

# FUNDED



A GRANTS OFFICE PUBLICATION

PLUS SUMMARY INFO ON  
8 EXCITING GRANT OPPORTUNITIES!

## PREPARING YOUR MULTI-AGENCY PARTNERSHIP FOR A GRANT PROPOSAL

FUNDING TECHNOLOGY & INFRASTRUCTURE THROUGH  
RESEARCH GRANTS

STEM & TECHNOLOGY EDUCATION GRANTS ON THE HORIZON

“UNSERVED” & “UNDERSERVED” DESIGNATIONS IN HEALTHCARE  
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## Dear Readers,

Whether you're just starting out as a grantseeker or have been working in the field for years, and whether you work in education, government, or healthcare, you should find some useful information and insights in this issue of FUNDED - our biggest issue yet!

Higher education takes the lead with highlights of two NSF grant programs that support research infrastructure-building initiatives across the country, accompanied by a Q&A by Chris LaPage that answers common questions about these and other technology-friendly research grants. Ever-versatile in discussing all things grants, Chris also returns later in the issue to explain healthcare service designations that relate to HRSA grants.

With STEM education emerging as a top priority among education professionals, grants supporting STEM initiatives are also popular among funders. And that's where Elizabeth Evans begins her significant contribution to this issue - with an introduction to several upcoming and potential sources for STEM funding. She follows with a timely update on the status of education funding in the federal budget.

The headline of the issue is on partnerships, and in her article on the topic, Ashley Schultz navigates some of the types of partnerships grants often involve and provides tips for developing and maintaining successful grant partnerships. Not to be outdone, Ashley also takes us through tips on developing a successful JAG proposal, and later in the issue, she teams up with Elizabeth Evans to discuss campus safety, a topic that lies at the intersection of education and public safety, and about which they also published a recent joint article in *Campus Safety* magazine.

Be sure to check out our webcasts and come visit us at the conferences our team will be presenting at all over the country in the coming months. We'd love to meet you in person! As always, if you have comments, feedback, corrections, or topics for future issues, feel free to drop me a line at: [mpaddock@grantsoffice.com](mailto: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**



#### ON THE COVER

In this issue, we cover how multi-agency partnerships can open the door to new & exciting grant opportunities you wouldn't otherwise be able to access!

Read more on page 21.



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## MAJOR RESEARCH INSTRUMENTATION PROGRAM (MRI): ACQUISITION OR DEVELOPMENT GRANTS

**SUMMARY:** The Major Research Instrumentation Program (MRI) serves to increase access to shared scientific and engineering instruments for research and research training in our Nation's institutions of higher education, and not-for-profit museums, science centers and scientific/engineering research organizations. This program especially seeks to improve the quality and expand the scope of research and research training in science and engineering, by supporting proposals for shared instrumentation that fosters the integration of research and education in research-intensive learning environments.

Each MRI proposal may request support for the acquisition (Track 1) or development (Track 2) of a single research instrument for shared inter- and/or intra-organizational use. Development efforts that leverage the strengths of private sector partners to build instrument development capacity at MRI submission-eligible organizations are encouraged.

To accomplish the program's goals, the MRI program assists with the acquisition or development of a shared research instrument that is, in general, too costly and/or not appropriate for support through other NSF programs. The instrument is expected to be operational for regular research use by the end of the award period. For the purposes of the MRI program, a proposal must be for either acquisition (Track 1) or development (Track 2) of a single instrument or for equipment that, when combined, serves as an integrated research instrument.

**DEADLINE:** Applications must be submitted by February 5, 2018. An additional deadline falls on January 22, 2019.

**ELIGIBILITY:**

- Institutions of higher education (Ph.D.-granting and non-Ph.D.-granting)
- Not-for-profit, non-degree-granting domestic U.S. organizations
- Commercial U.S. organizations
- Legally incorporated, not-for-profit consortia

**FOR MORE INFORMATION:** [https://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=5260](https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5260)

*For more information  
on grants for research  
infrastructure, see  
page 5.*

## MAJOR RESEARCH INSTRUMENTATION PROGRAM (MRI): ACQUISITION OR DEVELOPMENT GRANTS

**FUNDED ORGANIZATION:** University of Maryland, Baltimore County  
Meilin Yu: Principal Investigator

**AMOUNT FUNDED:** \$552,3553

**PROJECT DESCRIPTION:** This project will expand the interdisciplinary University of Maryland Baltimore County (UMBC) High Performance Computing Facility (HPCF), the community-based, interdisciplinary core facility for scientific computing and research on parallel algorithms at UMBC. The expansion will support the research projects of 51 researchers from 13 academic departments and research centers across the entire campus, including the areas of Computer Science, Information Systems, Mathematics, Statistics, Physics, Biology, Chemistry, Marine Biotechnology, Environmental Systems, Engineering (Computer, Electrical, Mechanical, Chemical, and Environmental), and research centers focused on environmental research, earth sciences, and imaging research.

Specifically, the expanded computational facility will comprise a total of 84 compute nodes including cutting-edge NVIDIA GPU accelerators and Intel Xeon Phi KNL processors. The availability of the new resource will give researchers at UMBC the opportunity to increase scientific discovery significantly through the dramatic speedup in their simulation and modeling activities from state-of-the-art CPUs and cutting-edge GPUs and Phi KNL processors. An existing cluster at HPCF has already attracted a broad user base through a winning combination of sufficient hardware, tight integration of student education, freely available user support, and an appropriate usage policy.

Moreover, the new expanded resources of HPCF will enabled UMBC to develop a powerful synergy between research and education at all levels. Through the project's consulting approach to user support, application researchers and their post-docs, graduate students, and undergraduate students will be exposed to the power of state-of-the-art computing software and hardware, a crucial experience for the future workforce. Synergistic integration of education and research is concretely exemplified by current NSF-funded initiatives at UMBC, including an REU Site on high performance computing, a proposed REU Site in quantitative biology, proposed Cyber Training initiatives, and a growing number of courses that use HPCF. HPCF also actively partners with other efforts on campus, such as the UMBC Meyerhoff Scholarship and the NIH-funded MARC programs, two nationally recognized programs that attract substantial numbers of students from underrepresented groups into the sciences.

**FOR MORE INFORMATION:** [https://www.nsf.gov/awardsearch/showAward?AWD\\_ID=1726023&HistoricalAwards=false](https://www.nsf.gov/awardsearch/showAward?AWD_ID=1726023&HistoricalAwards=false)

# Question & Answer: Funding Campus Technology and Cyberinfrastructure Through Research Grants

By Chris LaPage



Funding Data Centers through research grants requires an effective partnership between central administration, IT, and researchers at the campus.

In the United States, the Federal Government is a primary source of funding for research initiatives. While all 26 federal grantmaking agencies fund research at some level, the bulk of funding is administered by the Department of Defense (DoD), National Institutes of Health (NIH), and National Science Foundation (NSF). The Department of Defense distributes research funding primarily through contracts, whereas the NIH and NSF favor grants as the mechanism to distribute these research dollars. The NIH and NSF oversee an annual budget of nearly \$40 billion combined which is principally intended to fund research projects.

Most applicants understand that these grants will fund project components such as salary, benefits, contractual expenses, and travel. However, some applicants fail to realize that they can also take advantage of these funding sources to purchase the technology and infrastructure that enables their research projects. In answering some basic questions through this Q&A, the hope is that universities and research institutes will be better able to leverage such grants to fund much needed infrastructure.

**Q: What do federal grantmakers consider reasonable in terms of the percent of the budget utilized for technology and infrastructure?**

**A:** It depends on both the type of grant you are pursuing as well as the specific restrictions associated with the funding opportunity. The majority of the \$40 billion available through NIH and NSF is aimed at funding singular research projects. Decisions are made based on the intellectual merit of that specific research proposal, and any items requested in the budget must be justified by that singular research project. In other words, if a principal investigator is studying ice erosion in the Arctic, any compute, network, storage or infrastructure in the budget must be justified by that singular project. The storage you can include in the budget will be limited to the data being collected and manipulated for the specific arctic ice research project that is being proposed. In some cases, the request for proposals will specify restrictions; for example,

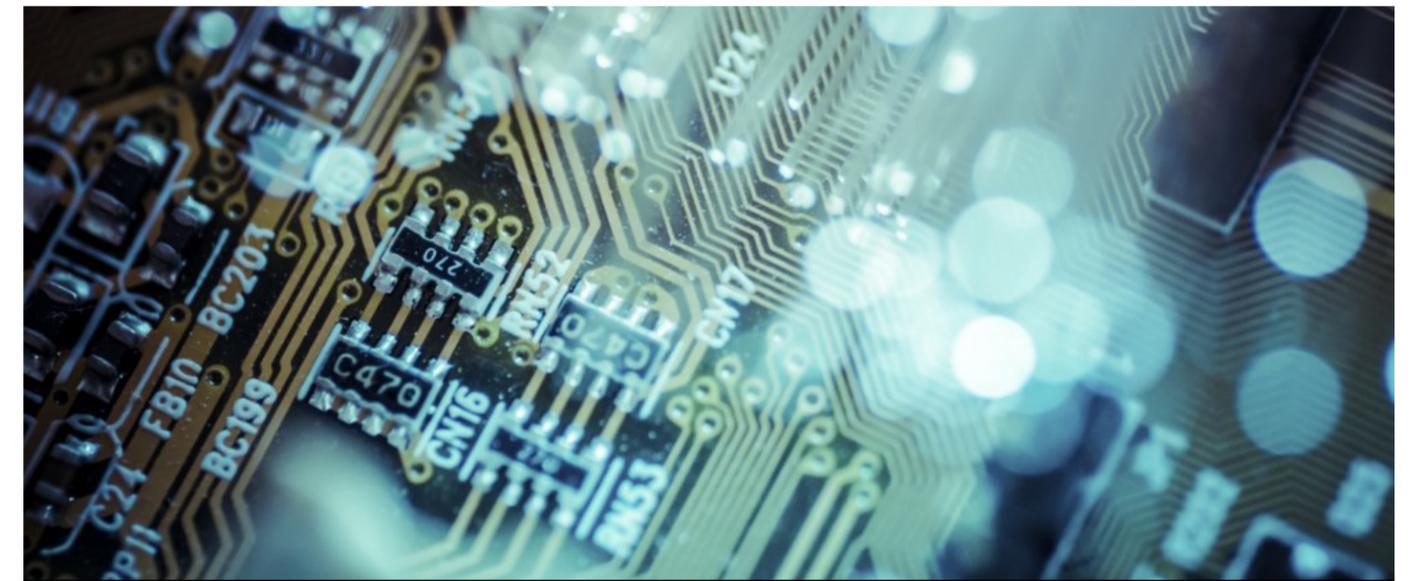
no more than 20 percent of the budget can be used for equipment. As such, it is imperative that applicants abide by any such restrictions. In other cases, there is no defined limit on equipment, but funders expect to see a well-rounded budget that will include personnel and other expenses in addition to any proposed infrastructure. As a general rule of thumb, it is usually recommended that the equipment portion of your budget does not exceed 40 percent of the total funding amount when such restrictions are undefined for programs that support singular research projects.

While most research funding is targeted at singular projects, there are some grant programs that are primarily intended for infrastructure. The DoD, NIH, and NSF all have instrumentation grants available that are intended to support a broad range of principal investigators and research projects. Grant programs in this category require that the proposed instrumentation will benefit multiple scientific use cases, rather than a singular project. While researchers know that they can leverage these programs for specialized instruments like spectrometers, many fail to realize that you can position network, compute and storage infrastructure as an *integrated*

*instrument.* An integrated instrument is one in which the various components work together to provide a resource that cannot be achieved in isolation, such as a compute and storage cluster. Since instrumentation grants are primarily intended to support infrastructure, the entire budget is usually dedicated to equipment resources. The key is to justify the equipment by demonstrating that a large contingent of researchers will be able to advance their individual projects by leveraging the new or enhanced infrastructure.

**Q: Are there any pre-requisites to pursuing instrumentation grants from these federal grantmakers?**

**A:** When it specifically comes to the instrumentation grants available through these agencies, it is essential that the principal investigators at your institution have current projects that are being funded by the targeted funder. The instrumentation grants are intended to supplement existing support by deploying infrastructure that can take currently funded projects to the next level. If you are pursuing a Major Research Instrumentation Grant



Network, compute, and storage clusters can be positioned as an integrated instrument for the purposes of federal instrumentation grants.

(MRI) [see page xxxx] through NSF, for example, it is imperative that you have existing projects funded through the NSF that will benefit from the proposed infrastructure. It is acceptable to also include projects funded through other means, if they are in fields of interest to the target funder. However, you must start with a base of science use cases currently funded by that agency to be competitive. This is true whether you are targeting the NSF through MRI or instrumentation grants available through the NIH and DoD. Institutions that cannot establish previous funding support may look to partner with other universities and research institutions on a project.

**Q: Is funding possible for a single campus or does the proposed infrastructure require the participation of multiple entities?**

**A:** There are many institutions that have significant research projects and current support from these federal agencies to justify individual campus-level support. However, research does not typically take place in a vacuum. Often researchers are working on joint projects with colleagues at institutions across the country or even the world. Demonstrating the impact of the infrastructure on research projects that involve multiple institutions will help you to justify the equipment and demonstrate a broad impact. Furthermore, if you can make the proposed infrastructure available community-wide or across multiple institutions, it will be viewed favorably by reviewers. Leveraging cloud-based tools in combination with compute and storage clusters may open the door to providing such capacity across a community or region.

In addition to instrumentation grants, funders like the NSF make other grants available that are targeted at big data infrastructure. Programs like the NSF's Campus Cyberinfrastructure (CC\*) grant have tracts

intended for campus-wide infrastructure deployment while other components of the program support multi-institution projects. Even in cases where the infrastructure deployment occurs at a single campus, it is imperative that the applicant documents any broader impacts in the application, such as research projects that involve collaboration with other institutions.

**Q: What can you do if you are an institution that is small or just starting to develop a research portfolio?**

**A:** While it is true that most of the instrumentation and infrastructure grants require an established foundation of scientific use cases, there are some options for institutions that are in the beginning stages of developing a research portfolio. The first option is to partner with a larger and more-established research university. If there are any joint research projects between the faculty at your small institution and a larger research university, they can provide the bedrock to a solid partnership. The established research institution would need to be the lead applicant in most cases, but the smaller institution can benefit through any community-wide infrastructure that is proposed.

If the small institution is looking to lead an application, they will still need to find a partner in most cases. The aforementioned CC\* program has a tract dedicated to what they term "small institutions". However, the program still requires the applicant to find a lead institution that can serve as a "big brother", or mentor of sorts. The lead mentor institution will essentially provide consultation around the technical design of an advanced research network, and the small institution can implement the network upgrades in the second year. Again, a great starting point is determining whether any of the faculty at the small institution are working on joint projects with faculty at major research universities. ■

## CAMPUS CYBERINFRASTRUCTURE (CC\*) GRANT PROGRAM

**SUMMARY:** This program invests in coordinated campus-level data, networking, and computing infrastructure, capabilities, and integrated services leading to higher levels of performance, reliability and predictability for science applications and distributed research projects.

Networking improvements include, but are not limited to, the following types of activities: (1) Network upgrades within a campus network to support a wide range of science data flows (including large files, distributed data, sensor networks, real-time data sources, and virtualized instruments for computer systems research); (2) Re-architecting a campus network to support large science data flows, for example, by designing and building a Science DMZ; and/or (3) A network connection upgrade for the campus connection to a regional optical exchange or point-of-presence that connects to Internet2.

CC\* awards will be made in four areas:

- Data Driven Networking Infrastructure for the Campus and Researcher;
- Network Design and Implementation for Small Institutions;
- Network Integration and Applied Innovation; and
- Network Performance Engineering and Outreach

This year's solicitation refocuses on networking capacity, capability and innovation, while continuing to address the challenges of applying cyberinfrastructure (CI) expertise to enabling science. These investments are intended to exhibit demonstrable higher levels of performance, reliability and predictability for science applications and distributed research projects. Science-driven requirements are the primary motivation for any proposed activity.

**DEADLINE:** Applications must be submitted by January 30, 2018.

**ELIGIBILITY:**

- Institutions of higher education (Associates through Ph.D. granting)
- Not-for-profit, non-academic organizations
- Independent museums
- Research labs

**FOR MORE INFORMATION:** [https://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=504748](https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=504748)

# Grants Supporting STEM & Technology Education are on the Horizon

*By Elizabeth Evans*

This September, President Trump issued an executive memorandum to Education Secretary Betsy DeVos instructing her to dedicate \$200 million per year of existing competitive grant funds to support high-quality classroom instruction projects in science, technology, engineering, and mathematics (STEM), and computer science fields. Moreover, these grants are to target projects that specifically engage women and minority student populations in STEM learning. The memo did not specify out of which existing Department of Education funding buckets that this money should come from, instead leaving that to the discretion of the department. Since this \$200 million in funding is to come from funds that can already be used for that purpose by the department, these grant programs will not require congressional approval nor will new funding appropriations be necessary.

Looking at the current Department of Education grant funding landscape, there are a couple grant programs which could be utilized for this new initiative. The Minority Science and Engineering Improvement Program (MSEIP), housed under the Office of Postsecondary Education, for example, provides grants to predominantly minority-serving institutions of higher education for the purpose of effecting long-range improvement in science and engineering programs, and increasing the flow of underrepresented ethnic minorities (particularly minority women) into science and engineering careers. This program typically grants between

\$8,970,000 and \$9,650,000 in total funding each year for new or continuing awards.

At the k-12 level, however, funding may be directed through use of an absolute or competitive priority in a more generally focused grant, such as the Education and Innovation Research (EIR) program. Housed under the Office of Innovation and Improvement, this program provides funding to create, develop, implement, replicate, or take to scale entrepreneurial, evidence-based, field-initiated innovations to improve student achievement and attainment for high-need students; and rigorously evaluate such innovations. The EIR grant program is designed to generate and validate solutions to persistent educational challenges and to support the expansion of effective solutions to serve substantially larger numbers of students. Given that this program - and its predecessor, Investing in Innovation (i3) - is constantly updating what is considered a "persistent educational challenge", we may see the 2018 solicitation feature a new priority targeting underrepresented student engagement in STEM and computing education. Last year, approximately \$95,000,000 was appropriated to fund competitive grants through EIR.

For now, we'll have to wait for more details from the department to know for sure which grant programs will receive a boost in STEM priorities. We'll also have a better idea of potential targets once the FY18 budget is

approved by Congress. The memo put forward by Trump is in contradiction with the messaging derived from his FY18 budget. Trump's proposed budget featured extensive cuts to Department of Education funded programs as well as eliminating NASA's education office. Fortunately, the Congressional Appropriations Committees have not been eager to make these cuts and it seems that Trump may have also changed his mind.

For more information or to read the memo in full, visit: <https://www.whitehouse.gov/the-press-office/2017/09/25/memorandum-secretary-education> ■



During his term as President, Barack Obama called for more than \$4 billion in funding to go to states in support of computer science education. Congress, however, never approved the initiative.

## NAVY AND MARINE CORPS STEM EDUCATION, OUTREACH, AND WORKFORCE DEVELOPMENT (ONR STEM) GRANT PROGRAM

**SUMMARY:** This program supports projects that develop innovative solutions that directly support the development and maintenance of a robust STEM workforce. The goal of any proposed effort should be to provide “game changing” solutions that will establish and maintain a diverse pipeline of U.S. citizens who are interested in uniformed or civilian DoN (or Navy and Marine Corps) STEM related workforce opportunities. The technical content of any idea must establish naval relevance within the broad scope of key engineering and scientific areas as outlined in the Naval Science & Technology Strategic Plan, or such as the National Naval Responsibilities.

While projects may occur at any stage of the STEM workforce pipeline, funding efforts will be targeted primarily towards the future DoN (naval) STEM workforce in High Schools, all categories of Post-Secondary institutions, the STEM research enterprise, and efforts that enhance the current naval STEM workforce and its mission readiness. Specific audience priority areas may include, but not be limited to: military dependent children, education systems integral to the naval science and technology enterprise, and veteran initiatives that improve education outcomes and connections to naval STEM careers. While not a formal requirement or program focus of this program, applicants are strongly encouraged to consider under-represented populations including women and minorities in project plans.

Efforts may encompass a spectrum of project sizes from exploratory pilots to large-scale regional or national initiatives.

**NEXT ANTICIPATED DEADLINE:** Applications are anticipated to be announced in November/December 2017. Initial Submission shall be through white paper. White papers are accepted, annually, in January and August. Full proposals may be later submitted by those who have approved white papers.

**ELIGIBILITY:** Eligible applicants are all responsible sources from academia, the nonprofit sector, and industry.

**FOR MORE INFORMATION:** <https://www.onr.navy.mil/en/Contracts-Grants/Funding-Opportunities/Broad-Agency-Announcements>

## Designation Dictionary: Understanding “Unserved” and “Underserved” Designations in Healthcare and their Impact on Securing Grant Funding

*By Chris LaPage*

One thing that plagues the healthcare industry is an overabundance of acronyms and terms that can leave the heads of the uninitiated spinning. This is especially true for the plethora of designations and terms developed by the Health Resources and Services Administration (HRSA) to identify unserved and underserved areas and populations. In many cases, applicant eligibility or project service area is limited to certain geographic areas, or must be targeted at certain demographic groups. Thus, it is very important to understand what these terms mean and how they are leveraged in the context of HRSA grant programs.

### Rural, Rural Health Clinics (RHCs), & Critical Access Hospitals (CAHs)

An area that is designated as rural by HRSA is automatically considered to be an underserved area by nature of the definition. Counties or individual census tracts within counties that are not considered to be in census-designated urbanized areas or clusters are deemed to be rural for the purposes of HRSA grants. Many grants aimed at rural health either require the lead applicant to be in a HRSA-designated rural area, or require that an urban lead applicant exclusively delivers services to such areas within the proposed project. HRSA grant funds are available to develop health delivery networks in rural areas, coordinate ambulatory health services and address the opioid epidemic. HRSA provides a tool so that you can determine

whether a county or specific address is in a HRSA-defined rural area: <https://datawarehouse.hrsa.gov/tools/analyzers/geo/Rural.aspx>.

The rural designation is also a precursor for the Center for Medicare and Medicaid Services (CMS) to certify clinics a Rural Health Clinics (RHCs) and hospitals as Critical Access Hospitals (CAHs). These providers are eligible for enhanced reimbursement rates for services delivered to Medicare and Medicaid patients. These enhanced payments are essential to make these rural providers economically sustainable given the problems inherent to their geography. Applicants that have such certifications will be able to demonstrate substantial need within grant applications and make excellent project partners for entities that do not have such designations.

### Health Professional Shortage Areas (HPSAs) & Federally Qualified Health Centers (FQHCs)

If an area is rural they will also likely be in a Health Professional Shortage Area (HPSA). However, many urban locations across the United States are also considered to fall within HPSA boundaries. HPSA designations are determined based on shortages of three types of providers: primary care, dental care, and mental health. The shortage can be based on geography (e.g. a county or service area), population (e.g. low income or Medicaid eligible), or facilities (e.g. federally qualified health centers, state or federal

prisons). Federally qualified health centers (FQHCs) are clinics that receive federal grant funds through HRSA to deliver health services to underserved populations in shortage areas. HPSAs are determined based on a formula that varies based on the type of service (primary, dental, mental health). Common measures across all three provider types include: population-to-provider ratio, percent of population below the federal poverty line, and travel time to the nearest health service center. When applying to HRSA for grants, most of the competitions will be targeting services areas that are designated as HPSAs. Thus, it is important to use local statistics and information that documents the need for project funding beyond HPSA status. For other funders, documenting HPSA designations can be an important differentiator for your proposal. HPSA designations can be researched at <https://datawarehouse.hrsa.gov/tools/analyzers/hpsafind.aspx>. Like RHCs and CAHs, FQHCs are prime targets for grant funding and important partners to include in projects for which you are targeting grant funds. HRSA provides a tool to locate FQHCs at <https://findahealthcenter.hrsa.gov/>.



When applying for grants in a shortage area, be sure to use specific local data on where major tertiary hospitals are located as well as the distance residents must travel for care.

### Medically Underserved Areas (MUAs), Medically Underserved Populations (MUPs) and Index of Medical Underservice (IMU)

Another set of terms used to indicate a deficit of healthcare services for a region or population includes Medically Underserved Area (MUA) and Medically Underserved Population (MUP). The MUA/P designations are based on the Index of Medical Underservice (IMU). The IMU is calculated based on the area (e.g. the northeast side of Example City) or population (e.g. Medicaid recipients) that is proposed for the designation. The IMU is based on four criteria:

- Ratio of health care providers per 1,000 population,
- Percent of the population at or below the federal poverty line,
- Percent of the population age 65 or over, and
- Infant mortality rate.

The IMU produces a score from zero to one hundred. Any score of 62 or below is designated as a MUA/P. More than that, the lower the score, the more underserved the area or population is designated - with zero indicating the area is completely unserved. MUA/P designations are critical to document in grant proposals, along with the actual score, since they represent a scale of service. Understanding the components of the formula can also help applicants describe the relevance of the score to a program or project. In other words, if you are proposing a project around infant immunization, it may be especially prudent to play up the MUA/P designation since infant mortality rate is part of the formula and is directly relevant to the proposed project. Utilize HRSA's MUA tool to determine if your project serves a MUA: <https://datawarehouse.hrsa.gov/tools/analyzers/muafind.aspx> ■

## NURSING WORKFORCE DIVERSITY (NWD) GRANT PROGRAM

**SUMMARY:** The overall purpose of the NWD program is to increase nursing education opportunities for individuals from disadvantaged backgrounds, including ethnic and racial minorities who are underrepresented among registered nurses. This FY 2017 announcement solicits applications for a four-year NWD program to strengthen and expand the comprehensive use of evidence-based strategies shown to increase the recruitment, enrollment, retention, and graduation of students from disadvantaged backgrounds in schools of nursing. Applicants must be committed to increasing diversity in health professions training programs and the health workforce. This commitment helps ensure, to the extent possible, that the health workforce reflects the diversity of the nation.

Training programs must develop the competencies and skills needed for intercultural understanding and expand cultural fluency, recognizing that bringing people of diverse backgrounds and experiences together facilitates innovative and strategic practices that enhance the health of all people. Accordingly, nursing training programs must be committed to developing a nursing workforce that is more reflective of the communities needing to be served.

Successful evidence-based strategies to address student retention should include various combinations of:

- Academic and peer support;
- Mentoring;
- Institutional and community partnerships;
- Student financial support
- Holistic review

**NEXT ANTICIPATED DEADLINE:** Applications are anticipated to be announced in November/December 2017.

**ELIGIBILITY:**

- Accredited schools of nursing;
- Nursing centers;
- Academic health centers;
- State or local governments;
- Other private or public entities determined appropriate by the Secretary;
- Faith-based organizations;
- Community-based organizations; and
- Tribes and Tribal Organizations

**FOR MORE INFORMATION:** <https://bhw.hrsa.gov/fundingopportunities/?id=71a65b17-a6c8-45cf-a944-99b0d256fcef>

*NWD is one of many programs aimed at addressing health professional workforce shortages.*

## ACCESS TO HISTORICAL RECORDS: MAJOR INITIATIVES GRANT PROGRAM

**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 NHPRC seeks projects that will significantly improve public discovery and use of major historical records collections. All types of historical records are eligible, including documents, photographs, born-digital records, and analog audio and moving images. Projects may:

- Digitize historical records collections, or related collections, held by a single institution and make them freely available online;
- Provide access to born-digital records;
- Create new freely-available virtual collections drawn from historical records held by multiple institutions; and
- Create new tools and methods for users to access records.

The NHPRC welcomes collaborative projects, particularly for bringing together related records from multiple institutions. Projects that address significant needs in the field and result in replicable and scalable approaches will be more competitive. They also encourage organizations to actively engage the public in the work of the project.

**DEADLINE:** Preliminary proposals are required and must be submitted by January 18, 2018. Successful applicants will then be invited to submit a full proposal by July 11, 2018.

**ELIGIBILITY:** Eligible applicants are nonprofit organizations; U.S. colleges, universities, and other academic institutions; State or local government agencies; and Federally-acknowledged Native American groups.

**FOR MORE INFORMATION:** <https://www.archives.gov/nhprc/announcement/preliminary-proposal/prelim.html> and <https://www.archives.gov/nhprc/announcement/major.html>

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

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## ASSISTANCE TO FIREFIGHTERS GRANT (AFG) PROGRAM

**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 to recognized standards, enhance operational efficiencies, foster interoperability, and support community resilience.

Potential AFG-Funded Projects:

1. Operations and Safety - The five fundable activities included in this program are: (a) firefighter training, (b) firefighter equipment, (c) firefighter personal protective equipment (PPE), (d) firefighter wellness and fitness, (e) modifications to fire stations and facilities.
2. Vehicle Acquisition - New, custom, or stock AFG Program-compliant Vehicles are eligible for funding
3. Regional Projects - Any eligible entity may act as a host applicant and apply for large-scale projects on behalf of itself and any number of other local AFG eligible organizations that will be participating partners in the award. Joint/Regional projects should achieve greater cost effectiveness and regional efficiency and resilience.

**NEXT ANTICIPATED DEADLINE:** Applications are anticipated to be announced in Fall 2017.

**ELIGIBILITY:** Fire Departments, EMS organizations not affiliated with a hospital, and State Fire Training Academies (SFTA) are eligible to apply.

**FOR MORE INFORMATION:** <http://www.fema.gov/assistance-firefighters-grant>

## ASSISTANCE TO FIREFIGHTERS GRANT (AFG) PROGRAM

**FUNDED ORGANIZATION:** Miami-Dade Fire Rescue (MDFR)

**AMOUNT FUNDED:** \$1,015,974

**PROJECT DESCRIPTION:** With both the economic decline and a population increase, Miami-Dade Fire Rescue (MDFR) in Florida was struggling. The department was forced to implement a budget cut of almost \$54 million over the past four years and due to unprecedented levels of unemployment and foreclosures. With the MDFR being the fourth largest fire department in North America, additional funds were drastically needed. Fortunately for them, they were awarded a 2012 AFG Grant for \$ 1,015,974 which helped the department acquire an IP-based alert system.

MDFR purchased the US Digital Designs (USDD) Phoenix G2 Station Alerting system. This system allows central servers to be located at both the primary and backup communications centers, and the ATX Station Controller alerting equipment to be at each fire station. It provides zoned alerts for individual units in the fire stations and includes VoiceAlert automated dispatch announcements, incident messages, and turnout time displays.

The new system significantly reduces the time to alert fire stations. The new system can alert 20 stations in under one minute using the data network. It can also control multiple, simultaneous station alerts without a radio-channel bottleneck. The new system replaces the previous two-tone based alerting system and becomes a significant portion of the 80-second turnout time specified in NFPA 1710.

The grant was issued in May 2013. USDD began the project in July 2014 and the alerting system was activated for MFDR in September 2014. But it was in June 2015 when a building assignment required 10 units to be dispatched by MDFR. It would have taken the old system almost 27 seconds to send out alerts. The new system, however, was able to alert all stations simultaneously in one second, drastically improving response time. The new system also allows MDFR to implement less jarring tones that are more "heart-friendly," according to Grants Manager Lisset Elliott.

She also stated that Miami-Dade Fire Rescue will continue to seek the support of the AFG Program in order to always be ready and proud to serve. Their experience with the AFG Program has been very rewarding.

**FOR MORE INFORMATION:** <https://www.fema.gov/assistance-firefighters-grants-success-stories-miami-fl>

# Implementing a Body-Worn Camera Initiative Roadshow

As the numerous benefits associated with Body-Worn Camera (BWC) and other video-based technologies as well as the evidence they provide comes to light, the law enforcement community and the public these agencies serve are reaching a consensus that video-based applications are a core component of 21st century policing and beyond. However, the context for deploying these technologies, including standardized policies and optimal technology configurations, is still being worked out. Lack of official guidance for the use and management of the cameras themselves, digital evidence, and public communication can leave even the most sophisticated agencies with lingering questions. Moreover, finding the money to purchase and operate all this technology is no minor detail!

Grants Office, the nation's leader in grants intelligence, invites you to spend the day with a panel of experts on BWC & other video-based technologies, and funding. Join us and you'll leave with a better understanding of:

- Body-worn camera technology & video technology **configuration and application models**
- Best practices for **leveraging data storage** to ensure the security and availability of digital multimedia evidence
- **Grants and resources to help you fund your body-worn camera initiative**

No matter what stage of contemplating, planning, or deploying a public safety video technology program you are at, you're sure to take away valuable insights and actionable information from time spent with colleagues from around the region!

**November 28, 2017**

**8-11:30 AM**

Duke University  
Champion's Club  
Durham, NC

<http://www2.grantsoffice.com/BWCRTD>  
(breakfast provided)

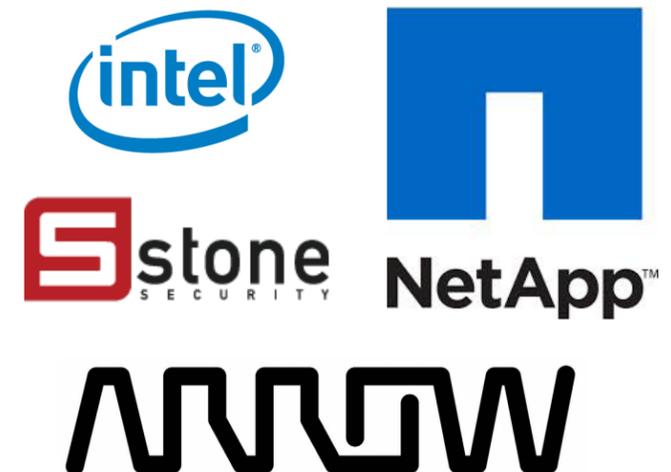
**November 29, 2017**

**12-4 PM**

The Ohio State University  
Stadium Recruit Room  
Columbus, OH

<http://www2.grantsoffice.com/BWCCOL>  
(lunch provided)

**Sponsored by:**



# Preparing your Multi-Agency Partnership for a Grant Proposal

*By Ashley Schultz*

Looking to take your agency's grant-seeking practices to the next level? Consider partnerships! Collaboration with other agencies, such as law enforcement, emergency response teams, public health agencies, K-12 school districts, higher education institutions, and other local non-profit organizations can help fund your next project, bringing with it a more comprehensive program and a larger award size.

There are many reasons to team up with an outside organization for a grant application. First and foremost, collaboration widens the number of grants available to your agency. Funding for K-12 school districts, for example, is often directed towards instruction, such as expanding STEM curriculums, providing teachers with professional development opportunities, and improving student literacy through technology tools. For programming outside of those initiatives - such as school safety- grant funding for districts often fall short. In this instance, schools may look to team up with their local police force on a grant. These partners have access to different pools of funding - many of which can support school safety programs, such as the purchase of a shared surveillance project or the salary of a Student Resource Officer (SRO).

Looking beyond these logistics, grant funders often place higher value on proposals that involve partnerships. This is particularly true if you're able to identify greater organizational efficiency and/or reduced costs in the final project. One prime example of this is the Body-Worn Camera Policy and Implementation Program (BWC PIP) hosted last Spring. The

Department of Justice (DoJ) gave priority consideration - i.e. bonus points - to applicants that pooled their technology purchases with other agencies. This effectively lowered the cost of cameras and data storage because the applicant could "buy in bulk" from one vendor. The DoJ also offered priority consideration for more creative collaborations. To put their application ahead of the pack, we saw county offices propose to share physical storage for video footage with smaller law enforcement agencies inside their boundaries. We also saw campus safety teams join BWC training exercises with local municipal agencies for shared training and policy development. In each of these examples, the grant applicants were able to illustrate both cost savings and administrative efficiencies, leading them to higher scores in the competitive BWC PIP application.

Whether you're just starting to lay out the terms of a new partnership or have a great working relationship with another agency in the community, leveraging such connections in a grant proposal can lead to more funded projects. Consider the following best practices for preparing the group for your next grant proposal.

## Decide upon a primary awardee

When multiple agencies apply to a grant program as a collaborative unit, only one proposal should be submitted. The team should decide early in the process which organization will assume the role of lead applicant. This agency must be eligible for the grant program on its own. In the Grants to Reduce Sexual Assault,



K-12 districts can access additional funding for school safety projects by partnering with local law enforcement agencies.

Domestic Violence, Dating Violence & Stalking on Campus program described on page 35, for example, only institutions of higher education may apply. Those law enforcement agencies and health service providers who may join the proposal as collaborators, are not eligible independently and therefore cannot serve as lead applicants. Partnering organizations - external law enforcement and health groups in this example - should be identified as sub-recipients in the grant proposal.

It is important to note that the primary awardee must also assume principal responsibility for all grant management activities. This includes distributing awards to the sub-recipient partners, handling reimbursements, and completing all follow-up reports in a timely manner. Be sure your group acknowledges these responsibilities and plans accordingly. Check to see if the grant program allows for a percentage of award dollars to cover administration activities. If so, include a line item that covers the anticipated number of staff hours the lead applicant organization will need to properly manage the program.

## Formalize the relationship with a Memorandum of Understanding (MOU)

Put simply, an MOU is an agreement between two or more parties to collaborate. The document outlines the terms of such a partnership and is formally signed by both groups. Check the guidance to see if the funder has specific requirements for an MOU – such as formatting, phrasing, or mandatory information. If not, use a basic template that clearly states each agency’s commitment to the program, their anticipated roles or specific responsibilities, and (if applicable) how their portion of the local match will be met.

Our best tip for an MOU? Get started early! These agreements will cross the desks of multiple legal teams and must ultimately be signed by a high-level authority within each agency. Depending on the project, this could include involve tracking down a City Council member, Mayor, Sheriff, Superintendent, Principal Investigator, or Director of Campus Safety. An MOU could potentially be the first item you work on in the grant proposal and the very last document that you upload just hours before the deadline.

## Looking for something less formal than an MOU? Draft letters of support

Letters of support are less formal than MOU documents. As their name implies, they are written in the form of a letter from one agency to another. The text should include commitment to specific activities – the more detail, the better. The partner agency may also opt to include words of commendation for your project, highlighting the benefits of your partnership, merits of the grant proposal itself, and the ultimate potential for positive outcomes should the project be funded.



Don't feel limited by your local area when selecting project partners. Consider adding technology solutions to your proposed grant budget that will allow your team to stay connected from afar.

Letters of support are more relevant than an MOU if your project involves limited interaction with your partner agency. Think about this choice in terms of an afterschool STEAM (Science, Technology, Engineering, and Mathematics + Art) Careers Program. The program coordinators choose to collaborate with a nearby art gallery to host a one-time field trip to the gallery to interview a local artist. As this interaction spans just one afternoon, with the school district covering all costs related to student transportation and supervision, a formal MOU is not likely needed. Grant funders will be satisfied with a letter of support from the gallery proprietor who officially sanctions the event.

If, however, this STEAM Careers Program takes place at the gallery every day, with a portion of grant funding passing from the school district to the gallery’s nonprofit management agency, pursue more official documentation. This project involves significantly more collaboration, the exchange of money, and may also include the transfer of responsibility over the students from district staff to art gallery staff. We suggest you get all of these details into a formal agreement or MOU and include this document in the grant proposal.

Still not sure which form of support should be provided with your group’s proposal? You can always reach out to the grant funder for clarification.

## Commit to regular stakeholder meetings

Any collaborative project sees success only if each party contributes their time and resources to reach a common goal. Pledge to a consistent meeting schedule - bi-weekly, monthly, quarterly – to solidify these commitments to one another. If your partnership was only recently formed, use this time to establish mutual expectations and lay out action steps for moving forward. If your team already meets on a regular basis, consider what new elements will be added to the conversation if you receive a grant award. Plan for how you will demonstrate to reviewers that a funded project will push your coordination to such heights that the group had only ever dreamed of previously! Once that meeting cadence is established, add these dates directly to your grant timeline. This portion of the application is an opportune chance to illustrate just how committed your team is to collaboration.

Consider identifying a specific staff member who will oversee these regular meetings. This is particularly useful if you have a large group spanning multiple agencies. This person can set agendas, send out email reminders, and ensure

all groups are meeting the set expectations. We also suggest that you select a member of the group to take minutes for these meetings. These records are invaluable evidence should the funder ever request documentation of your grant activities in an audit. Need financial support to compensate these staff hours? Such planning activities are considered grant administration. Feel free to add it to the grants management budget category we discussed earlier.

Grant partnerships involve more decision-makers at the table, often leading to more meetings and (potentially) greater time commitments for each group. Help your team get ahead. Work to complete these background tasks before you begin drafting documents for the proposal itself. Attempting to simultaneously do all of such items has the potential to be very chaotic. It calls to mind the metaphor of building an airplane while you’re also trying to fly it! Avoid a crash-landing by ensuring that your airplane is built before takeoff. Organize a meeting today to plan out concise, time-bound steps for moving forward together.

Watch for future FUNDED articles as our team helps you tackle the rest of that grant proposal - including how to illustrate to funders that your partnership has the capacity to exact greater change – or better results – than an agency working on its own. Until then, happy writing! ■

# Ten Tips for your JAG Proposal

By Ashley Schultz

With the application process for the **Edward Byrne Memorial Justice Assistance Grant (JAG) Program** complete for state agencies, it's time for small- to medium-sized law enforcement agencies across the US to prepare for their state's pass-through competition.

JAG funds are allocated through a formula to each state and territory, based on their share of violent crime and population. A list of [State Allocations for FY 2017](#) is available to view online. These dollars are awarded directly to the state. A portion - if not all - of these funds is then allocated to local government units, such as law enforcement organizations, municipal courts, and corrections agencies. Local details and deadlines for this pass-through process vary state-to-state. For more information, we suggest contacting the state administering agency that oversees your criminal justice organization.

Ready to go? Preparing to submit a JAG proposal this fall? Check out these Ten Tips for putting your best foot forward in that upcoming competition:

**1. Learn about the program to before you apply.** Read (and re-read) the announcement to gain a clear understanding what your state requires for the JAG proposal. If you have further questions, contact the program coordinator or state agency.

**2. Assume grant reviewers are unaware of your organization.** Provide background information on your agency and the surrounding community in the proposal. Give reviewers some context as to where and for whom their financial support will benefit.

**3. Avoid unique acronyms or colloquial language.** Again, this proposal may introduce grant reviewers to your agency for the very first time. Be descriptive. If you must use an acronym, be sure to spell it out at least once on each application page.

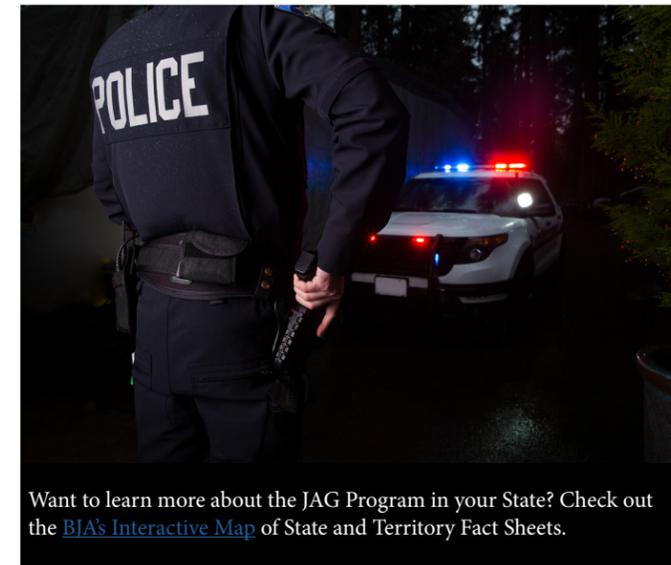


The JAG program is named in memory of Edward "Eddie" Byrne, an New York City Police Department officer murdered in the line of duty in 1988 at the age of 22.

**4. Craft a compelling problem statement.** Convey the need or lack in services your proposed project will address. Explain to the grant reviewer how these local conditions are challenging the community. This is your chance to provide a connection between the proposed project and the guidelines or priorities established in the JAG program. If you're requesting technology, for example, don't simply state that your agency needs it. Pinpoint

how the capabilities of said equipment will enhance your ability to address the inadequacies identified within your problem statement.

**5. Utilize recent statistics to support your problem statement.** Include local data to illustrate themes or identify underserved areas. This information can serve as a powerful rationale and/or justification for the problem statement.



Want to learn more about the JAG Program in your State? Check out the [BJA's Interactive Map](#) of State and Territory Fact Sheets.

**6. Provide a detailed budget.** Illustrate exactly how each line item will benefit the project as a whole. Funders may not be able to connect each expense is related to a project objective, thus aimed at supporting a project goal. Leave nothing to chance by explain this. Also, be sure to include all budget information requested - Not just what you think is important.

**7. Check your math.** Budget errors will cause grant reviewers to lose confidence in your agency's ability to manage large sums of money.

**8. Don't ignore the project timeline.** This section is very important! The timeline is often the first item grant reviewers check out in a proposal. If the project is awarded, grant funders will bring along that timeline on site visits to ensure your agency is in compliance. As such, be sure to list all activities and identify exact persons responsible for each task. You can also include general grant management and administration activities (i.e. send in quarterly progress report by February 15) in the timeline.

**9. Ask a person outside the agency to read your drafts.** This extra set of eyes can check for spelling errors, confusing phrases, and unclear information. They can also give you their overall impression of the project. If you're intimately involved in the minor particulars of the narrative, you can often overlook large details.

**10. Follow directions!** Did we mention this before? It's very important. If the funder requests a three-page response with one-inch margins and 12-point font, follow those instructions. If they ask that you do not bind or staple the application, follow those instructions. You don't want to annoy those exact individuals who will determine if your agency gets funded! ■

## COMMUNITY FACILITIES GRANT PROGRAM

**SUMMARY:** This program supports the development of essential community facilities in rural areas and towns of up to 20,000 in population. Funds can be used to construct, enlarge, or improve community facilities for health care, public safety, and community and public services. This can include the purchase of equipment required for a facility's operation.

Community Facility Projects that will receive priority are those that:

- Serve small communities - with the highest priority going to projects located in a community with a population of 5,000 or less.
- Serve low-income communities with the highest priority going to projects serving communities with median household incomes below the higher of the poverty line or 60% of the State non-metropolitan median household income.
- Provide healthcare, public safety, or public and community services

**DEADLINE:** The application process and deadlines vary by state. Contact your State's Rural Development Office for more information (<https://www.rd.usda.gov/browse-state>).

**ELIGIBILITY:** Grants are available to public entities such as municipalities, counties, and special-purpose districts, as well as non-profit corporations and tribal governments. Applicants located in small communities with low populations and low incomes will receive a higher percentage of grants.

**FOR MORE INFORMATION:** <https://www.rd.usda.gov/programs-services/community-facilities-direct-loan-grant-program>

## FY18 Department of Education Budget Watch

*By Elizabeth Evans*



Congress was to have the next fiscal year's appropriations bill ready for the President to sign by October, however, this has not been the case for nearly a decade (see our February 2017 issue of *FUNDED* for more <http://grantsoffice.com/Portals/0/funded/issues/FUNDEDFeb2017.pdf>).

In September, President Trump signed into law the Continuing Appropriations Act of 2018 and the Supplemental Appropriations for Disaster Relief Requirements Act of 2017. These acts provide funding for the Department of Education, as well as other federal departments, through December 8, 2017 while Congress continues to work towards an agreeable fiscal year 2018 (FY18) budget (information on this funding is available at: <https://www2.ed.gov/about/overview/budget/news.html>). Curious to know where we are in this process and how this may impact future education grant funding? Read on!

While Congress has expressed little interest in diverting public school dollars towards Trump's proposed \$1 billion Public School of Choice or \$250 million Private Choice Pilot initiatives, that

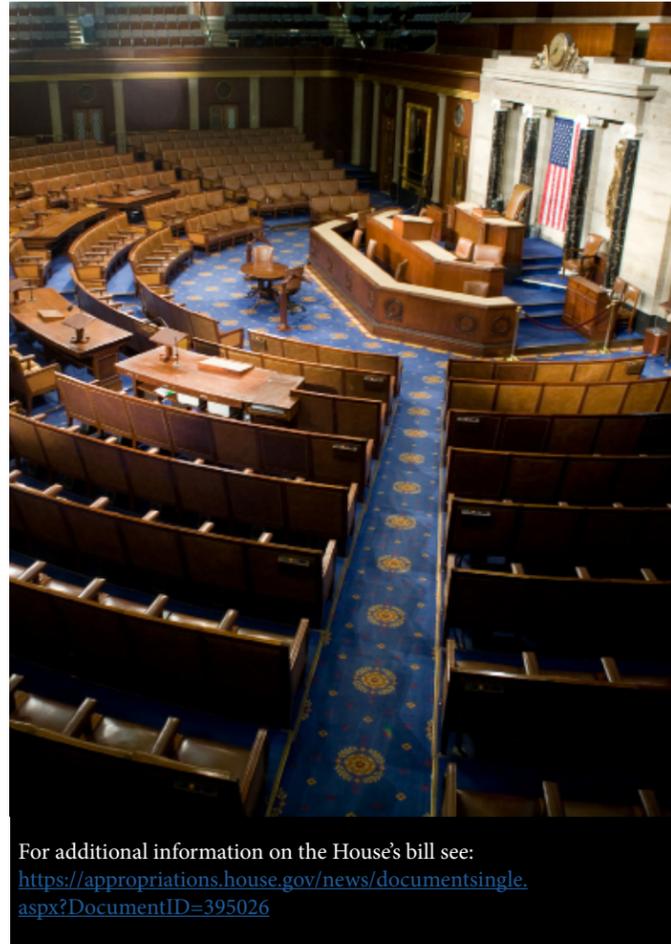
may be about the extent of agreement between the two chambers. The only agree on one other thing: rejecting deep cuts - to the tune of \$9.2 billion - to education funding proposed by the Trump. Of the funding bills currently pending in both the House and Senate, the House Appropriations Committee appears more willing than the Senate's to reduce the total amount of FY18 funding for the Department of Education, however. In fact, through all the various iterations of proposed funding coming from both chambers over the last several months, the House has always proposed a reduction from FY17 enacted funding levels while the Senate has always proposed an increase. Following, the current proposed FY18 education budgets at both the House and Senate are reviewed.

**The House**

Education funding has been paired with several other federal agencies within the House’ omnibus bill. In all, the House’s bill would provide \$65.8 billion to the Department of Education. This amount would be a reduction of about \$2.4 billion (or -3.5%) for the department from FY17 enacted levels. The House proposes to achieve this cut through ending funding for the Elementary and Secondary Education Act Title II Teacher Training grants program, and by greatly reducing the amount of funding available for the 21<sup>st</sup> Century Community Learning Centers grant program. Despite these cuts and a reduction in the Department’s budget as a whole, the House’s appropriation bill has approved increases to several other education grant-related areas. Highlights include:

- An increase of \$200 million for the Individuals with Disabilities Education Act’s Special Education Grants to States (for a total of \$12.2 billion).
- An increase of \$5 million for the Impact Aid program (for a total of \$1.3 billion).
- An increase of \$100 million for Student Support and Academic Achievement State Grants (for a total of \$500 million).
- An increase of \$28 million for grant funds in support of Charter Schools (for a total of \$370 million).
- An increase of \$60 million for TRiO Grant programs (for a total of \$1.01 billion).
- An increase of \$10 million for GEAR UP Grant programs (for a total of \$350 million).

These funding levels were approved by the House’s Appropriations Committee in July.



For additional information on the House’s bill see: <https://appropriations.house.gov/news/documentsingle.aspx?DocumentID=395026>

**The Senate**

The Senate Appropriations Committee has approved a much larger education funding bill than that of the House. The Senate’s bill looks to provide \$68.3 billion for the department which is an increase of about \$29 million (or +0.1%). By largely maintaining existing funding levels, the Senate would reduce funds for less effective initiatives while continuing to allocate dollars for more popular grant programs such as: the 21<sup>st</sup> Century Community Learning Centers grants (currently at \$1.2 billion); the Elementary and Secondary Education Act Title II Teacher Training grants (currently at \$2.1 billion); and Career and Technical Education State Grants (currently at \$1.1 billion). Other highlights include:

- Maintaining current funding levels for the Individuals with Disabilities Education Act’s Special Education Grants to States (for a total of \$12.2 billion).
- An increase of \$11.5 million for the Impact Aid program (for a total of \$1.3 billion).
- An increase of \$50 million for Student Support and Academic Achievement State Grants (for a total of \$450 million).
- An increase of \$25 million for grant funds in support of Charter Schools (for a total of \$367 million).
- An increase of \$3 million for TRiO Grant programs (for a total of \$953 billion).
- An increase of \$10 million for GEAR UP Grant programs (for a total of \$350 million).

The Senate’s version of the bill was approved by their Appropriations Committee in September.

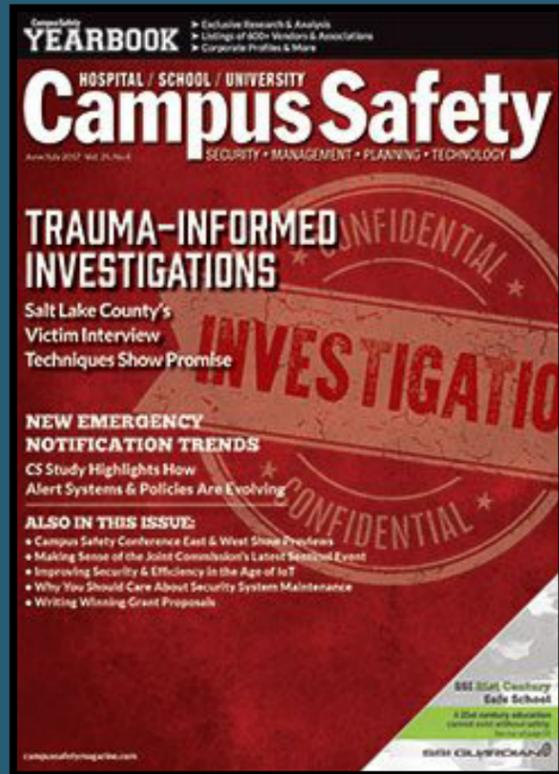
While these approvals are a major step towards establishing what the FY18 budget will ultimately look like, final approval is still a long ways away. The House and Senate bills will still need to be reconciled, with an agreed upon version passed by both chambers. Once that happens, the final appropriation bill will be sent to the President’s desk for his signature of approval. As both bills are currently within their respective chambers’ mark-up process and have no set date to be voted upon, it is likely that we will not see the FY18 budget finalized until late in the calendar year at the earliest. ■



For additional information on the Senate’s bill see: <https://www.appropriations.senate.gov/news/majority/fy2018-labor-hhs-and-education-appropriations-bill-gains-subcommittee-approval>

# In Case You Missed It: Grant Funding for Your Next Campus Safety Project

*By Ashley Schultz & Elizabeth Evans*



*Back in April 2017, our Grants Office LLC team members - Elizabeth Evans and Ashley Schultz - were featured in the Campus Safety (CS) Magazine. CS Magazine serves campus police chiefs, security directors, IT personnel, emergency managers and executive administrators involved in the public safety and security of major hospitals, schools and universities in the United States. See the full text of their article below. Check out <http://www.campus safetymagazine.com/> to learn more!*

Grant funding for large-scale campus safety initiatives at U.S. colleges and universities is best illustrated by the **Reducing Sexual Assault, Domestic Violence, Dating Violence and Stalking on Campus Program**. Sponsored by the Department of Justice's Office of Violence against Women (OVW), this grant supports efforts to create or revitalize campus responses to sexual misconduct. Such efforts can be customized to fit the unique needs and population of your campus so long as these efforts demonstrate to every

student that such crimes will not be tolerated, that perpetrators will face serious consequences, and that holistic services are available for survivors.

**Potential Grant-Funded Activities:** (1) Developing victim services and programs; (2) Improving offender accountability; and (3) Implementing effective prevention approaches, including campus safety technology purchases.



Program funding can support technology purchases for campus safety, including: improved lighting, fixed surveillance, building access systems, and emergency alerts.

**Eligible Applicants:** Two- or four-year colleges and universities

**Cost sharing/matching Requirements:** None.

**Project Period:** Up to 36-months.

**Award Amounts:** Up to 40 awards are expected in 2018, with total project funding amounts varying based on the number of campuses included in the application:

Interested in applying? Here are three steps your college or university could take in preparation today:

- Single Campus - Up to \$300,000.
- Consortia of 2-5 campuses - Up to \$550,000.
- Consortia of 5+ campuses - Up to \$750,000.

**1. Bring together the Program Partners.** Grant applicants should create a Coordinated Community Response (CCR) team that addresses sexual violence on campus. The actual make-up of a CCR team will vary across campuses, but generally includes such entities as:

**On-Campus Partners:** Administrators, Faculty, and Students; Student affairs officials; Title IX and Clery Act coordinators; Public safety leaders; Campus judicial board members; Representatives from student life organizations, such as housing, Greek Life, and athletics.

**Off-Campus Partners:** Local law enforcement agencies; Legal assistance entities; Sexual violence victim service providers

Once assembled, the CCR team would work to improve coordination between agencies, and oversee changes in practice and policy that improve how future sexual misconduct cases are handled. Each participating entity should sign a Memorandum of Understanding (MOU) - formally establishing the CCR team and outlining expectations for all members. You can then refer back to this document while moving forward to effectively prepare for- and respond to- sexual misconduct on campus. For more information, check out the US Department of Justice’s Minimum Standards for Creating a Coordinated Community Response to Violence Against Women on Campus.

**2. Plan for Grant-funded Activities.** Once the CCR team is in place, begin designing the various activities that will be completed over the course of the 36-month project period. Again, these undertakings will look different across each campus, but should at the very least include:

Establishing a mandatory prevention and education program for all incoming students. This program provides students with a general awareness of sexual assault, domestic violence, dating violence, and stalking, while also highlighting relevant resources available on- and off-campus. If you already have a program like this on campus, consider enhancing it to include bystander intervention, challenging social norms, and victim empowerment.



Once your Coordinated Community Response (CCR) team is assembled, commit to regular stakeholder meetings. Read more on our team’s thoughts for these meetings on page 21.

Providing 24-hour victim services and advocacy. These services can be located on-campus or through a partnership with a community-based victim service provider.

Training campus law enforcement and campus disciplinary boards to respond effectively to sexual misconduct on campus. The OVW is rather specific on what these training sessions entail. Mandatory topics include: (1) reviewing relevant state and federal laws; (2) reviewing the student conduct code; (3) identifying technology-facilitated stalking behaviors; (4) identifying alcohol and drug facilitated sexual assault; and



Want to learn more about previously funded projects? Check out the list of 2017 awarded campuses at: <https://www.justice.gov/ovw/awards/fy-2017-ovw-grant-awards-program>

(5) determining an appropriate range of sanctions for violators. For a complete list of previous training topics, check out Page 5 of the 2016 Program Guidance.

**3. Develop a budget.** Begin soliciting quotes from vendors, contractors, and consultants. As you build a budget, be sure that each expense is clearly linked to a specific project activity. For example, if your request includes funding for a full time Sexual Assault Program Coordinator, outline that position’s daily activities and the percentage of time devoted to grant-funded project activities. Similarly, if your request includes facility improvements, such as blue-light phones or lighting in highly trafficked areas, explain how such enhancements will assist in reducing sexual misconduct on campus.

Proposals for the Campus Program are expected to be due in February 2018. While that deadline may seem far off, we suggest you start assembling these various pieces early! Successful applicants often begin proposal preparation three to six months ahead of time. Utilize this lead time to break down “silo” walls between campus departments, mobilize community partners, plan grant funded activities, and set up that program budget. ■

## GRANTS TO REDUCE SEXUAL ASSAULT, DOMESTIC VIOLENCE, DATING VIOLENCE, AND STALKING ON CAMPUS PROGRAM

**SUMMARY:** The Campus Program encourages a comprehensive coordinated community approach that enhances victim safety, provides services for victims and supports efforts to hold offenders accountable. The funding supports activities that develop and strengthen trauma informed victim services and strategies to prevent, investigate, respond and prosecute sexual assault, domestic violence, dating violence and stalking.

Up to 40 awards are expected to be made. In previous years, award amounts were based on the number of participating campuses:

- Projects on 1 campus - Awards may be up to \$300,000
- Projects on 2-5 campuses - Awards may be up to \$550,000
- Projects on 5+ campuses - Awards may be up to \$750,000

**NEXT ANTICIPATED DEADLINE:** Application deadlines are anticipated in February 2018.

**ELIGIBILITY:** Eligible applicants are institutions of higher education.

**FOR MORE INFORMATION:** <http://muskie.usm.maine.edu/vawamei/campusmain.htm>

## Government Grant Pathways

Local agencies typically receive federal grant funding typically comes in one of two sources: direct grants, or pass through grants.

### Direct

Funds go directly from the federal funding agency to local recipients. Examples include:

- YouthBuild Program from the Department of Labor
- Advanced Transportation and Congressional Management Technologies Deployment Program from the Federal Highway Administration
- Advanced Nursing Education Workforce Program from the Health Resources and Services Administration

### Pass-Through

Funds go through the state, and possibly even a regional entity, before being made available to the local entity. States may still have to apply for these funds and often keep a portion to cover administrative costs. Each state will maintain its own re-granting process, timelines, and priorities. Examples include:

- 21st Century Community Learning Centers Program from the Department of Education
- State Homeland Security Grant Program from the Federal Emergency Management Agency
- Hospital Preparedness Program and Public Health Emergency Preparedness Program from the Centers for Disease Control

It is important to understand the distinction between direct and pass-through grants since pass-through grants are controlled by the states and timing, application procedures and the priorities the grant will fund will vary on a state by state basis.



## Interested in Grants Seeking Support for your School?

Grants Office's K-12 Grants Support Program provides school districts, charter schools, and affiliated local educational foundations with grants information, customized funder research, and consultation to develop project ideas, obtain funding for new projects, and even expand initiatives already in progress. Visit [www.k12grants.com](http://www.k12grants.com) for more information!

### *The K-12 Grants Support Program provides assistance at ALL levels of grant development*

- No time to search opportunities for a specific grant project - **Let Grants Office do the research for you!** Our consultants will provide you with a customized funding research report, and organize a follow-up phone call to discuss the available grant opportunities.
- Already interested in a grant opportunity, but not sure where to go next? **Grants Office Consultants are available to coach you through the application process!** Grants Office will be there every step of the way while developing your project plan. We can make sure you don't miss any important details or proposal requirements.
- Is someone in your district able to write your grant proposal, but not 100% confident in their work? **Grants Office Reviewers can edit your proposal draft(s) prior to submission.** We'll tell you where to trim the fat, where to bulk up the detail, as well as offering tips to make a more compelling case to the funder.
- If you do not have the time or resources needed to draft your own grant proposal, **Grants Office can provide writing assistance as well.** Grants Office will work with you to get your project ideas on to paper and submitted!

Grants Office is a national grants development services firm with a 15-year track record of helping schools find and secure funding. If your school or district is part of the New Jersey School Boards Association or the Pennsylvania School Boards Association speak to us today for a special offer!

## CALLING ALL WRITERS

# INTERESTED IN BEING A CONTRIBUTOR TO FUNDED?

Grants Office is interested in you!

Is there certain grants-oriented topic that you're passionate about? Do you have intimate experience with a particular grant program or funder that you'd like to share with our readers? Looking to bulk up your résumé and impress potential grant writing clients?

What about obtaining or maintaining your [Grant Professionals Certification Institute \(GPCI\)](#) credentials? These credentials must be maintained every 3 years through continued professional development. Qualifying Professional Development activities include "contributing to a journal or other professional publication", such as Funded!



Funded is published on a quarterly basis so there are ample opportunities to be featured throughout the year. You can submit as many or as few articles as you have time to prepare.

### **Reach out to us at [info@grantsoffice.com](mailto:info@grantsoffice.com) with:**

- your proposed article (preferably 2500 words or less)
- a short bio (250 words or less)

We're always looking for new writers for Funded Magazine. Join the team today!



## UPCOMING EVENTS

- **Funding to Deploy and Develop Video for Public Safety** - Sponsored by NetApp, Arrow, & SentiVault  
November 14, 2017 at 2:00 pm EST  
Register: <http://bit.ly/2wCHh6L>
- **Funding Technology-Enabled Literacy Education** - Sponsored by Microsoft & Connection Public Sector Solutions, & Hewlett-Packard  
November 30, 2017 at 2:00 pm EST  
Register: <http://bit.ly/2t86O6h>

## RECENT RECORDINGS

- **Doing More with Foundation Funding** - Sponsored by Microsoft, Connection Public Sector Solutions, & Acer  
Replay: <http://bit.ly/2zFWxkw>
- **Funding to Deliver Cutting Edge STEM Education** - Sponsored by Microsoft, Connection Public Sector Solutions, & Lenovo  
Replay: <http://bit.ly/2g3uBLn>
- **Winning National Science Foundation ITEST and ATE Grants**  
Replay: <http://bit.ly/2z14HQe>

Find more replays at: <http://www.grantsoffice.info/webcasts.aspx>

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