

 A Grants Office Publication

FUNDED

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STIMULUS-FUNDED VS. TRADITIONAL GRANTS

Library Planning During COVID-19

*Putting Together a Grant Budget:
How Much Technology is Okay?*

*Police Departments:
What Do Grants Fund?*

*State Plans for
the New Perkins V*

*Where are the
Cybersecurity Grants?*

PLUS! SUMMARY INFO ON 7 EXCITING
GRANT OPPORTUNITIES!

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IN THIS ISSUE

05 FUNDED PROJECT HIGHLIGHT
Advanced Technological Education (ATE)

06 FEATURE
Library Planning During COVID-19

09 FUNDED PROJECT HIGHLIGHT
Access to Historical Records:
Archival Projects Program

10 FEATURE
Putting Together a Grant Budget: How Much
Technology is Okay?

13 FEATURE
Police Departments: What Do Grants Fund?

17 FUNDED PROJECT HIGHLIGHT
Advanced Transportation AND Congestion
Management Technology Deployment (ATCMTD)

18 COVER STORY
Grantseeking in the time of COVID: Traditional
vs. Stimulus-funded Emergency Grants

22 FEATURE
State Plans for the New Perkins V

25 FUNDED PROJECT HIGHLIGHT
Assistance to Firefighters Grant (AFG)

26 FEATURE
Where are the Cybersecurity Grants?



13



22



26

ON THE COVER

In this issue, we will take a look at the differences between traditional grant opportunities and those created in response to an immediate crisis. As Congress is now considering allocation of additional emergency response stimulus funding, you won't want to miss out on these great tips so you and your organization can be ready to act should additional COVID-19 response legislation pass.

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LETTER FROM THE EDITOR

DEAR READERS,

This issue of FUNDED features several new contributors, alongside some of the familiar names who you've come to look forward to bringing you updates and analysis across the ever-changing landscape of grant funding.

Among the new voices, Chris Barnes covers preparations libraries can take to be ready to access CARES Act and annual funding opportunities, as well as any new stimulus that becomes available from federal and state sources. Richard Campo dives into the grant programs that fund cybersecurity, a field everyone talks about but many forget to include in their grants development planning. Liz Shay reports on how states are planning to leverage the new Strengthening Career and Technical Education for the 21st Century Act (Perkins V) funding, and Shannon Day takes on what funding is available to support law enforcement across the country.

If that weren't enough to keep even the most circumspect grants professional busy over the next three months, our veteran contributors Chris LaPage and Elizabeth Evans have also moved the ball forward with some broad-based advice on how (and how much) technology fits in the context of a grant-funded project and an overview of the differences and implications of stimulus vs. non-stimulus annual funding, and how to make the most of each.

As you've come to expect, this issue of FUNDED has something for everyone. And whether you're a staff grantwriter in a municipal, educational, or healthcare agency or you're a grant professional with a wide range of clients all looking to fill gaps in their budgets and move their projects forward in the time of COVID, you're sure to find helpful insights and actionable grants intelligence in the pages that follow.

Be sure to check out the other timely and informative grantscasts our team will be presenting on, or review some of 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've enjoyed bringing it to you!

Sincerely,
Michael Paddock
Editor and Publisher,
FUNDED



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ADVANCED TECHNOLOGICAL EDUCATION (ATE)

PROGRAM SNAPSHOT

SUMMARY

With an emphasis on two-year colleges, the Advanced Technological Education (ATE) program 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 industry to promote improvement in the education of science and engineering technicians at the undergraduate and secondary school levels. The ATE program 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 STEM teachers that focus on technological education. The program invites research proposals that advance the knowledge base related to technician education.

The ATE program encourages proposals from Minority Serving Institutions and other institutions that support the recruitment, retention, and completion of underrepresented students in technician education programs. The ATE program is particularly interested in projects addressing issues in rural technician education and projects that broaden the diversity of the entry-level technical workforce including strategies to recruit veterans into technician education programs.

Whenever feasible, projects should utilize and innovatively build upon successful educational materials, courses, curricula, strategies, and methods that have been developed through other ATE grants, as well as other exemplary resources (including those not supported by NSF) that can be adapted to technological education.

ELIGIBILITY

Eligible applicants are universities, colleges, non-profit, non-academic organizations, for-profit organizations, state governments, local governments, and unaffiliated individuals. Two-year colleges and other associate degree-granting institutions are especially encouraged to submit proposals. All proposals are expected to include one or more two-year colleges in leadership roles.

DEADLINE

Full proposals are to be submitted by October 1, 2020. A similar deadline is anticipated annually.

FOR MORE INFORMATION

http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5464

ADVANCED TECHNOLOGICAL EDUCATION (ATE)

FUNDED PROJECT HIGHLIGHT

FUNDED ORGANIZATION

Tunxis Community-Technical College

PROJECT TITLE

Professional Development to Enhance Skills of Manufacturing Instructors

AMOUNT FUNDED

\$719,871

PROJECT DESCRIPTION

The project will engage all twelve Connecticut public community colleges and their Advanced Manufacturing Technology Centers. The project will develop modules and a new course that will provide faculty with the skills needed to enhance their teaching effectiveness, improve classroom management, develop high quality student assessments of learning, and strategies to increase student persistence. The proposed course and modules will assist newly hired manufacturing technicians from industry as well as provide opportunities for current instructors to learn new teaching methodologies in a higher education academic environment. Additionally, the project will organize two workshops annually on essential technical skills for the manufacturing instructors and faculty, as well as provide opportunities for certification in widely used technologies. Examples of certifications that would be supported are the National Institute for Metalworking Skills, SolidWorks Computer-Aided Design software, and SME's Additive Manufacturing Certification. Additional workshops will be offered that provide strategies for increasing the persistence of underrepresented populations in the manufacturing programs.

FOR MORE AWARD INFORMATION

https://www.nsf.gov/awardsearch/showAward?AWD_ID=1801041&HistoricalAwards=false

ORGANIZATION WEBSITE

<https://www.tunxis.edu/>

LIBRARY PLANNING DURING COVID-19

By Chris Barnes

Libraries and librarians are often the unsung heroes of many communities. Libraries offer a host of crucial services and activities. For one, they help bridge the “digital divide” by providing patrons with free access to computers and the internet. Beyond these technological tools, they are also important community meeting spaces for the public and provide significant educational programming. However, the COVID-19 pandemic has disrupted many of these services as it has forced libraries across the country into temporary closure. Librarians in turn have sought to develop alternative strategies for continuing [to deliver patrons with the services they rely on](#).

It is an understatement to say that libraries and librarians have been forced to adapt to a completely new environment so that they can continue their operations. While many libraries are naturally focused on addressing their immediate needs, such as expanding their technological capacities, training staff on new technologies or practices, and covering potential budget shortfalls, the potential long-term impacts from the pandemic are likely going to require new, sustainable methods for libraries to offer their services. For those interested in tackling the thorny questions of how libraries may address the kinds of problems caused or exacerbated by the pandemic, two recently released grant opportunities from the Institute of Museum and Library Services (IMLS) may be of interest: the [National Leadership Grants for Libraries](#) and the [Laura Bush 21st Century Librarian Program](#). In different ways, both grants fund projects that seek to advance and refine the services provided by libraries and archives across the country.



The National Leadership Grants for Libraries is centered on developing new library practices or advancing library theory. Successful proposals will produce new tools, practices, models, research findings, or alliances that could be of wider use to other libraries. In 2019, one of the grants funded a project to develop LibraryVPN, which would allow libraries to host a Virtual Private Network (VPN) for their patrons. Other past projects have focused on activities such as exploring media literacy programming and digital literacy training.

The Laura Bush 21st Century Librarian Program, on the other hand, funds projects that support the professional development of librarians. This may involve training to equip librarians to best serve the diverse needs of their communities, developing new faculty or librarian leaders, or recruiting and training the next generation of librarians. For instance, the grant has previously funded projects that help train librarians to effectively serve patrons with disabilities, as well as ones that investigate how best to develop staffing models to build and maintain diverse librarian communities in mid-size cities.

Both grants require that submitted proposals fall into one of the following categories:

- Lifelong Learning
- Community Catalysts
- National Digital Infrastructures and Initiatives

Also, both programs have two phases for applying. For Phase I, all applicants are to submit a two-page preliminary proposal by October 2, 2020. Those who are invited for full proposals will need to submit those by March 26, 2021. If you're interested in seeing a list of previously funded projects, complete with their preliminary and full proposals, you can explore the [IMLS Awarded Grants Search page](#).

And while this article has discussed these grants in the context of COVID-19, it's important to note that they are not specifically focused on library responses to the pandemic. Indeed, both grant programs offer quite a bit of freedom in terms of the types of projects that can be proposed. Regardless of whether your potential project idea was developed in response to the pandemic or not, programs such as these offer exciting opportunities for libraries to forge new paths forward as they continue serving their communities.



ACCESS TO HISTORICAL RECORDS: ARCHIVAL PROJECTS PROGRAM

PROGRAM SNAPSHOT

SUMMARY

The National Historical Publications and Records Commission (NHPRC) of the National Archives supports projects that promote access to America's historical records to encourage understanding of our democracy, history, and culture.

The National Historical Publications and Records Commission seeks projects that will significantly improve online public discovery and use of historical records collections. The Commission is especially interested in collections of America's early legal records, such as the records of colonial, territorial, county, and early statehood and tribal proceedings that document the evolution of the nation's legal history.

Additionally the Commission is interested in projects to commemorate the 250th anniversary of the Declaration of Independence. We encourage applications that use collections to examine the ideals behind the founding of the United States and the continual interpretation and debate over those ideals these past 250 years. We welcome projects that engage the public, expand civic education, and promote understanding of the nation's history, democracy, and culture from the founding era to the present day. Projects may preserve and process historical records to:

- Convert existing description for online access
- Create new online Finding Aids to collections
- Digitize historical records collections and make them freely available online

ELIGIBILITY

Eligible applicants are:

- Nonprofit organizations or institutions
- Colleges, universities, and other academic institutions
- State or local government agencies
- Federally-acknowledged or state-recognized Native American tribes or groups

DEADLINE

Optional draft proposals are to be submitted by August 10, 2020. Full proposals are to be submitted by October 8, 2020. Similar deadlines are anticipated annually.

FOR MORE INFORMATION

<https://www.archives.gov/nhprc/announcement/archival.html>



ACCESS TO HISTORICAL RECORDS: ARCHIVAL PROJECTS PROGRAM

FUNDED PROJECT HIGHLIGHT

FUNDED ORGANIZATION

GLBT Historical Society

PROJECT TITLE

Sing Out: Processing and Digitizing LGBTQ+ Music and Theater Collections.

AMOUNT FUNDED

\$75,000

PROJECT DESCRIPTION

A project to process 10 archival collections, totaling 124.25 linear feet, which include correspondence, ephemera, costumes, audiovisual material, and photographs, spanning over 70 years documenting the contributions of LGBTQ+ people to history, art, and culture.

FOR MORE AWARD INFORMATION

<https://www.archives.gov/nhprc/awards/awards-5-20>

ORGANIZATION WEBSITE

<https://www.glbthistory.org/>

PUTTING TOGETHER A GRANT BUDGET: HOW MUCH TECHNOLOGY IS OKAY?

By Chris LaPage

A federal agency just released a new grant that is accompanied by a guidance document filled with 100 pages of content. The guidance document contains all the granular details on the grant program, including instructions for development of the proposal and submission. The guidance document may be referred to by several names, including request for proposals (RFP), request for applications (RFA), and Notice of Funds Availability (NOFA). Based on a quick review of the information, you are considering developing a proposal under this recently released grant program. Considering the size of the guidance document, one would assume that the items and services eligible for purchase with the grant funding are clearly delineated.

In particular, you are looking to fund video conferencing endpoints in order to conduct education/training sessions as well as deliver telehealth services. How do you find out if these expenses are allowable under the grant program? Guidance documents typically have a couple of sections that are an obvious starting point for finding

the answer to this question: Allowable Expenses (or Eligible Costs) and Funding Restrictions. If the agency has created a carefully planned program and a well-written guidance document, end-user devices and equipment will be listed either as an allowable expense or a funding restriction.

Unfortunately, even when a list of eligible costs is present, there is still plenty of grey area. Often times the guidance document includes a statement indicating that “all other costs consistent with the purposes of this program, as determined by the Secretary [head of the agency administering the program] are allowable.” In some instances, only funding restrictions are catalogued while specific allowable expenses are mentioned in the context of the generic aforementioned statement. In a few cases, the grant guidance will not mention anything specific and simply limit the amount of technology (hardware and software) that can be included in the request (e.g.- no more than 20% of requested funds can be used to purchase hardware and software).

Considering this ambiguity, how can you be sure that the items/services that you are requesting from a grantor are allowed under the program? First and foremost, read over the guidance document in its entirety. You may find the answer you are looking for buried in a section of the guidance document that would not make intuitive sense. For example, the reporting requirements section of the grant guidance may contain a statement like "For all video conferencing hardware and software purchased with grant funds, the recipient must document the percentage that these items are used for the project outlined in the proposal." It can be implied from this statement that end-user video conferencing equipment is an allowable expense under the grant program.

If a careful review of the guidance document does not turn up an answer, then you should contact the agency staff member assigned to the particular grant program. The contact information will be included in the grant guidance. The staff member may put you on the right track, regurgitate ambiguous details from the grant guidance, or not respond whatsoever. Many federal agencies will post a Frequently Asked Questions (FAQs) section on their website to address common questions they have received because certain topics were not fully addressed in the guidance document. If the program is annual in nature, you can research past recipients and reach out to determine if they were able to include the items that you wish to position to the funder.

Finally, re-examine the priorities and goals that the grant program intends to address. Unless an item is specifically disallowed, it should be fundable insofar as you can make a strong case in the Budget Justification section of the proposal for how it is essential to the project in meeting the goals of the grant program. For example, if the goal of the project is to address health care access issues in rural communities, a strong justification can be made for the use of video conferencing technology in delivering telehealth services to overcome transportation and health professional shortage issues associated with remote areas. In this instance, the video conferencing equipment is an essential ingredient to the parameters of the project and the justification is obvious. If the items that you are seeking to include in the budget are ancillary to the project (i.e. non-essential and the justification is a stretch) and the guidance document is ambiguous, then you are better off not to include them considering that it could derail the entire proposal.

In conclusion, while the guidance document is the most important piece you will need in developing a grant proposal, you will be frustrated if you think everything will be addressed in a straightforward manner. When deciding on the specific technology to include in the funding request, you need to know how to read between the lines and provide solid justification.





CARES ACT: CONNECTED CARE PILOT PROGRAM

PROGRAM SNAPSHOT

SUMMARY

The Connected Care Pilot Program will distribute funding over three years to help defray health care providers' qualifying costs of providing connected care services, with a primary focus on providing these services to low-income or veteran patients. Successful applicants will improve health outcomes and reduce health care costs, thereby supporting efforts to advance connected care initiatives.

Eligible health care providers can receive support for the qualifying costs of providing connected care services to patients participating in their pilot projects. The Pilot Program is designed to be health care provider-driven—eligible health care providers will design their proposed pilot projects, select the service providers for the supported services and network equipment, and identify and enroll the qualifying, participating patients.

In selecting pilot projects, the FCC has a strong preference for health care providers that have either (1) experience with providing telehealth or connected care services to patients (e.g., remote patient monitoring, store-and-forward imaging, or video conferencing) beyond using electronic health records, or (2) a partnership with another health care provider, government agency, or designated telehealth resource center with such experience that will work with the health care provider to implement its proposed pilot project.

ELIGIBILITY

Eligible applicants are nonprofit and public eligible health care providers, whether located in rural or non-rural areas.

DEADLINE

The program is not yet open. The FCC is expected to post an application guide and deadline in July/August 2020. The application deadline is anticipated to be in September 2020.

FOR MORE INFORMATION

<https://www.fcc.gov/document/fcc-fights-covid-19-200m-adopts-long-term-connected-care-study>



Police Departments: **WHAT DO GRANTS FUND?**

By Shannon Day

Over the past several months, the question of how law enforcement agencies in the US receive and spend funding has been spotlighted in the national conversation. Most citizens may be surprised to know that even many local public safety agencies are looking for better information on:

- Who funds law enforcement agencies?
- What grants are available to law enforcement agencies?
- What can grant funding pay for?

This article will address these questions, touching on some of the main funding sources – including grants, what types of projects can be grant funded, and the difference between a grant and other opportunities such as a discount. This is a primer that skims the surface of the grant funding landscape, but it may answer some of the questions being posed.

WHO FUNDS LAW ENFORCEMENT AGENCIES?

Local law enforcement funding primarily comes from tax revenue and [asset forfeiture](#). This revenue is frequently not enough to cover day-to-day operational expenses, so it is often supplemented with grant funding. The federal government, specifically the Bureau of Justice Assistance, the Office of Community Oriented Policing Services, the Office on Violence Against Women, and other agencies within the Department of Justice, is the primary source of grant funding for law enforcement agencies in the US. Federal support is often supplemented by funding from State governments and private foundations as well.

Many local public safety agencies are looking for better funding information.



WHAT GRANTS ARE AVAILABLE TO LAW ENFORCEMENT AGENCIES?

The intent and purpose of publicly sourced grants from federal and state government agencies is to improve the functioning of local law enforcement agencies by providing the funding to enhance and expand training, to purchase and upgrade equipment, and to provide opportunities for community partnership and engagement. Annual federal grant programs that represent these priorities include:

Bureau of Justice Assistance, Edward Byrne Memorial Justice Assistance Grant (JAG) Program

This program's purpose is to provide states and units of local government with the critical funding necessary to support a range of program areas including law enforcement, prosecution and court programs, prevention and education programs, corrections and community corrections, drug treatment and enforcement, technology improvement programs, crime victim and witness initiatives, and mental health and crisis intervention programs.

Bureau of Justice Assistance, Body-Worn Camera Policy and Implementation Program (BWC PIP)

This program's purpose is to help agencies develop, implement, and evaluate a body-worn camera program as one tool in a law enforcement agency's comprehensive problem-solving approach to enhance officer interactions with the public and build community trust.

Office of Community Oriented Policing Services, School Violence Prevention Program (SVPP)

This program's purpose is to improve security at schools and on school grounds in the jurisdiction of the grantee through evidence-based school safety programs.

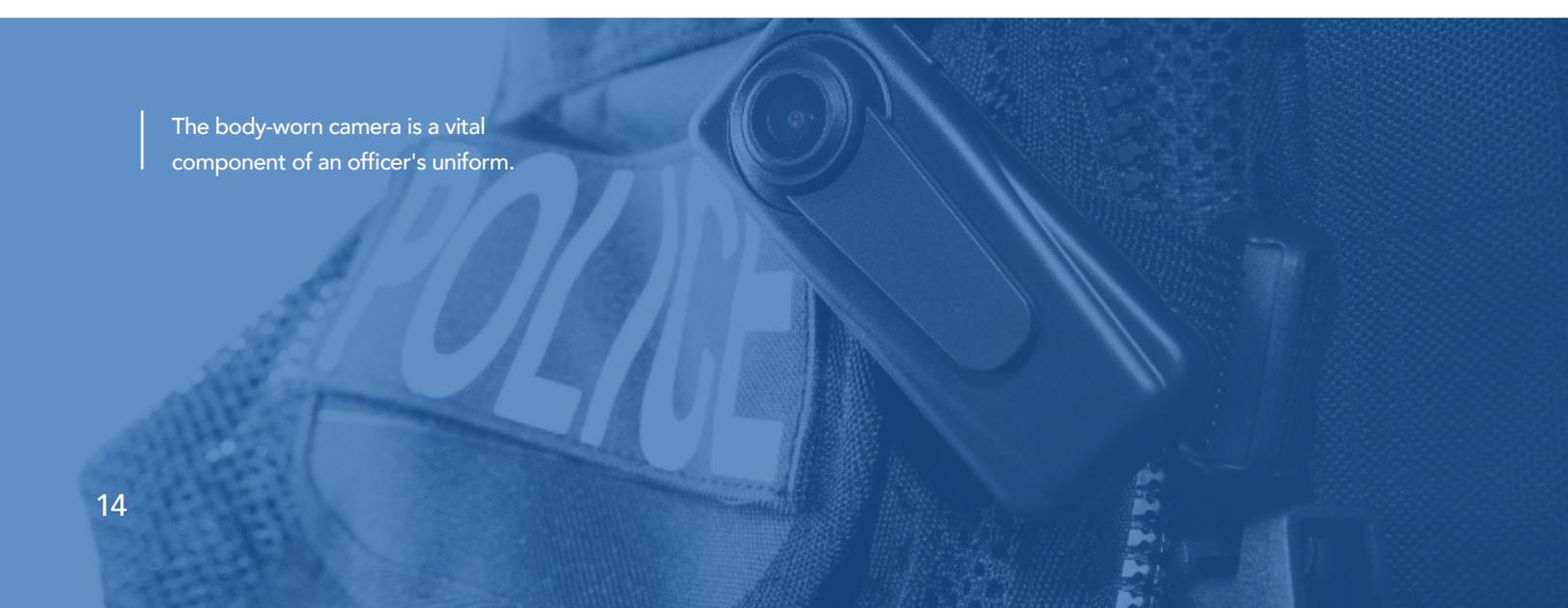
Office on Violence Against Women, Improving Criminal Justice Responses to Domestic Violence, Dating Violence, Sexual Assault, and Stalking Grant Program

This program's purpose is to encourage partnerships between state, local, and tribal governments, courts, victim service providers, coalitions and rape crisis centers, to ensure that sexual assault, domestic violence, dating violence, and stalking are treated as serious violations of criminal law requiring the coordinated involvement of the entire criminal justice system and community-based victim service organizations.

Office on Violence Against Women, Rural Sexual Assault, Domestic Violence, Dating Violence and Stalking Program

This program's purpose is to enhance the safety of rural victims of sexual assault, domestic violence, dating violence, and stalking and support projects uniquely designed to address and prevent these crimes in rural areas.

This list is by no means exhaustive, but it does provide a general idea of the type of grant funding the federal government provides to law enforcement agencies.



The body-worn camera is a vital component of an officer's uniform.

WHAT CAN GRANT FUNDING PAY FOR?

Grant Programs like those listed above are used to fund the acquisition or upgrade of equipment like cameras, computers, and bulletproof vests, the hiring and training of personnel, and partnerships between police departments and other community organizations like hospitals, shelters, schools, and parks. These programs are not used to fund items such as weapons, ammunition, SWAT and/or riot gear. In fact, several of the programs listed above expressly disallow these types of purchases. For example, [JAG funding](#) prohibits the purchase of armored and tactical vehicles, mobile command centers, and unmanned aerial vehicles, commonly referred to as “drones”. Further, the [School Violence Prevention Program](#) allows funds to be used for emergency communication and notification technology and video surveillance, but will not allow funds to be used for sworn personnel salaries or for law enforcement equipment like weapons, ammunition, and body armor, however.

Law enforcement agencies do have access to outside funding sources to purchase surplus military-grade equipment like armored vehicles and tanks at a discount. This excess property is available from the Department of Defense’s (DOD) Law Enforcement Support Office, more commonly known as the 1033 program. It is important to note that the [1033 program](#) is not a grant. According to their website, the program began with the National Defense Authorization Act in 1990, in which Congress authorized the sale of excess property to federal, state and local law enforcement agencies. This law allows the DOD to sell excess property ranging from helicopters and weapons to construction equipment and office supplies. It is important to emphasize that this program is not a grant because it does not provide public funding to law enforcement agencies but provides surplus property to be purchased at a discount.

The intent and purpose of federal and state government grants is to improve the functioning of local law enforcement agencies by providing the funding to enhance and expand training, to purchase and upgrade equipment, and to provide opportunities for community partnership and engagement, with the ultimate goal of upholding the Constitution and its call to “[promote the general Welfare](#)” of the public.



Law enforcement officers
use rugged mobile
devices to help them
follow CDC guidelines

ADVANCED TRANSPORTATION AND CONGESTION MANAGEMENT TECHNOLOGY DEPLOYMENT (ATCMTD)

PROGRAM SNAPSHOT

SUMMARY

The purpose of the Advanced Transportation and Congestion Management Technologies Deployment (ATCMTD) initiative is to make competitive grants for the development of model deployment sites for large scale installation and operation of advanced transportation technologies to improve safety, efficiency, system performance, and infrastructure return on investments. The DOT intends for these model technology deployments to help demonstrate how emerging transportation technologies, data, and their applications can be effectively deployed and integrated with existing systems to provide access to essential services and other destinations.

The Department will prioritize projects that also enhance personal mobility and accessibility. Such projects include, but are not limited to, investments that better connect people to essential services such as employment centers, health care, schools and education facilities, healthy food, and recreation; remove physical barriers to access; strengthen communities through neighborhood redevelopment; mitigate the negative impacts of freight movement on communities; and support workforce development, particularly for disadvantaged groups, which include low-income groups, persons with visible and hidden disabilities, elderly individuals, and minority persons and populations. The Department may consider whether a project's design is likely to generate benefits for all users of the proposed project, including non-driving members of a community adjacent to or affected by the project.

ELIGIBILITY

Eligible applicants are State or local governments, transit agencies, metropolitan planning organizations (MPO) representing a population of over 200,000, or other political subdivisions of a State or local government (such as publicly owned toll or port authorities), or a multi-jurisdictional group or consortia of research institutions or academic institutions.

DEADLINE

Applications are to be submitted by August 31, 2020. Future deadlines are not anticipated.

FOR MORE INFORMATION

<https://www.fhwa.dot.gov/fastact/factsheets/advtranscongmgmtfs.cfm>

ADVANCED TRANSPORTATION AND CONGESTION MANAGEMENT TECHNOLOGY DEPLOYMENT (ATCMTD)

FUNDED PROJECT HIGHLIGHT

FUNDED ORGANIZATION

North Carolina Department of Transportation

PROJECT TITLE

Multimodal Connected Vehicle Pilot Project

AMOUNT FUNDED

\$2,100,000

PROJECT DESCRIPTION

The North Carolina project will create a connected environment that can evaluate the impact of connected vehicle technology on driver and pedestrian safety. The project will include an application delivering safety notifications to all multimodal users – pedestrians, cyclists, transit riders and motorists. The project will use a communication system to improve transit efficiency using in-vehicle and roadside connected infrastructure and a new transit signal priority system.

FOR MORE AWARD INFORMATION

<https://highways.dot.gov/newsroom/us-department-transportation-awards-2-million-north-carolinas-multimodal-connected-vehicle>

ORGANIZATION WEBSITE

<https://www.ncdot.gov/>

Grantseeking in the time of COVID: **TRADITIONAL VS. STIMULUS- FUNDED EMERGENCY GRANTS**

By Elizabeth Evans

With the passage of the CARES Act and other COVID-19 response funding packages there has been a surge in stimulus-sourced grant opportunities, the likes of which have not been seen since 2008-2009 and the American Recovery and Reinvestment Act (ARRA). Out of the nearly \$2 trillion CARES Act package came a number of direct allocations or entitlements, as well as competitive grant opportunities totaling approximately \$234 billion and acting as a means for local and state governments, healthcare and education providers, and other organizations to prepare for- respond to- and maintain continued operations during the global coronavirus pandemic. Of this amount, the US Department of Education alone was granted \$30.75 billion in funding to support continued K-12 and higher education efforts.

While still technically grants, these funding opportunities have their own quirks that grant seekers should be aware of when getting ready to pursue. Even veteran grant professionals may now find themselves in uncharted waters if they came into the profession within the last decade. Following we will highlight some of the major differences between traditional grants and stimulus-funded, emergency grants and what this means for moving forward on your grantseeking journey.

THE BASICS

These are the typical grant programs that we all know and love. They are opportunities for your organization to leverage partnerships with funders who are looking to make investments in projects or initiatives that may have long-term transformational change within the community or sector in which your organization operates. Most often these funds are offered to either solve a persistent problem or enable testing of new, innovative methods. Stimulus funding, and by extension the emergency response grants they enable, is different from traditional grant programs. These dollars are targeted fiscal investments (and/or policies) aiming to provoke stability for an otherwise floundering economy. No matter the specifics of where the funds are focused, the overarching goal of stimulus or emergency response funding is to buoy a depressed economy through a near-immediate injection of funding to be spent. Therefore, while these monies could often still be classified as "grant-like", emergency grant programs supported by stimulus packages vary in a few key characteristics.

FREQUENCY OF OCCURRENCE & TIMELINE FOR PREPARATION

Many traditional grant programs are cyclical in nature, meaning they reoccur and in a predictable manner – quarterly, annually, biennially, etc. Just because you missed the deadline or were denied this time, does not mean you're completely out of luck and unable to try again! In fact, by looking at historical data (such as previous deadline dates and application instructions) you can establish a pattern of when applications are due and what the grant funder expects to see from applicants upon submission. As application windows are typically only open for 30 to 90 days out of the year, these patterns can help you use the remaining 335 to 275 days as efficiently as possible: you can start building out your proposal plans based on educated assumptions about what will be required in the upcoming application window.

Stimulus-sourced emergency grants, however, are a one-time funding opportunity. These dollars aim to be an immediate injection of money to address the current fiscal crisis. Therefore, applicants have minimal time to prepare for submission nor can they confidently predict what will be required beyond the basics (e.g. organization name, EIN or federal tax ID, SAMs and DUNS registrations, etc.). If you miss the chance to apply, that is it; there is not a second chance. Further, because these dollars often come from entirely new funding buckets, there is also no historical data to call upon and help you get "your ducks in a row" early on. As such, pursuit of emergency grant funding can often feel like one is still building the airplane even after takeoff. The specific project goals and anticipated benefits, details on grant-funded activities, outlines for the planned use of funds, etc. are usually being determined as the proposal is being written.

THE APPLICATION PROCESS

As traditional grant programs offer ample time to prepare for submission the application process can sometimes be rather lengthy. While application complexity tends to correlate to the size of awarded funds, regardless of award size you can still anticipate a traditional grant program to require some level of concerted effort in order to apply. Almost all funders will require a narrative component for submission wherein you explain the problem your project is aiming to address, your plan to address the problem, and why they (the ones with the money to invest) should care. The amount of space the funder will give you to provide this narrative may vary – it could be 5 pages or 50 pages, it could be a long form document that you email or a series of short answer boxes on an online portal – but you can expect that the funder will ask you to provide a highly-detailed account of what you intend to do with their funds. They will then use this information to determine if they feel your organization is a safe pair of hands for their investment and how confident they feel in your ability to deliver on stated objectives.

Organizations interested in emergency grants, in contrast, must be hyper-vigilant as the timeline for pursuit is truncated. While traditional grant application windows fall within predictable cycles and applicants can spend all year preparing, emergency grants afford no such luxury. Instead these opportunities are available for application as soon as possible and due shortly thereafter. To make up for this condensed timeline, the application process is often abbreviated as well. Rather than being asked to complete lengthy narratives spanning 10 to 15 pages, you instead might see a series of short answer prompts limited to a couple hundred words or characters per question. Further, for publicly sourced emergency grants in particular, there may be additional assurance or agreement documentation that organizational leadership may be required to certify in exchange for use of funds. Applicants can normally expect to see one or two of these documents (e.g. reassurance that the applicant is a non-discriminatory workplace) in a traditional grant application. However, with emergency grants, in exchange for the shorter written narrative you are instead often asked to do more leg work by looking up the meaning of the various federal or state regulations which your organization is being asked to sign off on via these additional certification and agreement attachments.

AWARD DECISIONS

Funders of traditional grant programs also tend to take a more leisurely pace in their grantmaking and award decision process. Pending the funding source, it may be several months from when you submit your application materials before you find out if you have been selected for an award. For example, most federal grantmakers take between six and eight months to make award decisions. As such, traditional grantseeking should be viewed as a long-term strategy for funding. After all, it may be anywhere from 12 to 16 months from when you first start the grantseeking process for a particular project before you have the awarded funds in hand (especially if you have to wait several months for the grant application window to open from when you first identify it as the best option for your project!).

Given the inspiration for their existence (i.e. crisis), however, emergency grants happen very quickly. Not just with the timeline from when the funding is first allocated to when it is available for application, nor the abbreviated application window, but also when it comes to decisions for who will be awarded these monies. As the aim is to stimulate fiscal stability as soon as possible, funders move rapidly to decide who is most worth of monetary support. To help expedite the decision-making process, sometimes the decision of who should be prioritized is made for them (i.e. Congress drafts the legislation allocating funding and stipulates it must be spent in XYZ ways to support ABC groups - such was the case with the CARES Act). Other times, funders may decide to pivot their normal grantmaking priorities for a particular set of funds yet released to instead prioritize response to the crisis at hand. Many private foundations, for example, decided to postpone their standard grantmaking priorities and timelines in favor of offering immediate COVID-specific opportunities wherein applications would be reviewed as received. Regardless of source, the goal of emergency funding is to get those dollars into the hands of those "boots on the ground" organizations so that they can do the work to support their communities as soon as possible.

As Congress now considers additional legislation focused on additional COVID-response stimulus funding, be sure to keep watch for when something heads to the president's desk for signature. As of the time of this issue's publication an additional \$105 billion for the Department of Education, \$16 billion for state testing, \$26 billion for vaccine research and distribution, \$15.5 billion for the National Institutes of Health, and more was being considered by the Senate. Of these, a significant portion of funding is predicted to be used towards additional grant opportunities. Therefore, be sure to keep our above tips in mind for the days, weeks, and months ahead!



Earlier this year the House of Representatives also proposed subsequent legislation to allocate additional stimulus funding in response to COVID-19. This proposed legislation was known as the HEROS Act (Heath and Economic Recovery Omnibus Emergency Solutions Act). While it passed the House in May the Senate seemed disinterested, instead pushing ahead with their own proposed version called the HEALS Act (Health, Economic Assistance, Liability Protection and Schools Act).



STRENGTHENING COMMUNITY COLLEGES TRAINING GRANTS

PROGRAM SNAPSHOT

SUMMARY

The Strengthening Community Colleges Training Grants program (referred to as Strengthening Community Colleges or SCC) will build the capacity of community colleges to collaborate with employers and the public workforce development system to meet local and regional labor market demand for a skilled workforce. The purpose of this grant is (1) to increase the capacity and responsiveness of community colleges to address the skill development needs of employers and dislocated and unemployed workers, incumbent workers, and new entrants to the workforce; (2) to offer this spectrum of workers and other individuals accelerated career pathways that enable them to gain skills and transition from unemployment to (re)employment quickly; and (3) to address the new challenges associated with the COVID-19 health crisis that necessitate social distancing practices and expanding online and technology-enabled learning and migrating services to a virtual environment.

Central to these grants is the focus on capacity building for institutions, and—for consortium grantees—on advancing innovation and systems change that occurs both within an institution and for a consortium of community colleges. Both capacity building and systems change build on the lessons learned through the Department's past investments in community colleges, specifically the Trade Adjustment Assistance Community College and Career Training (TAACCCT) program. Some key priorities advanced through TAACCCT that should be leveraged in the current project are (1) the advancement of evidence-based education and training strategies; (2) the alignment of curriculum and credentials with industry demand, particularly through sector-based career pathway development; (3) the development of effective accelerated learning models; (4) the use of technology-related and online training delivery; and (5) the expansion of student supports critical to completing training.

ELIGIBILITY

Applicants can be either an individual school or a consortium of schools. In both cases, 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 who's most common degree awarded is an associate degree.

DEADLINE

Applications are to be submitted by October 8, 2020. A similar deadline is anticipated, annually.

FOR MORE INFORMATION

<https://www.grants.gov/web/grants/view-opportunity.html?oppld=327958>

A woman with dark curly hair and glasses is shown from the chest up, looking down at a computer keyboard. The image is overlaid with a semi-transparent blue filter. The background is a blurred office setting.

STATE PLANS FOR THE NEW PERKINS V

By Liz Shay

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was passed and signed into law in 2018. This law is the successor of the Carl D. Perkins Career and Technical Education Act of 2006 and it provides almost \$1.3 billion annually for career and technical education (CTE) programs. This grant programs operates as a pass-through to individual states, who then re-grant the dollars to local education agencies and post-secondary institutions offering CTE courses. Although this grant is formulaic in determining how much funding is available for each school, education providers still need to meet their state application requirements to receive the funding.

Broadly, the program supports CTE programs for youth and adults, with a focus on ensuring that they receive the training and certifications they need to enter the workforce. Additionally, schools must be involved in creating local needs assessments to determine the needs of the local employers so that CTE programs are tailored to these needs. This focus helps make sure students can actually get jobs when they have completed their programs. The specifics of the allowable activities within this funding vary by state, but they can cover things like professional development, support services, and programs to increase the number of non-traditional students in the CTE programs.

Over the last few months, the US Department of Education has been approving State Education Agency plans for the funding, with the last wave of approvals happening in late June (except California, who has received an extension). This means that we now have a good idea of what the individual state plans will look like within this broad framework. This information will allow schools to start thinking about the projects they will submit to receive their Perkins funding, although deadlines vary by state so final applications typically cannot be submitted yet.

The new CTE program for Unmanned Aerial Systems in Arkansas will meet the current workforce trends of interest in drone repair and piloting and creates a blueprint for similar programs to start around the country.

Some states have taken very innovative approaches to their Perkins programs:

- Several states are developing career literacy standards for grades K-8 to help prepare them with employability and professional skills. Perkins V is the first version of this legislation that extends funding to youth before they reach high school, so it is interesting to see how this is being used by some states.
- Arkansas is developing a new CTE program for Unmanned Aerial Systems to help students earn recognized commercial drone pilot credentials, as well as technical skills for building or repairing these drones. The implementation of this curriculum plan by schools in Arkansas has the potential to develop into a template that other CTE-focused schools around the country can use to create their own drone programs.
- Georgia is focusing the majority of their program on helping non-traditional students enter and complete CTE programs. Hopefully we will see innovative approaches to meeting the needs of these students.
- Idaho is developing a digital badging/micro-certification system so students receive credentialing as they develop skills and employers can use these to see the available workforce that can meet their needs. This is an interesting way to help students see tangible progress while also aligning with local workforce needs.
- Illinois is introducing a program to train educators holding teaching licenses in other content areas to be prepared to teach CTE classes. This has the potential to increase the number of CTE courses available to middle and high school students so they can better take advantage of them.
- Massachusetts is requiring internship or capstone experiences for many of their CTE programs. This allows students to have more hands-on, on-the-job experience they can leverage when entering the workforce.
- Vermont is developing cybersecurity CTE programs using the National Initiative for Cybersecurity Education framework and curriculum. This is definitely an in-demand field so hopefully schools will see a lot of interest in these types of programs.
- Wyoming is working to promote career awareness through a Road Trip Nation production. This is an innovative approach that will be interesting to see whether it is successful and can be a model for other states.

Regardless of the specifics of individual state plans, all of these programs will give many students the opportunity to take CTE coursework and develop skills that will make them employable and will help the local workforce needs. The fact that this program has been around in various iterations for over 100 years indicates how important and successful it has been. It is going to be very exciting to see the plans individual schools propose to implement with their Perkins funding and how that can strengthen the local economy.

ASSISTANCE TO FIREFIGHTERS GRANT (AFG)

PROGRAM SNAPSHOT

SUMMARY

The purpose of the AFG Program is to enhance the safety of the public and firefighters with respect to fire and fire-related hazards by providing direct financial assistance for critically needed resources to equip and train emergency personnel, enhance operational efficiencies, foster interoperability, and support community resilience. The AFG Program supports the basic mission of Strengthening National Preparedness and Resilience. The AFG Program also addresses the following Core Capabilities of the National Preparedness Goal:

- Fire Management and Suppression;
- Environmental Response/Health and Safety;
- Threats and Hazards Identification;
- Public Health, Healthcare, and Emergency Medical Services;
- Operational Coordination;
- Operational Communications;
- Community Resilience; and
- Long-term Vulnerability Reduction

ELIGIBILITY

Eligible applicants include municipal fire departments and nonprofit EMS organizations. EMS organizations cannot be affiliated with a hospital. State Fire Training Academies are also welcome to apply.

DEADLINE

Applications were to be submitted by March 13, 2020. The next solicitation is anticipated in Fall 2020.

FOR MORE INFORMATION

<http://www.fema.gov/assistance-firefighters-grant>

ASSISTANCE TO FIREFIGHTERS GRANT (AFG)

FUNDED PROJECT HIGHLIGHT

FUNDED ORGANIZATION

Whispering Pines Volunteer Fire Department

PROJECT TITLE

Personal Protective Equipment

AMOUNT FUNDED

\$63,080

PROJECT DESCRIPTION

The Whispering Pines Volunteer Fire Department provides structural and wildland fire suppression and medical first response to a community of approximately 2,500 residents in Pennington County, South Dakota.

Prior to receiving the FY 2005 AFG funds, three-quarters of their volunteers did not have basic self-contained breathing apparatus (SCBA) and personal alert safety system (PASS) devices that met the minimum standards established by the Occupational Safety and Health Administration (OSHA) and the National Fire Protection Association (NFPA). The majority of the SCBA and PASS devices they used were obsolete, 15 to 20 years old, and well worn. Plus, they had three different models of SCBA and PASS devices, which meant that all volunteer firefighters had to be trained on all three systems. Prior to receiving the 2005 grant, Whispering Pines received a 2004 AFG award to purchase 18 sets of firefighter turnout gear. These two grants together have allowed the department to ensure that 100 percent of their volunteer firefighters who do interior fire attack are protected with safe, OSHA- and NFPA-compliant gear. Also, the new equipment matches the equipment used by the neighboring departments and cooperating agencies for which they provide mutual aid.

What They Bought With The Grant:

- Self-Contained Breathing Apparatus with Personal Alert Safety Systems
- Spare Cylinders
- Rapid Intervention Team Pack

FOR MORE AWARD INFORMATION

<https://www.fema.gov/assistance-firefighters-grants-success-stories-rapid-city-sd>

ORGANIZATION WEBSITE

<http://www.whisperingpinesvfd.com/>



More than a third of consumers across ten countries, about 350 million people, experienced cyber-crime in 2019.

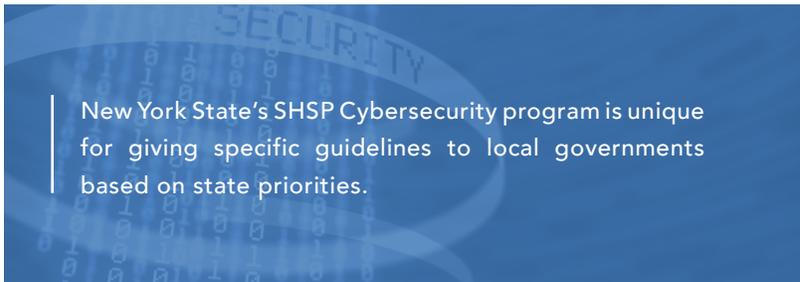
WHERE ARE THE CYBERSECURITY GRANTS?

By Richard Campo

Cybersecurity has increasingly become a concern for organizations across all sectors as the threat of viruses, ransomware, and spyware endanger the integrity of private information. Check Point Research, a cybersecurity intelligence firm, reports that [\\$1.5 trillion was generated by cybercrime](#) in 2018 worldwide. Norton, the anti-virus software producer, reports that [more than half of all data breaches](#) worldwide will occur in the United States by 2023 due to the large amounts of consumer and corporate data stored in the US. Moreover, The Harris Poll found that in 2019 alone, over a third of consumers across 10 countries, [roughly 350 million people, experienced cyber-crime](#). With so much at stake, you would expect the funding environment for cybersecurity grants to be wide open. However, few such grants are available across the federal, state, and private funding landscape.

By far the best funded grants for cybersecurity come from the US Department of Homeland Security and are housed in FEMA, the Federal Emergency Management Agency. The most prominent among this category of grants is the State Homeland Security Program (SHSP). For a sense of scale, up to \$415 million was available from SHSP in FY 2020 alone. SHSP specifically identifies cybersecurity in its list of funding priorities, making it relatively unique among funding opportunities in its focus. This program is a federal pass-through grant, meaning that FEMA awards money to each of the 50 states, as well as 6 US territories. The states then choose how to grant the money to state and local agencies while adhering to FEMA's guidelines. Despite SHSP's status as the best source of funding for cybersecurity, FEMA only requires

states to spend 5% of their SHSP dollars on cybersecurity, so if a state determines that their cybersecurity is already up to snuff, they can use the funding for other homeland security projects. A program similar to SHSP is the Urban Area Security Initiative (UASI). UASI is actually larger in its funding scope



New York State's SHSP Cybersecurity program is unique for giving specific guidelines to local governments based on state priorities.

than SHSP at \$615 million available. However, UASI differs from SHSP in that it is only available to states with census-identified urban areas and is meant for urban anti-terrorism measures, including cybersecurity. Notably, UASI carries the same 5% minimum requirement on cybersecurity spending as SHSP. The last funding opportunity in this category is the Emergency Management Preparedness Program (EMPG). EMPG is the smallest in terms of dollars in this category but still incredibly large at \$315 million available in funding. EMPG's purpose is to prepare state and local governments in preparing for all hazards, including cyber threats. EMPG differs from SHSP and UASI in that its focus is on emergency preparedness more broadly rather than anti-terrorism measures. Importantly for cybersecurity, EMPG does not have a 5% target for cybersecurity initiatives, and instead place cybersecurity as one of 11 eligible expenses within the "resilient communications" category.



Despite the scale of HAVA, election security experts and government officials believe that current HAVA funding is insufficient to guard against foreign interference.

But that is all. Those are the grants that fund cybersecurity in the United States. If for any reason those grants are not a good fit for your organization, you will have to look for more creative funding sources. One popular choice is the 2020 iteration of the Help America Vote Act (HAVA) Election Security Fund and its CARES Act supplemental program. These funding opportunities provides much-needed money for cybersecurity, but only for the purpose of securing elections. For scale, the 2020 HAVA program has \$425 million available plus an additional \$400 million from HAVA's CARES Act supplement, thus making the program a no-brainer for election security funding needs. However, many states are still worried about election security [after election systems were struck by foreign powers](#). Despite the size of HAVA, election security experts and government officials believe that [current HAVA funding is insufficient](#) to protect against foreign interference. One possible solution to their concerns is contained in the appropriations bill recently introduced by House Democrats on the Appropriations Committee.

Another attractive option is funding for law enforcement initiatives, especially the Edward Byrne Memorial Justice Assistant Grant (JAG) State and Local sister-programs. One appealing aspect of JAG is that the funds are allocated by formula every year to particular localities so long as they provide materials requested by Bureau of Justice Assistance (BJA) if their population is large enough or to their state if the locality are not directly allocated funds by BJA. This means that the funding stream is guaranteed so long as a locality applies. The downside is that JAG funds used for cybersecurity primarily must be used for criminal justice purposes, which may not be what is needed. The last creative funding opportunity for cybersecurity needs is smart transportation. Federal Programs such as the Advanced Transportation and Congestion Management program, Better Utilizing Investments to Leverage Development (BUILD) grants, and Infrastructure for Rebuilding America (INFRA) are all

technology-friendly and allow for cybersecurity spending as part of larger transportation projects. Taking the FEMA grants and these sample use case grants together, most cybersecurity projects should be able to receive funding even if they previously seemed unfundable.

However, federal, state, and private grantmakers should consider providing more funding opportunities that explicitly target cybersecurity. One such lodestar program is New York State's Cybersecurity Grant Program, a subgrant of SHSP. This program was designed to support cybersecurity improvements, and it had a \$5,000,000 pot in FY2019, with individual awards ranging up to \$50,000 each. Given that New York State received about \$74 million from SHSP, this program accounts for a little less than seven percent of the NYS SHSP funds, just over the 5 percent minimum required by FEMA. Despite providing only slightly more than the minimum required, New York State's program is unique because it gives specific guidelines to local governments on what kind of projects the state wants to fund with its cybersecurity dollars. If every state and territory had a similar program, then demand for cybersecurity funding could finally come closer to being met. Another option is for the federal government to increase funding outside the Department of Homeland Security. Each federal department could start allocating funds to state and local agencies for the sole purpose of cybersecurity in a funding model similar to JAG. State and local agencies would simply have to apply for the award and then they would receive the funds they need for cybersecurity. A final possible alternative is private funding for cybersecurity. Currently, foundations have a stronger interest in economic and community development, but local agencies may need to make the case to local community foundations or even large prestigious foundations that cybersecurity is just as important as funding for education or environmental protection.

GRANTS OFFICE ON THE "VIRTUAL ROAD"



Grant Funding for Smart Transportation & Smart Public Safety Initiatives

August 27, 2020 | 2:00 PM - 3:00 PM | Session Number: VH21

Is your city struggling to pay for its next IoT deployment? Join us to learn about the current grant landscape for smart transportation and smart public safety initiatives for local government entities. Our conversations will include funding for a variety of tech projects, including smart streetlights, connected intersections, and enhanced communications for first responders. Hear about grants from a variety of federal agencies - focusing not only their deadlines, but also recent priorities, award amounts, and examples of projects funded in the past. Explore how to partner up with other agencies (such as area universities) to enhance your funding potential, and get tips for writing a successful grant proposal to increase the likelihood your next project will stand out from the rest.

Register for the Conference [HERE](#)



GPA 2020 Annual Conference: Online This Year!

November 5th | 3:45 AM - 5:00 PM

Grant Funding for Public Safety Technology in 2021 by Ashley Schultz

November 6th | 9:00 AM - 10:15 AM

Planning for the Year Ahead! Insights on the 2021 USED Budget & Other Federal K-12 Grants by Elizabeth Evans

November 6th | 10:45 AM - 12:00 PM

Finding and Securing Funding for Health Care Projects by Chris LaPage

Join us and register for the event [HERE](#)



PSBA and NJSBA Annual Conferences: Online This Year!

As partners of both PSBA and NJSBA, Grants Office exhibits each year at their annual conferences. This year, both events are moving online. You can read more about these changes at <https://www.paschoolleaders.org/> and <https://workshop.njsba.org/>.

Learn more about the [NJSBA Grants Support Program here](#) and the [PSBA Grants Support Program here](#).



THE RURAL TECH PROJECT

PROGRAM SNAPSHOT

SUMMARY

The U.S. Department of Education is hosting the Rural Tech Project (aka “Challenge”), a new, one-time opportunity supported with funds reserved under Title IV, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) for purposes of technical assistance and capacity building to support Title IV, Part A. The Challenge invites rural high schools to bring innovative solutions to the implementation of distance learning-enabled, competency-based technology instruction to prepare students for postsecondary education and careers in the technology workforce of today and tomorrow.

The Challenge seeks solutions that use distance learning to provide rural communities access to competency-based education (CBE) programs in technology-related career pathways with a goal of increasing instructional capacity.

The Challenge invites rural eligible entrants to innovate by creating new distance learning enabled, competency-based technology education programs. Through this initiative, schools can become better equipped to prepare students for in-demand career opportunities, both locally and nationally. This Challenge seeks to reinforce and highlight how distance learning enabled, competency-based models and distance or blended delivery can be used to provide high-quality technology education.

ELIGIBILITY

Eligible applicants are secondary schools, high schools, or LEAs receiving ESEA funds that deliver education to students between grades 9 and 12; and schools must be serving students from a rural community.

DEADLINE

Rural high schools and LEAs interested in entering the challenge should submit a proposal for a competency-based program by 5:59 p.m. ET on October 8, 2020.

FOR MORE INFORMATION

<https://www.ruraltechproject.com/about-the-challenge/>

RECENT WEBCASTS:

Leveraging Technology-Friendly Stimulus Funding for Higher Education

Sponsored by: Intel and Lenovo
Download and Playback [HERE](#)

Leveraging Stimulus Funding for K-12 Technology Projects

Sponsored by: NetApp and immixGroup
Download and Playback [HERE](#)

Up-to-the-Minute Strategies for Virtual Research and Remote Education Deployments and Funding

Sponsored by: OpenStax and HP
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Funding for Telework in the CARES Act

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