

# FUNDED



A GRANTS OFFICE PUBLICATION

## Breaking Down Grant Funding in the FY19 ED Budget

PLUS SUMMARY INFO ON 12 EXCITING GRANT OPPORTUNITIES!

The Key P's to Winning Grants

Perkins CTE Funding Reauthorized

Even More School Safety Grants

Cybersecurity Funding

Opioids in the FY19 HHS Budget



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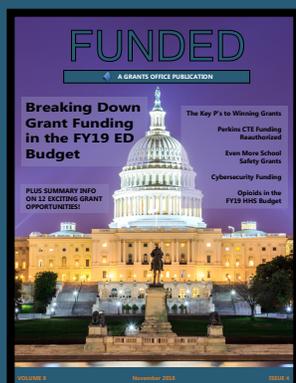
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## ON THE COVER

In this issue, we take a look at the recently passed FY19 federal budget for the US Department of Education and outline what you can expect for total funding levels of your favorite grant programs!

Read more on page 18.

# Dear Readers,

'Tis the season for getting a handle on grant funding for the upcoming federal fiscal year, and in this issue of FUNDED, we aim to strike a balance between general grantseeking tips and highlights of the latest developments in funding for education, public safety, and healthcare. We may not have been precisely even from a scientific standpoint (we dedicate slightly more copy this issue to education funding), but there is definitely something for everyone!

Chris LaPage kicks things off with a reminder that although we grantwriters spend many of our days scrambling to meet deadlines, our ability to create a sense of urgency should also be balanced with patience and perseverance as we navigate the grants process. Later in the lineup, Chris also provides us with a summary of upcoming funding to address the opioid epidemic in the 2019 Health and Human Services budget.

Elizabeth Evans takes on two monumental educational topics: the Perkins grants reauthorization and the entire 2019 Federal budget for education funding. These articles should help you not only plan your grantseeking resources for 2019, but also help to start you on the way to developing a roadmap for 2019 (and maybe even setting some ambitious goals for next year as well).

In response to an overwhelming number of requests from FUNDED readers, Ashley Schultz highlights more state grants she has uncovered that can fill the gaps in federal funding for school safety projects. She's also doing double duty this issue, covering approaches to funding the anything-but-straightforward but critical cybersecurity component of anyone/everyone's projects.

Add in highlights of a dozen great current or upcoming grant programs, and we've got an issue we're really proud of and that we hope benefits you and your organization in the coming year.

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**



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# MUSEUMS FOR AMERICA GRANT PROGRAM

**SUMMARY:** Museums for America grants support projects that strengthen the ability of an individual museum to serve its public. There are three project categories within the MFA program, each stemming from one of the three goals of the IMLS strategic plan. Projects must align with one of them.

- Learning Experiences - IMLS supports the unique ability of museums to empower people of all ages through experiential learning and discovery. Successful projects provide high-quality, inclusive educational opportunities that address particular audience needs.
- Community Anchors - IMLS promotes the role of museums as essential partners in addressing the needs of their communities by leveraging their expertise, knowledge, physical space, technology, and other resources. These projects strive to create a better quality of life within communities.
- Collections Stewardship - IMLS supports the exemplary management, care, and conservation of museum collections. Projects address a clearly articulated and well-documented need and contribute to the long-term preservation of materials entrusted to the museum's care.

**DEADLINE:** Applications are to be submitted by December 14, 2018. A similar deadline is anticipated annually.

**ELIGIBILITY:** To be eligible for an award under the MFA program, you must be an organization that meets all three of the following criteria:

- A unit of State or local government or be a private nonprofit organization that has tax-exempt status under the Internal Revenue Code;
- Be located in one of the 50 States of the United States of America, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, or the Republic of Palau; and
- Qualify as one of the following: (1) A museum that, using a professional staff, is organized on a permanent basis for essentially educational or aesthetic purposes; owns or uses tangible objects, either animate or inanimate; cares for these objects; and exhibits these objects to the general public on a regular basis through facilities that it owns or operates. (2) A public or private nonprofit agency which is responsible for the operation of a museum that meets the eligibility criteria may apply on behalf of the museum.

**FOR MORE INFORMATION:** <https://www.imls.gov/grants/available/museums-america>

# PATIENCE & PERSEVERANCE: THE KEY P'S TO WINNING GRANTS

*By Chris LaPage*

Every now and then a reality check is in order. Anyone who thinks securing grant funding is easy either hasn't tried or is delusional. There is an economy of scale to grant seeking, in that once you break through and prove you are a good steward of other people's money, you increase your odds of securing subsequent funding. Unfortunately, so many folks become discouraged and give up on grants after only a single or handful of attempts. It's only human nature to feel demoralized after you put all your time and energy into a proposal only to receive a negative response from the grantmaker. The easiest thing to do is throw in the towel, protecting both your time and ego. However, if you are willing to be patient and persevere, the rewards can be plentiful.

## Let's Start with Patience

There is no substitute or shortcut around being patient. Until the field of physics progresses to the point where time travel is possible, we are stuck with 24 hours in a day and 365 days in a year. The key to winning any grant is making sure the funder or grant program is a fit for the project being proposed. Since many grant programs are cyclical with defined deadlines, often the best strategy to fund a project is to *wait* for the right opportunity to open. One should be careful not to confuse patience with inactivity though. In fact, any time afforded to you as you remain patient for the right funding opportunity can – and should – be used to strengthen the project and plan for the proposal. Many grant programs require extensive collaboration but only allow four to eight weeks between the solicitation opening and the submission deadline. Prior to



Patience should not be confused with inaction. While you are waiting patiently for the right funding opportunity, you should be preparing by forging necessary partnerships and developing an innovative project.

the solicitation being released, you should be aligning partners, developing memorandums of understanding, and strengthening the project. If you have, you can hit the ground running when the application window opens and focus exclusively on proposal development.

One should also make sure not to confuse patience with putting all your eggs in one basket. For instance, the perfect program you are waiting on may be a federal or state grant that requires a funding match or cost share. One strategy might be to research and target foundation funding that may be used towards the expected cost share requirements. You may even be able to put a contingency agreement in place with a foundation indicating they will provide matching funds if the federal or state dollars are secured. Even if a cost share is not required, you may use the time to target other funders for components of the overall project. In the foundation space, you will likely receive feedback much more quickly

than the federal space, which may help you refine the project in the meantime. The key piece to remember is patience is a key to winning grants, but it should not be equated with inaction or inactivity.

### **On to Perseverance**

At one point or another, you will likely hear 'no' from funders during your grant seeking efforts. There are many reasons funders may deny your grant application, but failure should not be taken as an indictment of the worthwhile nature of the proposed project. The process is very competitive, and you simply will not win every time. For those that are trying it for the first time, a denial may turn them away from grants as a source of funding indefinitely. An instant assessment is made that grants are not worth the organization's time or effort, or no one is sure of the next steps. The truth is that it may take multiple tries before you are successful in securing your first grant award. Keep in mind that once you secure that first grant, it improves your odds of positive results on subsequent applications. You gain valuable experience and confidence with the process of applying and winning grants. In addition, you can leverage wins to gain additional investment from other funders.

Perseverance requires strength and will power to move forward in the face of failure. However, this is only one part of the equation. Persevering without a strategy will likely result in more application denials, reinforce poor grant seeking technique, and a negative perception that grants are not a viable source of funding. For instance, some individuals find the motivation to continue but may deploy an ineffective strategy, such as the "throw it at the wall and see what sticks" approach. They may develop a one-size-fit-all letter of intent and blast it out to 30 foundations thinking that the key to success is increasing the volume of submissions. The truth is, however, that funders usually can sniff out this strategy and it

is not well received. Generally speaking, a much more successful strategy is to align your project with the appropriate funder and be judicious in the grantmakers you target. The first step with any failed proposal, should be to contact the funder and request feedback. The feedback you solicit will be crucial to examining the situation and determining a path forward. In many cases, you can modify your project, make changes to the proposal, and resubmit the same funder. Think of this process the same way you might have approached rewriting a paper in school in hopes of getting a better grade. Securing feedback and knowing the reviewers' thoughts increases your chance of winning the grant exponentially on a second attempt. Again, the key is to persevere with an intentional plan, as the best strategy will not always be to reapply to the grantmaker that denied your application. Which brings us...

### **Back to Patience**

Patience and perseverance are not mutually exclusive strategies, they should be deployed in tandem. After examining reviewer commentary and feedback, the best decision may be to take a step back and evaluate other funding sources. This does not mean all your work and effort is lost. As you position the project to other funders, you will likely be able to leverage any previously denied proposals as well as any corresponding feedback from these grantmakers. For instance, you may have a great research project that is denied by the National Institutes of Health (NIH) because they viewed the project as "exploratory". A great strategy would be to target private foundations that have interest in providing seed money for pilot projects from early career investigators. Not only will the NIH proposal be useful as you seek out these alternative grantmakers, once you are funded and compile pilot data through a foundation-funded project you will be in excellent position to go back to the NIH for more extensive funding. Just like most things in life, winning grants requires both patience and perseverance. ■

# CHARTER SCHOOLS PROGRAM GRANTS TO CHARTER MANAGEMENT ORGANIZATIONS (CSP CMO) FOR REPLICATION & EXPANSION OF HIGH-QUALITY CHARTER SCHOOLS

**SUMMARY:** The major purposes of the CSP are to expand opportunities for all students, particularly traditionally underserved students, to attend charter schools and meet challenging State academic standards; provide financial assistance for the planning, program design, and initial implementation of public charter schools; increase the number of high quality charter schools available to students across the United States; evaluate the impact of charter schools on student achievement, families, and communities; share best practices between charter schools and other public schools; encourage States to provide facilities support to charter schools; and support efforts to strengthen the charter school authorizing process.

Through CSP Grants to Charter Management Organizations (CMOs) for the Replication and Expansion of High-Quality Charter Schools, the Department provides funds to charter management organizations on a competitive basis to enable them to replicate or expand one or more high quality charter schools. Grant funds may be used to expand the enrollment of one or more existing high-quality charter schools, or to replicate one or more new charter schools that are based on an existing, high-quality charter school model.

**NEXT ANTICIPATED DEADLINE:** The previous deadline to apply was August 2, 2018. A similar deadline is anticipated annually. A new solicitation is expected to be released later this fall.

**ELIGIBILITY:** Non-profit charter management organizations and other entities that are not for-profit entities are eligible to apply. Eligible applicants may also apply as a group or consortium.

**FOR MORE INFORMATION:** <https://innovation.ed.gov/what-we-do/charter-schools/charter-schools-program-grants-for-replications-and-expansion-of-high-quality-charter-schools/>

# CHARTER SCHOOLS PROGRAM GRANTS TO CHARTER MANAGEMENT ORGANIZATIONS (CSP CMO) FOR REPLICATION & EXPANSION OF HIGH-QUALITY CHARTER SCHOOLS

**FUNDED ORGANIZATION:** IDEA Public Schools

**AMOUNT FUNDED:** \$67,243,986

**ORGANIZATION WEBSITE:** <http://www.ideapublicschools.org/>

**PROJECT TITLE:** IDEA Amplify Texas

**PROJECT DESCRIPTION:** IDEA Public Schools, which currently serves a student population across Texas that is 88.6% economically disadvantaged, will use CSP funding to further expand in Austin, the Rio Grande Valley, and San Antonio and will replicate its model in a new Texas region: Tarrant County/ Fort Worth.

Over the next five years, the IDEA network will grow its high performing CMO from 51 to 143 schools and will increase the number of low-income, high needs students it serves from the 29,334 currently enrolled to a projected 81,700 by the end of the CSP funding period in 2021-22. IDEA's big goal is to serve 100,000 students by 2022. CSP funding provides key support in fulfilling IDEA's strategic plan and will help it grow to 81,700 students by 2021.

IDEA will locate its schools in high-need communities as it expands to Tarrant County/ Fort Worth, maintaining a low-income student population that is significantly higher than the 60% threshold required by CSP guidelines. As IDEA expands in existing regions and adds a fifth region in Tarrant County/Fort Worth, it will diversify by design—strategically locating new schools to attract a racially and economically diverse student body.

IDEA strives to have the diversity of its school leadership and teaching staff reflect the diversity of its student population and local communities. To this end, IDEA has recruited and trained a body of principals that is 59% Hispanic and 12% African American. Principal in Residence (PIR) cohorts from the past five years have also been growing increasingly diverse (recruiting more people of color) each year as IDEA expands its model—from 43% PIRs of color in 2012-13 to 74% in 2016-17. Lastly, IDEA's teaching staff is 79% Hispanic, 15% white, 5% African American, and 1% Asian. This, too, will further diversify as IDEA expands into Tarrant County and recruits a faculty that closely mirrors the student population it will serve.

**FOR MORE INFORMATION:** <https://innovation.ed.gov/what-we-do/charter-schools/charter-schools-program-grants-for-replications-and-expansion-of-high-quality-charter-schools/awards/>

# PERKINS FUNDING REAUTHORIZED

*By Elizabeth Evans*

On July 31st President Trump signed into law the *Strengthening Career and Technical Education for the 21st Century Act* (H.R. 2353: <https://www.congress.gov/115/bills/hr2353/BILLS-115hr2353enr.pdf>). This bill effectively reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006. Perkins funds are commonly known for being the federal government's primary vehicle for supporting Career and Technical Education (CTE) at high schools and community/technical colleges across the country. This is a win for career education advocates who have spent the last 6 years arguing for updates to Perkins law in effort to make it more consistent with previous changes to the Workforce Innovation and Opportunity Act (made in 2013).

## What took so long?

When Perkins was initially renewed in 2006, the regulations and funding amounts established were only supposed to be followed for five years. Meaning, Perkins funding has been up for renewal since 2012. While members of both the Democratic and Republican parties had expressed support for a reauthorization, action often proved more difficult than words. Political grandstanding, unwillingness to compromise, and other general deadlock tactics hindered any progress towards an updated bill. Despite Perkins funding popularity, Congress seemed content to maintain the status quo through continued, year-after-year funding resolutions for Perkins.

## In the Last Year

In 2017, the House of Representatives approved a preliminary version of the bill before sending it to the Senate. Negotiations within the Senate took almost a year, due in large part, to two areas of contention.

- Vouchers.
- Provisions restricting the Secretary of Education's authority for administration of the program.

“CTE concentrators” means:

- at the secondary school level, a student served by an eligible recipient specified in this Act, who has completed three or more CTE courses or completed at least two courses in a single CTE program or program of study;
- or at the postsecondary level, such an enrolled student who has earned at least 12 cumulative credits within a CTE program or program of study, or completed such a program if it encompasses fewer than 12 credits or the equivalent in total.

The term “CTE participant” means an individual who completes at least one course or earns at least one credit in an eligible recipient's CTE program or program of study. <https://www.congress.gov/bill/115th-congress/house-bill/2353>

As with years previous, both of the hotly debated aspects of the bill pertained to fundamental tenets of each party's approach to the role of the federal government. Republican legislators supported the idea of vouchers which would allow states to award Perkins dollars through competitive grants or by following individual CTE students wherever they may go. This would have shifted more decision-making power to individual states with the stipulation that states also be required to include local employers at the table when deciding how funds should

be spent. Republicans also wanted to curb the Secretary's power to disseminate rules or define terms within the law. Democratic legislators, meanwhile, advocated for Perkins funding to remain formula based and tied to the number of students participating in CTE programs within a district (and by extension, the state). They also felt it prudent to allow the Secretary to maintain his or her current level of authority to administer the program as normal.

This site provides a breakdown for each state's involvement in Perkins thus far. <http://cte.ed.gov/grants/state-profiles> It includes information on the number of participant, the fields of study, performance measures reports, and even the state's annual reports and Perkins plans. It may be of use in case you were looking to do something a little more targeted within a specific region.

### The End Result

The Strengthening Career and Technical Education for the 21st Century Act that was signed into law reauthorizes Perkins funding through 2024 and provides approximately \$1.2 billion annually for CTE programs. In order to get bipartisan support a few compromises were made between various versions of the bill proposed by Democrats and Republicans, as well as the House and Senate alike.

One compromise pertains to the Secretary's ability to assign meaning to Perkins funding relevant terminology. The approved legislation features several definitions which have been clarified in lieu of the Secretary doing so. For instance, work-based learning opportunities (e.g. internships) are now included under the definition for what constitutes "career and technical education". Also defined are CTE concentrators and CTE participant. Many of the definitions align with other federal education or workforce development legislation (e.g. Every Student Succeeds Act, and Workforce Innovation and Opportunity Act). It is the hope of legislators,

as well as CTE educators and advocates, that these shared cross-agency definitions will make coordination and communication much easier so as to facilitate alignment across education and training investments.

Another key feature of the bill pertains to changes in the accountability system for State Education Agencies and Local Education Agencies. For example, SEAs and LEAs will only be held accountable for CTE concentrator student success (i.e. reporting on only those students who enroll in CTE courses at a higher occurrence verses every student who enrolls in a CTE course regardless of intention to persist in a CTE pathway). Secondly, several new requirements are in place pertaining to how performance targets are set or revised. Moreover, states will now include their proposed performance targets within their state plans rather than through brokering with the Department of Education directly. This means that the Secretary is no longer able to negotiate directly with SEAs, but does have the ability to disapprove of a state plan if he or she believes it fails to meet Perkins requirements. With these changes, state plans are now to be submitted to the Secretary for approval every four years rather than six. The Secretary also maintains the ability to revoke funding from an SEA for failure to meet achievement standards, and can apply sanctions after as little as two years for poor performance. Fortunately, Education Secretaries have never shown an interest in doing more than threatening to revoke a state's Perkins funding no matter how poor their results are, so it's unlikely that the impact of those latter changes will be felt.

### Going Forward

It stands to note that the reauthorization doesn't actually increase funding authorization. The approximately \$1.2 billion noted in the legislation is simply a minimum amount that Congress must include for Perkins related activities when it comes time to pass the next federal budget. The final

year-to-year funding amounts have yet to be seen and may be higher than this amount.

Here is the Perkins/CTE blog which publishes updates in case you'd like to keep tabs. <http://ctepolicywatch.typepad.com/blog/perkins/>

The [Association for Career and Technical Education](#) is the largest national education association dedicated to the advancement of education that prepares youth and adults for careers. Their mission is to provide educational leadership in developing a competitive workforce.

Nevertheless, the provisions set forth in the Strengthening Career and Technical Education for the 21st Century Act will be effective starting

next school fiscal year (July 1, 2019). During this year, states will be in a "transition phase" wherein they start to implement certain key aspects under the new requirements but can still utilize previous Perkins standards and policies as well. States will be expected to submit new state plans to the Secretary by the Spring of 2020, which will outline how they intend to make use of funds from July 1, 2020 until June 30, 2024. It is expected that the Secretary will publish additional guidance for states beyond what has been outlined in H.R. 2353 in the next few months. Once the Department of Education has provided this information to states, State Education Agencies will - in turn - be able to establish and provide additional guidance to their Local Education Agencies and public 2-year colleges. ■



ACTE (Association for Career and Technical Education) will also be providing a number of resources to help CTE stakeholders move toward implementation of the new law, which we are calling "Perkins V" for ease of reference. An initial summary is [available here](#). A recorded webinar will also be available at <https://www.acteonline.org/perkins-implementation/>. Over the next few weeks and months, more resources, including FAQs, a complete guide to the new law, and workshops will be announced. In the meantime, if you have any questions, please ask them via Twitter using the hashtag #AskPerkinsV. You can also tweet at them and follow the conversation via their Perkins V Twitter account ([@AskPerkinsV](#)) dedicated solely to answering Perkins V questions. Alternatively, you can email questions to [publicpolicy@acteonline.org](mailto:publicpolicy@acteonline.org) using the subject "Perkins V Question."

# TRAINING-BASED WORKFORCE DEVELOPMENT FOR ADVANCED CYBERINFRASTRUCTURE (CYBERTRAINING) GRANT PROGRAM

**SUMMARY:** The CyberTraining program calls for developing innovative, scalable training and education programs to address the emerging needs and unresolved bottlenecks in scientific and engineering research workforce development, from the postsecondary level to active researchers. The resultant training and education programs, spanning targeted, multidisciplinary communities, will lead to transformative changes in the state of workforce preparedness for advanced CI-enabled research in the short and long terms.

The CyberTraining program focuses on three scientific communities, and, correspondingly, offers three tracks for project submission (these should be aligned with the research and education priorities of the domain directorates and OAC):

- **CI Professionals (CIP):** This is the community of research CI and professional staff who explore, develop, deploy, manage, and support effective use of research CI. The CIP track is for technical and research CI professional skills development of future CI professionals, including undergraduate and graduate students, postdoctoral fellows, and research scientists, and for skills refinement and career development of current CI professionals.
- **CI Contributors (CIC):** This is the community of computational and data scientists and engineers who research and develop new CI capabilities, approaches, and methods. The CIC track is for contributor-level CI skills and advanced domain skills development; the target population spans graduate and undergraduate students, postdoctoral fellows, and researchers who are current and future CI Contributors.
- **CI Users (CIU):** This is the community of domain scientists and engineers who effectively exploit advanced CI capabilities and methods for research. The CIU track is for user-level core literacy in advanced CI as well as computational and data science and engineering skills; the target population spans undergraduate and graduate students, postdoctoral fellows, and researchers who are the current and future CI Users.

**DEADLINE:** Proposals are to be submitted by January 25, 2019. Proposals will be then accepted by the fourth Friday in January, annually thereafter.

**ELIGIBILITY:** Eligible applicants include Universities and Colleges; Non-profit, non-academic organizations; For-profit organizations; State and Local Governments; and Unaffiliated Individuals.

**FOR MORE INFORMATION:** [https://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=505342](https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=505342)

# YOU ASKED, WE ANSWERD! MORE STATE-FUNDED SCHOOL SAFETY GRANTS

*By Ashley Schultz*

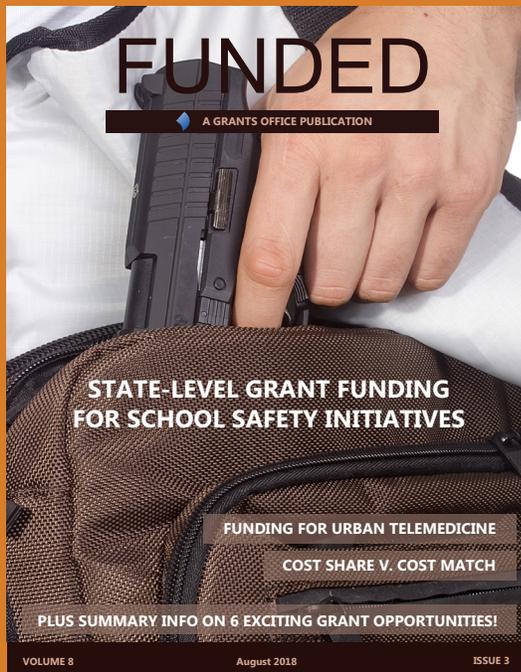
Our August issue of FUNDED Magazine outlined more than 15 states with grants exclusively dedicated to school safety. Most of these programs were brand new in 2018 – spurred, in large part, by the tragedy at Marjory Stoneman Douglas High School and the subsequent March for Our Lives rally in Washington D.C.

In response to overwhelming positive feedback given by you – our readers – to this previous article, we’ve compiled a companion list of (new or pending) grant funding for an additional 15 states below.

Don’t see your State on this list or its companion piece from our last issue? Don’t fret! We expect even more states follow suit in the coming years. While you wait, check out the Department of Education or Department of Justice websites for other federal program offerings that may arise. You may even consider contacting your State Administering Agency (SAA) for information on school safety funding coming down the pike for your area.

## Current State Grant Programs –

- Colorado – The CO Department of Public Safety announced two new funding opportunities – the School Access for Emergency Response (SAFER) Program and the School Security Disbursement Program – to support capital construction projects and equipment purchases. See more at <http://grantsoffice.com/GrantDetails.aspx?gid=55033> and <http://grantsoffice.com/GrantDetails.aspx?gid=55034>.
- Delaware – The DE Department of Education’s School Safety and Security Fund supports improvements to school facilities and hazard training for district staff. See more at: <http://grantsoffice.com/GrantDetails.aspx?gid=55069>.
- Kansas – The KS State Department of Education’s School Safety and Security Grants supports the purchase of doors,



Check out descriptions of additional state grant programs in our previous issue of FUNDED Magazine at: <http://bit.ly/2M6u7Hb>

windows, security cameras, intercoms and other school safety improvements. See more at: <http://grantsoffice.com/GrantDetails.aspx?gid=55070>.

- Maryland - The MD State Department of Education's Safe Schools Fund supports the purchase of school safety technology - in addition to hiring school resource officers and counselors. See more at: <http://grantsoffice.com/GrantDetails.aspx?gid=54885>.
- New Mexico - The NM Public School Facilities Authority supports capital construction costs. Up to \$10 million of this program will be dedicated to school safety projects from 2019 through 2021. See more at: <http://grantsoffice.com/GrantDetails.aspx?gid=55068>.
- North Carolina - The NC Department of Public Instruction's Grants for School Security Program supports the purchase of safety technology - in addition to hiring school resource officers and

mental health professionals. See more at: <http://grantsoffice.com/GrantDetails.aspx?gid=54933>.

- Pennsylvania - The PA Commission on Crime and Delinquency's School Safety and Security Grant Program supports school safety initiatives in public, private, and charter schools. See more at: <https://upstream.grantsoffice.com/GrantDetails.aspx?gid=55046>.
- Rhode Island - The RI Department of Education's School Building Authority (SBA) Fund supports high priority repairs and school safety projects that will improve the wellbeing of students. See more at: <http://grantsoffice.com/GrantDetails.aspx?gid=54803>.
- Vermont - The VT Department of Public Safety's School Safety Infrastructure Fund supports construction and/or technology purchases that will enhance security. See more at: <http://grantsoffice.com/GrantDetails.aspx?gid=54716>.



Many States require School Resource Officers (SRO) be present in every district. While there are some funding streams to support the salary and benefits of these officers today, many schools are worried about who will cover these costs in the long-term.



We encourage school districts in states without dedicated safety funding to coordinate with their local law enforcement agencies on a project. These partners have access to different pools of grant funding that districts may otherwise be unaware of – many of which may support school security initiatives.

### Pending State Grant Programs –

- Alabama - The State is currently reviewing recommendations from the Governor's Securing Alabama's Facilities of Education (SAFE) Council. The report focused on improvements in physical security, threat assessments, mental health, and coordinated training initiatives. See more at: <http://bit.ly/2NOKcRw>.
- Arkansas - The State School Safety Commission is evaluating school designs, security policies, emergency policies, school counseling, and mental health issues for the Governor. A full report is due by November 30th. See more at: <http://bit.ly/2NJJDp3>.
- California - The State is awaiting Governor approval of three new bills, including one that requires school improvement projects to include funding for door lock improvements. See more at: <http://bit.ly/2xbLbSg>.
- Nevada - The Statewide School Safety Task Force will recommended actions that can be taken to improve school safety by November 30th. This may include budgetary action needed to enact the recommendations of the group. See more at: <http://bit.ly/2CYRs9l>.
- Ohio - The State has called for a review of school security measures - in addition to a budgetary allocation of \$12 million for school safety training grants. Further action is anticipated in the Fall legislative session. See more at: <http://bit.ly/2NbEk5n>.
- Texas - The State Senate Committee on Violence in Schools and School Security presented a report in August that recommends funding for enhanced physical security measures. This report has many similarities to the Governor's School and Firearm Safety Action Plan released in May. See more at: <http://bit.ly/2Ok4C24> and <http://bit.ly/2xeYYqx>. ■

# IMPROVING CRIMINAL JUSTICE RESPONSES (ICJR) GRANT PROGRAM

**SUMMARY:** The Improving Criminal Justice Responses to Sexual Assault, Domestic Violence, Dating Violence, and Stalking Grant Program is designed to encourage partnerships between state, local, and tribal governments, courts, victim service providers, coalitions and rape crisis centers, to ensure 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. The ICJR Program challenges the community to work collaboratively to identify problems and share ideas that will result in new responses to ensure victim safety and offender accountability.

Funds may be used for a variety of activities, including (but not limited to):

- Implement pro-arrest programs and policies in police departments, including policies for protection order violations and enforcement of protection orders across state and tribal lines;
- Develop policies, educational programs, protection order registries, data collection systems, and training in police departments to improve tracking of cases and classification of complaints involving sexual assault, domestic violence, dating violence, and stalking;
- Centralize and coordinate police enforcement, prosecution, or judicial responsibility for sexual assault, domestic violence, dating violence, and stalking cases in teams or units of police officers, prosecutors, parole and probation officers, or judges;
- Coordinate computer tracking systems and provide the appropriate training about sexual assault, domestic violence, dating violence, and stalking to ensure communication between police, prosecutors, parole and probation officers, and both criminal and family courts.

**NEXT ANTICIPATED DEADLINE:** The previous deadline to apply was February 27, 2018. A similar deadline is anticipated annually. A new solicitation is expected to be released in January.

**ELIGIBILITY:** Eligible applicants are states; units of local government; Indian tribal governments; state, tribal and local courts; state, tribal, or territorial domestic violence or sexual assault coalitions; or victim service providers.

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

# HIGHER EDUCATION ACT (HEA) TITLE III & V GRANT PROGRAMS ELIGIBILITY

**SUMMARY:** The Higher Education Act is home to a number of competitive grant programs under Title III and V. To access funds through these programs, Institutions of Higher Education (IHEs) must go through a two part process.

1. Confirm eligibility to apply for Title III and V programs, or submit an eligibility waiver.
2. Submit application materials to the Title III or V program of your choice.

The Aid for Institutional Development programs (commonly referred to as the Title III programs) support improvements in educational quality, management and financial stability at qualifying post-secondary institutions. Funding is focused on institutions that enroll large proportions of minority and financially disadvantaged students with low per-student expenditures. From its inception, one of the primary missions of the Title III programs has been to support the nation's Historically Black Colleges and Universities (HBCUs). The Title III programs have been expanded to support American Indian Tribally Controlled Colleges and Universities and Alaska Native and Native Hawaiian Serving Institutions, as well as other minority-serving institutions. The Title III programs also include the Minority Science and Engineering Improvement Program.

The Title V programs strengthen institutions serving Hispanic and other low-income students. The Title V programs, as well as the Title III programs, provide financial assistance to help institutions solve problems that threaten their ability to survive, to improve their management and fiscal operations, and to build endowments.

**NEXT ANTICIPATED DEADLINE:** The previous deadline to apply was March 16, 2018. A similar deadline is anticipated annually. A new solicitation is expected to be released in February 2019.

**ELIGIBILITY:** To be eligible for HEA Title III or V programs, an institution of higher education's average "educational and general expenditures" (E&G) per full-time equivalent (FTE) undergraduate student must be less than the average E&G expenditures per FTE undergraduate student of institutions that offer similar instruction in that year. The Department will use enrollment and fiscal data for the 2015-2016 year submitted by institutions to IPEDS to make eligibility determinations for FY 2018.

**FOR MORE INFORMATION:** <https://www2.ed.gov/about/offices/list/ope/idades/eligibility.html>

# THE 2019 EDUCATION BUDGET: MORE OF THE SAME, WITH A FEW INCREASES

*By Elizabeth Evans*

On September 28, President Trump signed into law the 2019 Department of Defense and Labor, Health and Human Services, and Education Appropriations Act and the 2019 Continuing Appropriations Act. Within this minibus the Department of Education (ED) was allocated a total of \$16,543,790,000 for fiscal year 2019 (FY19). Despite all of his bluster for a reduction in funding, and a mid-year proposal to merge the Departments of Education and Labor, Congress ultimately decided to bump the department's budget by a full \$100 million more than they had appropriated in 2018! Following, we break down ED's budget for FY19 with a specific eye towards grant funding; we'll tell you what programs received funding increases, as well as which ones are funded at the same level as last year.



Interested in reading the budget for yourself? Check out the official bill (H.R. 6157) and its companion piece, the House Conference Report (115-952). Both documents are available at: <https://www.congress.gov/resources/display/content/Appropriations+for+Fiscal+Year+2019>

## K-12 Funding

The total funding allocated for activities under the Elementary and Secondary Education Act's (ESEA) Title I, II Part B subpart 2, and the Higher Education Act's section 418A in FY19 will be \$16,543,790,000. This is a \$100 million increase from the \$16,443,790,000 allocated in 2018. This appropriation is known as "Education for the Disadvantaged" and is where the bulk of Title funding for districts comes from. Programs of note for FY19 include:

- \$6,459,401,000 for Title I Part A: Basic Grants to Local Education Agencies (held even from 2018);
- \$1,362,301,000 for Title I Part A: Targeted Concentration Grants (held even from 2018); and
- \$4,019,050,000 for Education Finance Incentive Grants (a \$50 million increase from 2018).

Funding for programs under the “School Improvement Grants” category will also see a \$88.5 million boost. The total funding allocated for activities under ESEA Title I Part B, Title II Part A, Title IV Part A subpart 1, Title IV Part B, Title V Part B, Title VI Parts B and C; the McKinney-Vento Homeless Assistance Act; section 203 of the Educational Technical Assistance Act; the Compact of Free Association of Amendments Act; and the Civil Rights Act in FY19 will be \$5,246,967,000. Grant funding highlights include:

- \$1,170,000,000 for Title IV Part A: Student Support and Academic Enrichment Grants (a \$60 million increase from 2018);
- \$1,221,673,000 for Title IV Part B: 21st Century Community Learning Centers (held even from 2018); and
- \$180,840,000 for Title V Part B: Rural Education (held even from 2018).

The total funding allocated for activities under ESEA Title II Part B subparts 1, 3, and 4; and Title IV Parts C, C, E, and F subparts 1 and 4 in FY19 will be \$1,035,556,000. This is a \$53.3 million increase from the \$982,256,000 allocated for activities in 2018. This funding bucket is largely tied to grant programs for “Innovation and Improvement”. From these funds, an additional \$10 million has been allotted to the Education and Innovation Research Grant program (Title IV Part F subpart 1) for a FY19 total of \$130,000,000. The total funding for programs under Title II Part B subparts 1, 3, and 4 was also boosted by \$1.3 million for a FY19 allocation of \$279,815,000. Grant programs falling within this allotment include the Teacher and School Leader Incentive Grants, Supporting Effective Educator Development, and the American History and Civics Programs. Lastly, the total funding bucket for grant programs housed under Title IV Parts C, D, E, and F subpart 1 increased by \$42 million (for a total of \$625,741,000 in FY19). Some of the programs expected to benefit include: the Magnet Schools Assistance Program, Arts in Education, as well as

the suite of grant opportunities under the Charter Schools Program umbrella.

### Higher Education Funding

The total funding allocated for activities under the Higher Education Act’s Title II, III, IV, V, VI, and VII; the Mutual Education and Cultural Exchange Act; and Carl D. Perkins Career and Technical Education Act in FY19 will be \$2,312,356,000. This is a nearly \$66 million increase from the \$2,246,551,000 allocated in 2018. While the FY19 budget doesn’t break down individual programming allotments (as was the case in 2018), we can see from materials provided by ED what each of the House and Senate committees proposed for the various programs. Highlights for the discretionary grant programs under the Higher Education Act include:

- Title III Part A, section 311: Strengthening Instructions Program (\$98,866,000 FY18 allocation) - \$98,886,000 originally proposed by House and \$101,067,000 originally proposed by Senate committees for FY19 budget.
- Title III Part A, section 316: Tribal Colleges and Universities Program (\$31,539,000 FY18 allocation) - \$31,539,000 originally proposed by House and \$32,234,000 originally proposed by Senate committees for FY19 budget.
- Title III Part A, section 317: Alaska Native and Native Hawaiian Serving Institutions Program (\$15,772,000 FY18 allocation) - \$15,772,000 originally proposed by House and \$16,120,000 originally proposed by Senate committees for FY19 budget.
- Title III Part A, section 318: Predominantly Black Institutions Program (\$11,361,000 FY18 allocation) - \$11,361,000 originally proposed by House and \$11,611,000

originally proposed by Senate committees for FY19 budget.

- Title III Part A, section 319: Native American-Serving Nontribal Institutions Program (\$3,826,000 FY18 allocation) - \$3,826,000 originally proposed by House and \$3,910,000 originally proposed by Senate committees for FY19 budget.
- Title III Part A, section 320: Asian American and Native American Pacific Islander Serving Institutions Program (\$3,826,000 FY18 allocation) - \$3,826,000 originally proposed by House and \$3,910,000 originally proposed by Senate committees for FY19 budget.
- Title III Part B, section 323: Strengthening Historically Black Colleges and Universities Program (\$279,624,000 FY18 allocation) - \$279,624,000 originally proposed by House and \$285,788,000 originally proposed by Senate committees for FY19 budget.
- Title III Part B, section 326: Strengthening Historically Black Graduate Institutions Program (\$72,314,000 FY18 allocation) - \$72,314,000 originally proposed by House and \$73,908,000 originally proposed by Senate committees for FY19 budget.
- Title III Part E subpart 1: Minority Science and Engineering Improvement Program (\$11,025,000 FY18 allocation) - \$11,025,000 originally proposed by House and \$11,268,000 originally proposed by Senate committees for FY19 budget.
- Title V Part A: Developing Hispanic Serving Institutions Program (\$123,163,000 FY18 allocation) - \$123,163,000 originally proposed by House and \$125,898,000

originally proposed by Senate committees for FY19 budget.

- Title V Part B: Promoting Postbaccalaureate Opportunities for Hispanic Americans Program (\$11,052,000 FY18 allocation) - \$11,052,000 originally proposed by House and \$11,296,000 originally proposed by Senate committees for FY19 budget.
- Title VII, section 723: Strengthening Historically Black Masters Programs (\$8,571,000 FY18 allocation) - \$8,571,000 originally proposed by House and \$8,760,000 originally proposed by Senate committees for FY19 budget.

## Overall

ED's budget for FY19 is set at \$71,500,000,000. This is an increase of \$581 million from 2018, and a stark contrast to the 10.5% decrease in the ED budget originally proposed by Trump last February. Not adjusting for inflation, this budget is the largest ever appropriated by Congress for ED. ■



Congressional Committee Proposed Program Appropriations Chart  
<https://www2.ed.gov/about/overview/budget/budget19/19action.pdf>  
from ED website at <https://www2.ed.gov/about/overview/budget/news.html?src=rt>

# SMALL, RURAL SCHOOL ACHIEVEMENT (SRSA) GRANT PROGRAM

**SUMMARY:** The purpose of the Small, Rural School Achievement (SRSA) program is to provide rural LEAs with financial assistance to fund initiatives aimed at improving student academic achievement. Local education agencies (LEAs) are entitled to funds if they meet basic eligibility and application requirements. Awards are issued annually, and award amounts are determined using a formula. Funds received under the Small, Rural School Achievement Grant Program may be used to carry out activities authorized under one or more of the following Federal programs:

- [Title I-A](#) (Improving Basic Programs Operated by Local Education Agencies). Example: A school district develops an entrepreneurial education program to supplement its civics curriculum.
- [Title II-A](#) (Supporting Effective Instruction). Example: A school district pays the stipend for a prospective teacher to work alongside an effective teacher, who is the teacher of record, for a full academic year.
- [Title III](#) (Language Instruction for English Learners and Immigrant Students). Example: A school district offers an afterschool enrichment program for English learners.
- [Title IV-A](#) (Student Support and Academic Enrichment). Example: A school district purchases a bully prevention program for all schools.
- [Title IV-B](#) (21st Century Community Learning Centers). Example: A school district purchases instruments to supplement schools' band and orchestra programs.

**NEXT ANTICIPATED DEADLINE:** The previous deadline to apply was April 20, 2018. A similar deadline is anticipated annually. A new solicitation is expected to be released later this fall or early winter.

**ELIGIBILITY:** A LEA (including a public charter school that is considered an LEA under State law), is eligible for an award under the SRSA program if:

- The total number of students in average daily attendance at all of the schools served by the LEA is fewer than 600, or each county in which a school served by the LEA is located has a total population density of fewer than 10 persons per square mile; and,
- All of the schools served by the LEA are designated with a school locale code of 41, 42, or 43, as determined by the Secretary of Education; or; the LEA is located in an area determined to be "rural" by a governmental agency of the state.

**FOR MORE INFORMATION:** <https://www2.ed.gov/programs/reapsrsa/index.html>

# INFRASTRUCTURE FOR REBUILDING AMERICA (INFRA) GRANT PROGRAM

**SUMMARY:** The Infrastructure for Rebuilding America (INFRA) Program provides funding for projects that address critical issues facing our nation's highways and bridges. INFRA grants support USDOT's commitment to fixing the nation's crumbling infrastructure by creating opportunities for all levels of government and the private sector to fund infrastructure, using innovative approaches to improve the processes for building significant projects, and increasing accountability for projects that are built.

Eligible projects for INFRA grants are:

- Highway freight projects;
- Highway or bridge projects, including initiatives that add capacity on the Interstate System to improve mobility or projects in a national scenic area;
- Railway-highway grade crossing or grade separation projects;
- Freight projects that are (1) an intermodal or rail project, or (2) within the boundaries of a public or private freight rail, water (including ports), or intermodal facility.

Projects are divided into two categories:

- Large Projects - This includes initiatives of at least \$100,000,000. For a large project to be selected, USDOT must determine that it generates national or regional economic, mobility, or safety benefits; is cost-effective; is based on the results of preliminary engineering; has one or more stable and dependable funding or financing sources available to construct, maintain, and operate the project, and contingency amounts are available to cover unanticipated cost increases; and is reasonably expected to begin construction no later than 18 months after the date of obligation
- Small Projects - This includes initiatives of less than \$100,000,000 that do not meet the requirements of a large project. For a small project to be selected, USDOT will consider the cost effectiveness of the proposed project and the effect of the proposed project on mobility in the State and region in which the project is carried out.

**NEXT ANTICIPATED DEADLINE:** A new solicitation is anticipated in Fall 2018.

**ELIGIBILITY:** Eligible applicants are States; groups of States; a metropolitan planning organizations that serve a population of more than 200,000 individuals; units of local government; groups of local governments; political subdivisions of a State or local government; special purpose districts; public authorities with a transportation function, including port authorities; Federal land management agencies that apply jointly with a State or group of States; tribal governments; consortia of tribal governments; or multi-State or multi-jurisdictional groups of public entities.

**FOR MORE INFORMATION:** <https://www.transportation.gov/buildamerica/infragrants>

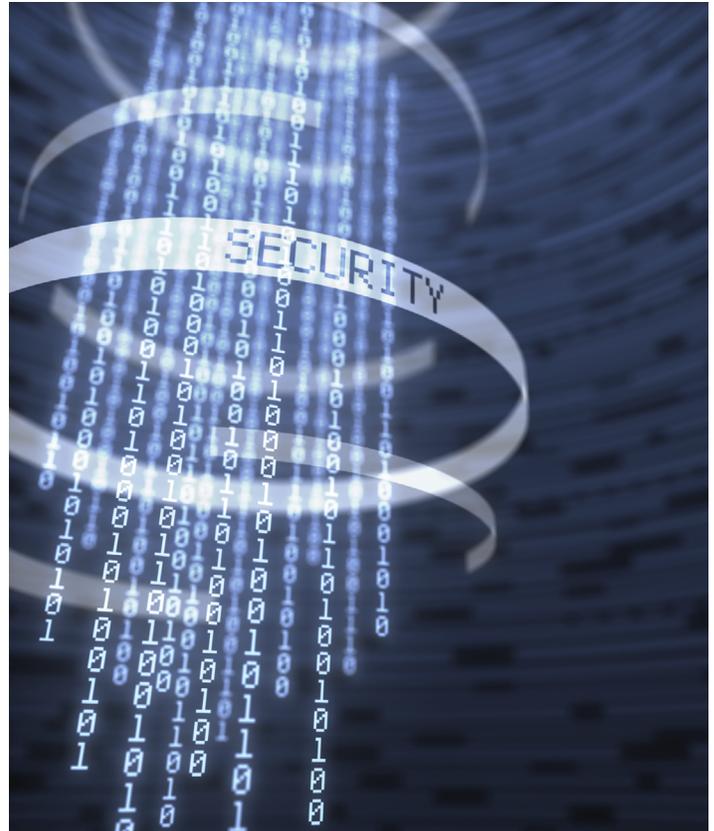
# FUNDING FOR CYBERSECURITY MEASURES

*By Ashley Schultz*

It would be hard to miss the media attention dedicated to the data breaches and hacking of high profile businesses in recent years. The most serious offenders, including Yahoo (2013), Equifax (2017) and Facebook (2018), left hundreds of millions of consumers worried about the privacy of their personal information stored online.

Government agencies carry similar levels of concern for the security of their own data. Public health agencies hold confidential information on patients. Public utility companies maintain payment information for individual homes. Law enforcement officers record names, addresses, and statements of survivors, offenders, and witnesses. Each individual trove of data represents a potential target for foreign and/or domestic hackers. And each trove must - in turn - be protected by layers of cybersecurity.

Recognizing the potential implications of large scale data breaches at the federal government, Congress began allocating funds to improve the antiquated systems of its 76 agencies in 2016. The most recent budget included more than \$14 billion for these cybersecurity-related investments. The same commitment has not been made by individual states, however. According to a 2016 report by the National Association of State Chief Information Officers (NASCIO), a majority of states allocate between zero and two percent of their total IT budgets to cybersecurity<sup>1</sup>. Funding at the local county or municipal level is often worse - leaving IT personnel scrambling to cobble together a myriad of ad hoc solutions not dissimilar to Frankenstein's monster.



Not sure where to start with your agency's cybersecurity measures? DHS provides voluntary, non-binding, and no cost cybersecurity services to the State, local, tribal and territorial agencies. See more at: [https://www.us-cert.gov/sites/default/files/c3vp/slitt/SLTT\\_Hands\\_On\\_Support.pdf](https://www.us-cert.gov/sites/default/files/c3vp/slitt/SLTT_Hands_On_Support.pdf)

It should therefore be of little surprise that grant funding dedicated exclusively to cybersecurity measures is lacking. On a whole, we see funders select grant projects that extend services into new population groups, or initiatives that try something innovative and forward-thinking. There are very few funding streams to support on-going operational costs or the basic, day-to-day functions of government. This includes

protecting the data and online systems upon which all of these systems rely.

The largest funding source for state and local preventative measures is FEMA's annual suite of programs related to homeland security and emergency preparedness. In 2018, cybersecurity was listed as one of the seven "core capabilities" in each of the following FEMA programs:

- State Homeland Security Program (SHSP)
- Urban Area Security Initiative (UASI)
- Operation Stonegarden Program (OPSG)
- Port Security Grant Program (PSGP)
- Transit Security Grant Program (TSGP)
- Intercity Bus Security Program (IBSGP)
- Tribal Homeland Security Grant Program (THSGP)

In total, these programs amounted to more than \$1.26 billion of grant investments just last year. While that's a far cry from the Congressional allocation of \$14 billion for a handful of federal agencies, it's still a strong investment in cybersecurity for states, right?

Not quite. Homeland security funding supports a broad range of program areas - from basic surveillance equipment to training for bomb squadrons - and everything in between. As a result, available grant money is quickly gobbled up by a slew of program, personnel and equipment needs. Only a fraction of that \$1.26 billion is dedicated to projects that inhibit data phishing or slow attempted breaches of computerized systems. What's more, FEMA funding tends to favor state agencies and large urban areas. The UASI program, for example, accounts for \$580 million (45%) of funding available through the grants

listed previously. This money is only available to 32 pre-selected cities across the US - leaving smaller municipalities and rural areas with considerably fewer resources to share.

So what's to be done for grant funding exclusively focused on cybersecurity efforts? A few states have responded with targeted programs in recent years. New York state, for example, made a one-time dedication of \$500,000 from its SHSP allocation this year to "enhance and sustain local cybersecurity posture" in local government agencies. Indiana took a similar stance earlier in 2018, including cybersecurity on their short list of "high priority" projects for SHSP proposals. It's important to note, however, that neither of these initiatives represent an actual monetary dedication to digital safety on behalf of these States.

For now, it's up to each government entity to establish long-term strategies for cybersecurity measures. NASCIO reports that several state agencies are appointing individual roles (e.g. CIO, CTO, CSO) to ensure digital infrastructure is a budget priority<sup>2</sup>. Local government agencies of all sizes can mimic this technique, potentially adding a requirement that all future technology upgrades include such components.

The same can be said for future grant projects. While there may not be a clear path to secure funding solely for cybersecurity, your agency can include individual solutions as a small part of a larger project. The next time the police department requests funding for an in-car computer refresh, for example, make sure to add dual-factor authentication licenses to the budget. When the town utility applies for a grant to extend water lines to new homes, include a line item that will allow you to purchase software to secure payment information and addresses of new (and old) users. Each of these commitments can be led by the individual appointed to oversee cybersecurity for your agency. He or she may



Grant funding from FEMA supported cybersecurity efforts as a “core capability” of state and local government agencies. This may include costs for planning, training, equipment, and mock-exercises.

recommend the particular solutions to include in the grant budget, thus ensuring that cybersecurity standards/policies are applied accurately and consistently across the organization.

Our first suggestion? Invite your IT staff to the team’s next planning session for grant funding. Ask them about the agency’s largest cybersecurity needs. Start the conversation now about how your shared goals align with projects you’re already planning down the road. ■

#### Work Cited:

1. National Association of State Chief Information Officers (NASCIO). “State governments at risk: Turning strategy and awareness into progress.” 2016. SOURCE: <https://www.nascio.org/Portals/0/Publications/Documents/2016/2016-Deloitte-NASCIO-Cybersecurity-Study.pdf>

2. National Association of State Chief Information Officers (NASCIO). “State Cybersecurity Governance.” 2017. SOURCE: [https://www.dhs.gov/sites/default/files/publications/Cross\\_Site\\_Report\\_and\\_Case\\_Studies\\_508.pdf](https://www.dhs.gov/sites/default/files/publications/Cross_Site_Report_and_Case_Studies_508.pdf)

# PRIMARY CARE TRAINING & ENHANCEMENT (PCTE) GRANT PROGRAM

**SUMMARY:** The overarching purpose of the PCTE program is to strengthen the primary care workforce by supporting enhanced training for future primary care clinicians, teachers, and researchers. Applicants for the PCTE program must focus on training for transforming healthcare systems, particularly enhancing the clinical training experience of trainees. Some of the characteristics associated with transformed healthcare delivery systems include:

- Providers across the care continuum participate in integrated or virtually integrated delivery models;
- Care is coordinated across all providers and settings;
- There is a high level of patient engagement and quantifiable results on patient experience;
- Providers leverage the use of health information technology to improve quality;
- Population health measures are integrated into the delivery system; and
- Data is used to drive health system processes.

This program further encourages interprofessional education and provides an option to apply for either a single or a collaborative project that incorporates training for interprofessional teams. While the lead applicant training program for this grant must be from one of the following professions/disciplines: family medicine, general internal medicine, general pediatrics, medical students, physician assistant students, or faculty in any of these areas; collaborative projects must propose training across the training continuum and across primary care professions.

**NEXT ANTICIPATED DEADLINE:** The previous deadline to apply was December 16, 2015. A similar deadline is anticipated triennially. A new solicitation is expected to be released later this fall.

**ELIGIBILITY:** Eligible applicants include accredited public or nonprofit private hospitals, schools of allopathic or osteopathic medicine, and academically affiliated PA training programs.

**FOR MORE INFORMATION:** <https://grants.hrsa.gov/2010/Web2External/Interface/FundingCycle/ExternalView.aspx?fCycleID=38276321-01fa-4e95-87b8-98d82921312e>

# RURAL HEALTH NETWORK DEVELOPMENT PLANNING GRANT PROGRAM

**SUMMARY:** The purpose of the Network Planning program is to assist in the development of an integrated healthcare network, if the network participants do not have a history of formal collaborative efforts. Health care networks can be an effective strategy to help smaller rural health care providers and health care service organizations align resources and strategies, achieve economies of scale and efficiency, and address challenges more effectively as a group than as single providers.

The goals of the Network Planning program are to help rural providers better serve their communities given changes taking place in health care, as providers move from focusing on the volume of services to focusing on the value of services. This program will bring together key parts of a rural health care delivery system, particularly those entities that may not have collaborated in the past under a formal relationship, to establish and improve local capacity and coordination of care. The program will support one year of planning with the primary goal of helping networks create a foundation for their infrastructure and focusing member efforts to address important regional or local community health needs.

It is expected that the rural health networks will maintain the highest level of access to care, increase the use of health information technology, explore alternative health care delivery models and continue to achieve a high level of quality health care across the continuum of care from prevention and wellness to acute and long-term care.

**DEADLINE:** Applications are to be submitted by November 30, 2018. A similar deadline is anticipated annually.

**ELIGIBILITY:** The applicant organization must be a rural nonprofit or rural public entity that represents a consortium/network of three or more health care providers. Federally-recognized tribal entities are eligible to apply as long as they are located in a rural area.

**FOR MORE INFORMATION:** <https://www.hrsa.gov/ruralhealth/programopportunities/fundingopportunities/?id=820ff0a2-594f-4944-81b4-54365531cab1>

# THE 2019 HHS BUDGET: OPIOID FUNDING BREAKDOWN & IMPLICATIONS FOR GRANT PROGRAMS

*By Chris LaPage*

For the first time in a long time, Congress passed, and the President signed into law a budget bill for the Department of Health and Human Services (HHS) prior to the start of the fiscal year (October 1). The HHS appropriations were packaged together in a minibus with three other primary federal agencies: the Department of Defense (DoD), the Department of Labor (DOL) and the Department of Education (Ed). Following, is a breakdown of key HHS funding lines that specifically target addressing the opioid epidemic, as well as implications for potential grant programs. Information was gathered directly from the minibus agreement (H.R. 6157), the accompanying conference report (115-952), and historical information about the funding sources and the grant programs that they fund.

## **Rural Communities Opioids Response — \$150 million total [Health Resources & Services Administration (HRSA)]**

The agreement provides \$120,000,000 for a Rural Communities Opioids Response to support treatment for- and prevention of substance use disorder, with a focus on the 220 counties identified by the Centers for Disease Control and Prevention as being at risk, as well as other rural communities at the highest risk for substance use disorder. This initiative would include improving access to- and recruitment of- new substance use disorder providers; building sustainable treatment resources, increasing use of telehealth; establishing cross-sector community partnerships, and implementing new models of care, including integrated behavioral health; and technical assistance. HRSA may also use funds for loan repayment through the National Health Service Corps. Activities should incorporate robust evidence-based interventions or promising practice models in community education and workforce training, capacity building and sustainability strategies and facilitate linkage of prevention, treatment, and recovery services. Within the funds provided to Health Workforce for the National

Health Service Corps, the agreement directs up to \$30,000,000 in addition to the funding in Rural Health for the Rural Communities Opioid Response initiative.

Funds Expiration: 2022

Anticipated 2019 Solicitation Release: May 2019

Anticipated 2019 Awards: 75

Target Applicants: Rural Health Providers

Focus Counties: <https://www.hrsa.gov/sites/default/files/hrsa/about/news/cdc-at-risk-communities.pdf>

## **Infectious Diseases and the Opioid Epidemic - \$5 million [Centers for Disease Control and Prevention (CDC)]**

The minibus directs the CDC to focus efforts on improving surveillance, treatment, and education efforts around hepatitis B, hepatitis C, and HIV infections as it relates to the opioid

epidemic. The CDC is further required to prioritize funding for those areas most at risk for outbreaks of HIV and hepatitis due to injection drug use. This a new program, and while it is currently not clear how funding will be disbursed, it may be through grants or cooperative agreements.

## Opioid Prescription Drug Overdose (PDO) Prevention Activity — \$475,579,000 [CDC]

The CDC shall use the provided funds to advance the understanding of the opioid overdose epidemic and scale-up prevention activities across all 50 States and Washington, D.C. The agreement expects that this will include the expansion of case-level syndromic surveillance data, improvements of interventions that monitor prescribing and dispensing practices, better timeliness and quality of morbidity and mortality data, as well as the enhancement of efforts with medical examiners and coroner offices.

The CDC shall promote the use of Prescription Drug Monitoring Programs (PDMPs), including implementation of activities described in the National All Schedules Prescription Electronic Reporting Act of 2005 as amended by the Comprehensive Addiction and Recovery Act of 2016. This shall include continuing to expand efforts to enhance the utility of PDMPs in States and communities, making information systems

more interconnected, real-time, and usable for public health surveillance and clinical decision making.

The CDC shall also promote alternative surveillance programs for States and communities that do not have a PDMP. The CDC is encouraged to work with the Office of the National Coordinator for Health Information Technology in order to enhance the integration of PDMPs and electronic health records. Finally, the CDC shall use \$10,000,000 of the funds provided to conduct an opioid nationwide awareness and education campaign.

Funds Expiration: 2020

Anticipated Solicitation(s): May result in several programs, some of which may be grants.

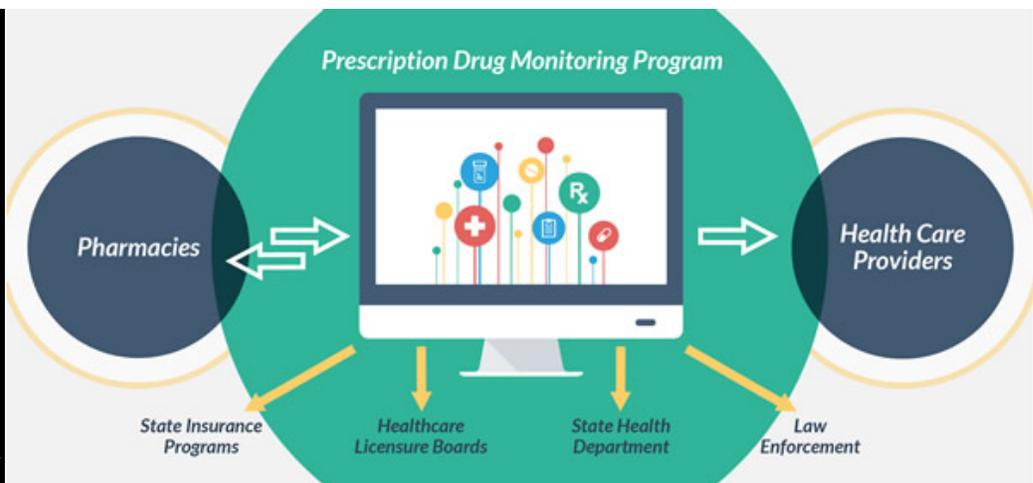
Targeted Applicants/Recipients: Likely to be state agencies.

Examples of Past CDC Programs in this Area:

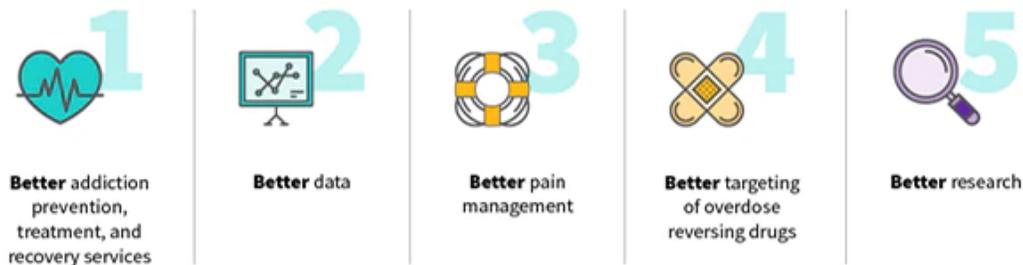
- Prevention for States: [https://www.cdc.gov/drugoverdose/states/state\\_prevention.html](https://www.cdc.gov/drugoverdose/states/state_prevention.html)
- Enhanced State Opioid Overdose Surveillance: <https://www.cdc.gov/drugoverdose/foa/state-opioid-mm.html>
- Data Driven Prevention Initiative: <https://www.cdc.gov/drugoverdose/foa/ddpi.htm>

While CDC programs are typically for capacity building and do not support equipment, these funds are primarily targeted at technology and information systems that enable sharing across the opioids ecosystem.

Image from CDC website: <https://www.cdc.gov/drugoverdose/pdmp/states.html>



## HHS 5-POINT STRATEGY TO COMBAT THE OPIOIDS CRISIS



 HHS.GOV/OPIOIDS

All of these funding sources fit into the U.S. Department of Health & Human Service’s (HHS) 5-point strategy for addressing the opioid epidemic. As you approach HHS agencies for funding, it would be wise to ensure your project addresses at least one, if not several of these areas. Image from SAMHSA website: <https://www.samhsa.gov/>

### Opioids Research (\$500 million) [National Institutes of Health (NIH)]

These funds will be used to support basic opioid research, such as clinical trials on medications and other treatment interventions. The funds will be evenly distributed between the National Institute of Neurological Disorders and Stroke (NINDS) and the National Institute on Drug Abuse (NIDA).

Funds Expiration: 2021

Target Applicants: Academic Medical Centers

Examples of Grant Programs: <https://www.drugabuse.gov/funding-app/rfa?search=opioids&r=1>

opioid crisis. This funding is in addition to the \$2.5 billion previously allocated to this program through the 21st Century CURES Act of 2016 and the 2018 appropriations legislation. Congress provides \$50,000,000 for grants to Indian tribes or tribal organizations. In addition, the agreement provides a 15 percent set-aside for States with the highest age-adjusted mortality rate related to opioid use disorders. SAMHSA is encouraged to apply a weighted formula within the set-aside based on state ordinal ranking. The agreement urges SAMHSA to ensure the formula avoids a significant cliff between States with similar mortality rates. SAMHSA shall make allocations based on the workplan it submitted to the Committees on Appropriations of the House of Representatives and the Senate in April 2018.

### State Opioid Response Grants (\$1.5 Billion) [Substance Abuse & Mental Health Services Administration (SAMHSA)]

The agreement provides \$1,500,000,000 in new funding for grants to States to address the

Funds Expiration: 2021

Anticipated Solicitation(s): August 2019

Target Applicants: States

Link to 2018 Program Page: <https://www.samhsa.gov/grants/grant-announcements/ti-18-015>

**Opioid Treatment Programs/Regulatory Activities (\$8.724 Million) [SAMHSA]**

This funding allocation will not likely result in any grant programs. This funding is for certification of opioid treatment programs: <https://www.samhsa.gov/medication-assisted-treatment/opioid-treatment-programs>

Targeted Capacity Expansion (TCE) Medication-Assisted Treatment (MAT) for Prescription Drug and Opioid Addiction - \$89 million [SAMHSA]

The purpose of this program is to expand and/or enhance access to medication-assisted treatment (MAT) services for persons with an opioid use disorder (OUD). This program’s focus is on funding organizations and tribes/tribal organizations within states identified as having the highest rates of primary treatment admissions for heroin and opioids per capita and includes those states with the most dramatic increases for heroin and opioids, based on SAMHSA’s 2015 Treatment Episode Data Set (TEDS). The desired outcomes include ensuring that there is an increase in the number of individuals with OUD receiving MAT, and a decrease in illicit opioid drug use and prescription opioid misuse at six-month follow-up.

Funds Expiration: 2021

Anticipated Solicitation: May 2019

Anticipated Awards: 160

Target Applicants: States, municipalities, public and non-profit treatment providers

Link to 2018 Grant Program Page: <https://www.samhsa.gov/grants/grant-announcements/ti-18-009>

**Grants to Prevent Prescription Drug/Opioid Overdose (\$12 million) [SAMHSA]**

The purpose of this program is to reduce the number of prescription drug/opioid overdose-related deaths as well as adverse events among individuals 18 years of age and older by training first responders and other key community sectors. These individuals will be educated on the prevention of prescription drug/opioid overdose-related deaths and implementation of secondary prevention strategies, including the purchase and distribution of naloxone to first responders. Unfortunately, the \$12 million in allocated dollars are likely only enough to fund existing awardees in year 4 of the 2016 program: <https://www.samhsa.gov/grants/grant-announcements/sp-16-005>.

**A Final Word**

Please note that the aforementioned allocations include only those that were in the HHS budget and specifically referenced opioids. There are many other programs that hold the capacity to fund projects addressing the opioid crisis, but these may focus on substance abuse more generically, telemedicine, or mental health and wellness. For example, the U.S. Department of Agriculture’s Distance Learning and Telemedicine Grant Program (DLT) funds telemedicine initiatives across service lines but has previously prioritized projects that address opioid treatment. Furthermore, the Department of Justice (DOJ) was funded through a continuing resolution that will expire in December. The DOJ budget will likely have funding that specifically addresses the opioid epidemic from a public safety perspective. In conclusion, while the budget allocations addressed in this breakdown specifically target opioids, this is just the tip of the iceberg in terms of potential funding for these projects. ■

# NATIONAL LEADERSHIP GRANTS (NLG) FOR MUSEUMS PROGRAM

**SUMMARY:** The National Leadership Grants (NLG) for Museums program support projects that address critical needs of the museum field and that have the potential to advance practice in the profession so that museums can improve services for the American public.

In FY 2019, the IMLS will be accepting applications for the following program categories:

- Collections Care and Public Access
- Data, Analysis, and Assessment
- Digital Platforms and Applications
- Diversity and Inclusion; and
- Professional Development

**DEADLINE:** Applications must be submitted by December 14, 2018. A similar deadline is anticipated annually.

**ELIGIBILITY:** Eligible applicants must qualify as one of the following:

- A museum that, using a professional staff, is organized on a permanent basis for essentially educational or aesthetic purposes; owns or uses tangible objects, either animate or inanimate; cares for these objects; and exhibits these objects to the general public on a regular basis through facilities that it owns or operates;
- An organization or association that engages in activities designed to advance the well-being of museums and the museum profession;
- An institution of higher education, including public and nonprofit universities;
- A public or private nonprofit agency which is responsible for the operation of a museum that meets the eligibility criteria in (a) above may apply on behalf of the museum

**FOR MORE INFORMATION:** <https://www.imls.gov/grants/available/national-leadership-grants-museums>

# CAMPUS CYBERINFRASTRUCTURE (CC\*) GRANT PROGRAM

**SUMMARY:** The Campus Cyberinfrastructure (CC\*) 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. Last year, the CC\* solicitation refocused on networking capacity, capability and innovation, while continuing to address the challenges of applying CI expertise to enabling science. Science-driven requirements are the primary motivation for any proposed activity.

CC\* awards are 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

A common theme across all aspects of the CC\* program is the critical importance of the partnership among campus-level CI experts, including the campus Information Technology (IT)/networking/data organization, contributing domain scientists, research groups and educators necessary to engage in, and drive, new networking capabilities and approaches in support of scientific discovery. Proposals across the program should reflect and demonstrate this partnership on campus.

**NEXT ANTICIPATED DEADLINE:** The previous deadline to apply was January 30, 2018. A similar deadline is anticipated annually. A new solicitation is expected to be released in November.

**ELIGIBILITY:**

- Universities and colleges, which includes: Two-and four-year colleges, and Community colleges;
- Non-profit, non-academic organizations, which includes: Independent museums, Observatories, Research lab; and
- Professional societies and similar organizations in the U.S. associated with educational or research activities.

**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)

# CAMPUS CYBERINFRASTRUCTURE (CC\*) GRANT PROGRAM

**FUNDED ORGANIZATION:** Indiana University

**AMOUNT FUNDED:** \$1,166,667

**ORGANIZATION WEBSITE:** <http://www.indiana.edu/>

**PROJECT TITLE:** CC\* NPEO: The Research and Science Engagement Center: A Production Platform for Operations, Applied Training, Monitoring, and R&E Support

**PROJECT DESCRIPTION:** The scientific community has experienced an unprecedented shift in the way research is performed and how discoveries are made. Highly sophisticated experimental instruments are creating massive datasets for diverse scientific communities and hold the potential for new insights that will have long-lasting impacts on society. However, scientists cannot make effective use of this data if they are unable to move, store, and analyze it. This project establishes the Research and Science Engagement Center (ReSEC) as a collaborative focal point for operational expertise and analysis.

This project will assist scientists in routinely, reliably, and robustly transferring their data. ReSEC will deliver end-to-end user support and network engineering solutions, and become a central community hub ready to provide personalized expertise and assistance on an ongoing basis. ReSEC proposes four primary execution thrusts:

1. a Roadside Assistance center to reactively respond to immediate problems with science data transfers;
2. proactive network observation using tools such as perfSONAR and NetSage;
3. assistance with design & deployment of campus networking assets such as Science DMZs; and
4. training for campus network administrators.

ReSEC will scale operations broadly by relying on Regional Network, Infrastructure and Science Community partners. ReSEC will deliver expertise and assistance on a sustainable, ongoing basis, with a particular emphasis on serving educational institutions with relatively limited local network administrative resources.

This award reflects NSF's statutory mission and has been deemed worthy of support through evaluation using the Foundation's intellectual merit and broader impacts review criteria.

**FOR MORE INFORMATION:** [https://www.nsf.gov/awardsearch/showAward?AWD\\_ID=1826994](https://www.nsf.gov/awardsearch/showAward?AWD_ID=1826994)



## 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!

# COMPUTER SCIENCE FOR ALL (CS FOR ALL) GRANT PROGRAM

**SUMMARY:** Computer Science for All is President Obama's bold new initiative to empower all American students from kindergarten through high school to learn computer science and be equipped with the computational thinking skills they need to be creators in the digital economy, not just consumers, and to be active citizens in our technology-driven world.

This program supports researcher-practitioner partnerships (RPPs) with the goal of building knowledge from research and development to support providing opportunities for all students to participate in CS and CT formal STEM learning at the elementary, middle, and high school grade levels. Proposals will be funded in two strands that foster design, implementation at scale, and research:

- For the high school strand, the focus is on preparing and supporting teachers to teach rigorous CS courses;
- For the preK-8 strand, the focus is on designing, developing, and piloting instructional materials that integrate CS and CT into preK-8 classrooms; and
- For preK-12 or preK-14 pathways strand, the focus is on designing pathways that support school districts in developing policies and supports for incorporating CS and CT across all grades and potentially into introductory levels at community or four-year colleges and universities.

**DEADLINE:** Applications are to be submitted by May 9, 2018 and February 12, 2019. Applications are to be submitted by the second Tuesday in February, annually thereafter.

**ELIGIBILITY:** Eligible applicants include Universities and Colleges; Non-profit, non-academic organizations; For-profit organizations; State and Local Governments; Unaffiliated Individuals; and Other Federal agencies.

**FOR MORE INFORMATION:** [https://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=505359](https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=505359)

# INTERESTED IN BEING A CONTRIBUTOR TO FUNDED?

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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!

# Essential Components of a Winning Grant Proposal

You've done it! Your organization has selected the perfect grant opportunity. Now it's time to sit down and write that winning proposal. But where do you start and what should be included in your grant application? First and foremost, check the program announcement or website to see if the funder has provided a specific application form or list of questions. Be sure to follow those directions fully and completely. As for the application narrative itself, most all funders require very similar information. If they ask for the information to be organized differently than is presented here, follow the funders' requirements. However, if there isn't a specific format, the following narrative components provide a good structure for articulating your project:

## Need

- A description of the need/problem addressed by the project - Document any recent issues, short-comings, or challenge areas encountered.
- An independent justification establishing the need/problem - Add information here from local, regional, and statewide data.
- Other contextual drivers for implementing the project - Add here anything that is happening around the region that supports your desire to conduct your project at this time. Examples may include a state-wide initiative, availability of additional purchasing power by joining with similar organizations to make specific purchases, etc.

## Future Funding/Sustainability

- Articulate your plan for how your organization will internally budget to ensure the continued maintenance of the program.
- If you are requesting support to pilot an initiative, detail specific plans for both using data gathered during the pilot to improve forthcoming efforts as well as funding future rollout to a wider audience.

## Approach

- Concise description of the project - Add details here on the nature and scope of the project you'd like to undertake. Any details you have at this point will help explain your specific plans for the funding.
- Advantages over other alternative solutions - Discuss what other approaches you have considered locally and why you chose the solution you did.

## Outcomes

- Narrative description of benefits to be accrued as a result of implementing the project - Relate the outcomes you expect to see based on implementation of the project to your initial discussion of needs; the more local the better.
- A chart further detailing expected outcomes, suggested indicators, targets, and timeframes - If you have specific (measurable) expectations, replace more general outcomes with specific measurements you will report to the funder at the end of the funding period.



## UPCOMING WEBCASTS

- **2019 Grants Forecast: Funding Law Enforcement Technology in the Year Ahead**  
November 1<sup>st</sup> at 2pm eastern - *Sponsored by Samsung*  
Register: <http://bit.ly/2Jj8Zse>
- **School Safety Grants: Sources and Strategies**  
November 15<sup>th</sup> at 2pm eastern - *Sponsored by NetApp and Arrow*  
Register: <http://bit.ly/2pNOqeM>

## RECENT RECORDINGS

- **Funding to Empower STEM Education Within Your District**  
*Sponsored by Connection Public Sector Solutions, Intel, and Lenovo*  
Replay: <http://bit.ly/2pMCsCf>
- **Using Grants to Leverage the Connectivity You've Already Funded with E-Rate**  
*Sponsored by Connection Public Sector Solutions and Aruba*  
Rplay: <http://bit.ly/2QiOHSj>
- **National Science Foundation Funding to Connect Students to a World of STEM Opportunities**  
*Sponsored by Connection Public Sector Solutions, Intel, and Lenovo*  
Replay: <http://bit.ly/2Qf24Tk>

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

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