights provided a foundation for the Strengthening Community Colleges grant program, now in its second round. This round builds on the lessons learned through TAACCCT and the first round of SCC investments, with a new focus on advancing equity by identifying and addressing equity gaps that directly or indirectly impact labor market outcomes for underrepresented and marginalized populations and communities.

This Opportunity is built around four core elements:

- Advancing Equity
- Accelerated Career Pathways
- Results-Driven Project Design
- Sustainable Systems Change

Ultimately, these grants should enable increased capacity of community colleges to equitably increase access to employment through educational and economic opportunity, by focusing on specific industry sectors and career pathways that will lead to skill development, rapid reskilling, and employment in quality jobs. These efforts will yield sustainable systemic change in education and training through collaboration between community colleges, employers and the public workforce development system that align education and training, work experiences, and industry-recognized credentials that lead to career growth.

ELIGIBILITY

The eligible lead applicant must be a community college that is a public institution of higher education as defined in Section 101(a) of the Higher Education Act and whose most common degree awarded is an associate degree.

DEADLINE

Applications were to be submitted by June 2, 2022, and October 21, 2022. A similar October deadline is anticipated annually.

FOR MORE INFORMATION

<https://www.dol.gov/agencies/eta/skills-training-grants/scc>

Funded Project Highlight

Strengthening Community College Training Grants

FUNDED ORGANIZATION

Broward College

PROJECT TITLE

Micro-credentialing in Higher Education (MicroHE)

AMOUNT FUNDED

\$1,999,992.20

PROJECT DESCRIPTION

The activities of the MicroHE project include developing a framework with employer and faculty input, developing a process for awarding micro-credentials/badges using a technology-based digital platform system, supporting workforce education and apprenticeship programs leading to micro-credentials/ badging, prior learning assessments and industry certifications used to award credit to accelerate participants to a Technical Certificate and degree, distance learning infrastructure to enable participants to participate in workforce education, outreach materials for distribution within the Broward UP/Opportunity Zone communities, and a comprehensive evaluation. Capacity Building. The College currently does not have the capacity to award micro-credentials to students enrolled in workforce education courses. Developing this framework and adding a digital credential platform to issue credentials for demonstrated competencies and skills prior to degrees or technical certificates by issuing badges and micro-credentials will greatly increase Broward College's ability to accelerate students along the career pathway while also assisting them with documenting their knowledge and skills to increase their employment opportunities in the immediate future. Enhancing the use of online and technology-enable learning by providing the technology for remote facilitators to support students taking online workforce education and training courses at off-site locations within the community will greatly increase BC's capacity and responsiveness to support the skill development needs of employers and dislocated and unemployed workers, incumbent workers, and new entrants to the workforce. These enhancements will also increase the capacity to provide access to the micro-credentials and badges created by this project.

FOR MORE AWARD INFORMATION

<https://www.dol.gov/sites/dolgov/files/ETA/skillstraining/SCC-Overview-and-Abstracts-rev.pdf>

ORGANIZATION WEBSITE

www.broward.edu



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A Grants Office Production, sponsored by Ingram Micro Cloud

Date: March 2 at 3pm ET

About: Gain expert insights on the latest in public safety technology for first responders, available grant programs, and how to effectively justify the inclusion of equipment in a grant proposal.

[Register HERE](#)

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A Grants Office Production

Date: March 6 at 2pm ET

About: Join us for a panel discussion with four grant professionals as they share varying perspectives of the grant writing process and tips to make your application stand out from the pack.

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