

 A Grants Office Publication

# FUNDED

---

MAY 2020 | VOLUME 10 | ISSUE 2

---

## GRANT SEEKING INSIDE QUALIFIED OPPORTUNITY ZONES

*Generalizing Generalizations:  
Cut the Crap and Stick to Fact*

*Stimulus 2020:  
Health Care Sector Highlights*

*How to be 100% Ready to  
Apply for Grant Funding*

---

**PLUS!** SUMMARY INFO ON 5 EXCITING  
GRANT OPPORTUNITIES!

The Nation's Leader in Grants Intelligence  
[WWW.GRANTSOFFICE.COM](http://WWW.GRANTSOFFICE.COM)

6



10



20



## IN THIS ISSUE

---

**05 FUNDED PROJECT HIGHLIGHT**  
Education Innovation and Research Program (EIR)

---

**06 FEATURE**  
Generalizing Generalizations:  
Cut the Crap and Stick to Fact

---

**09 FUNDED PROJECT HIGHLIGHT**  
Cyber-Physical Systems (CPS)

---

**10 FEATURE**  
Stimulus 2020: Health Care Sector Highlights

---

**15 GRANTS EDUCATION CORNER**  
Changes During COVID-19

---

**16 COVER STORY**  
Grant Seeking Inside  
Qualified Opportunity Zones

---

**20 FEATURE**  
How to be 100% Ready to  
Apply for Grant Funding

### ON THE COVER

In case you haven't noticed, "Qualified Opportunity Zones" seem to be the new hot-ticket priority area across several federal agencies and their grant programs. In this issue we cover what these zones are and why they're so popular as grant recipients. We even name drop a few grant programs where applicants serving Qualified Opportunity Zones have received competitive preference!

 @grantsoffice

### CONNECT WITH US

to see grant alerts, priority event notifications,  
and new FUNDED issue notices

# LETTER FROM THE EDITOR

---

## DEAR READERS,

As the country continues to struggle with the healthcare, economic, and social reality of the COVID crisis, the funding landscape continues to evolve as well. In this unprecedented environment, dozens of new funding streams have been appropriated just since March with as many different application processes. So, we have focused this issue of FUNDED on providing tips and strategies to help you in advocating for funding for your project, whether through a proposal to a competitive grant program or a project summary for executive leadership or a regional task force.

For starters, it's common to make an emotional plea for your project – a strategy which can easily fall flat with funders. To help you keep your proposal more concrete and fact-based, Elizabeth Evans provides guidance on avoiding generalizations, flowery language, and other loosely defined project descriptions.

Chris LaPage follows up with an overview of the stimulus funding for healthcare providers and public health agencies. A variety of programs have been created or expanded to help the healthcare sector cover unexpected costs they've already accrued in dealing with the COVID crisis, as well as to deploy new approaches and technologies to accommodate changes in how services are provided.

Ashley Schultz covers the benefits and opportunities inherent in the newly defined Qualified Opportunity Zones. This nexus of public and private participation in community economic development represent a wide range of opportunities, from additional grant funding to tax-advantaged investment features.

Keeping with the theme of developing a compelling project and proposal, whatever the funding stream, guest contributor Margit Brazda Poirier returns with guidance on getting your project 100% grant ready.

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



Did you receive this copy of FUNDED from a colleague or friend?  
Subscribe today and get new issues delivered straight to your OWN inbox!  
Use the QR Code or visit [www.grantsoffice.com/funded](http://www.grantsoffice.com/funded)



# EDUCATION INNOVATION AND RESEARCH PROGRAM (EIR): EARLY AND MID-PHASE GRANTS

## PROGRAM SNAPSHOT

---

### SUMMARY

The Education Innovation and Research (EIR) Program, established under section 4611 of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA), 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 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.

The Department of Education (DoE) awards three types of grants under this program: “Early phase” grants, “Mid-phase” grants, and “Expansion” grants. These grants differ in terms of the level of prior evidence of effectiveness required for consideration for funding, the expectations regarding the kind of evidence and information funded projects should produce, the level of scale funded projects should reach, and, consequently, the amount of funding available to support each type of project.

Early-phase EIR grantees are expected to continuously make improvements in project design and implementation before conducting a full-scale evaluation of effectiveness. Mid-phase grants provide funding to support scaling of projects supported by moderate evidence for at least one population or setting to the regional level or to the national level.

### ELIGIBILITY

Eligible applicants are Local Education Agencies, State Educational Agencies, The Bureau of Indian Education, and Nonprofit Organizations. To qualify as a rural applicant under the EIR program, an applicant must meet both of the following requirements: The applicant is:

- An LEA with an urban-centric district locale code of 32, 33, 41, 42, or 43, as determined by the Secretary.
- A majority of the schools to be served by the program are designated with a locale code of 32, 33, 41, 42, or 43, or a combination of such codes.

### DEADLINE

The next anticipated application deadline for early-phase grants is projected to open soon. Applications for mid-phase grants are to be submitted by June 15, 2020. A similar deadline is anticipated annually.

### FOR MORE INFORMATION

<https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/innovation-early-learning/education-innovation-and-research-eir/>



# EDUCATION INNOVATION AND RESEARCH PROGRAM (EIR)

## FUNDED PROJECT HIGHLIGHT

---

### PROJECT DESCRIPTION

New Teacher Center (NTC) and its rural partners, the Southeast/South-Central Education Cooperative and the Niswonger Consortium of School Systems, along with its urban partners, Hillsborough County Public Schools and the Houston Independent School District, evaluation partner, SRI International, and resource efficiency partner, Education Resource Strategies, respectfully submit this 5-year proposal for the EIR Expansion program, responding to Absolute Priority 1 (Strong Evidence) and Absolute Priority 2 (Field-Initiated Innovations). This project takes an exceptional approach to address the problem of the national student achievement gap by disrupting how schools structure, resource, and implement an instructional coaching (IC) program, in order to ensure a sustained focus on improving student learning. NTC proposes to scale its IC program district- and consortia-wide across four partner sites in urban and rural settings, employing a gradual-release strategy over four phases to ensure there is a focus on capacity building and change management. This project will support 8,600 K-12 teachers and 133,000 K-12 students (66% of whom are high-need, as they qualify for the federal Free or Reduced-Price Lunch Program), where over 55% of the total schools served are designated rural.

The goals of this project are to: 1) Build a sustainable and cost-effective teacher development strategy that partner sites own and lead; 2) Build the capacity of school leaders to support and sustain instructionally-focused teacher support; 3) Select, train, and support coaches to provide ongoing instructionally-focused coaching; 4) Provide exceptional instructional support for teachers; and 5) Ensure timely data is shared across stakeholder groups to understand progress and course correct.

### FUNDED ORGANIZATION

New Teacher Center

### PROJECT TITLE

Catalyzing Innovations in Teacher Leader Development in Rural and Urban Settings

### AMOUNT FUNDED

\$12,792,476

### FOR MORE AWARD INFORMATION

<https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/innovation-early-learning/education-innovation-and-research-eir/awards/>

### ORGANIZATION WEBSITE

<https://newteachercenter.org/>



# *Generalizing Generalizations:* **CUT THE CRAP AND STICK TO FACT**

By Elizabeth Evans

While not a new notion, the desire to avoid hasty generalizations within one's grant proposal is ever present. We are all guilty of it. Facing character or page limits, we often try to distill complex ideas down to as few of words as possible while still making our message clear. We make broad-based statements such as, "surveillance cameras can help our police department reduce crime", "video conferencing equipment will empower our hospital fight the opioid epidemic", or "1:1 classroom technology is necessary for successful education in this digital age." However, there is a huge problem with these kinds of statements. They are weak arguments that do not tell the funder anything of actual substance.

"Now wait a minute!" you may be thinking. Aren't you now just generalizing hasty generalizations? Isn't that a bit hypocritical? Yes and No. You are correct that we are generalizing generalizations, however, most professional writers (be they academics, journalists, novelist, or even grant writers) are of the opinion that precision of language is key. This is because generalizations, more often than not, come across as lazy writing and can be indicative of a lack of fully formed thoughts.

Just take a moment to google "Hasty Generalization." You'll see the term defined as: "a fallacy in which a conclusion that is reached is not logically justified by sufficient or unbiased evidence." Meaning, an assertion has been made about a specific group, situation, or event that is based on a small sample size or singular experience instead of looking all of the facts, details, and specifics of what the generalization would ultimately be applied. This is a particularly significant issue within grant funding because reviewers are looking to support specific solutions to specific problems or challenges.

## **THE PROBLEM WITH GENERALIZATIONS**

Following, are some of the biggest issues with generalizations when used in grant proposals:

1. Generalizations are often based upon the viewpoint of the writer. His or her own knowledge base, personal biases, and world view influence his or her assertion of a generalization. It is a risk to assume, for example, that "Everyone knows XYZ".
2. Making sweeping statements about a group of people based on their age, gender, race, sexuality, or ability, can reinforce harmful stereotypes. In doing so, you might inadvertently offend your proposal reviewer, thus hindering the likelihood of a favorable review.
3. Generalizations, to grant funders, are meaningless. Generalizations don't tell the funder what they need to know about your particular organization's need or its plan to achieve results. Generalizations cannot convey the impact that support for your proposed solution would offer to the specific client base or community your project aims to serve.

## WHAT CAN YOU DO?

So what you can do to avoid sloppy generalizations within your own grant writing practice?

Heed the words of my 6th grade English teacher and “Back it up, baby!” Her daily classroom mantra hammered into my head that any claim made **MUST** be followed by verifiable evidence from a reliable source at all times. Find journal articles, peer-reviewed studies, or other sources of data to support your assertions. The more closely those reference materials line up with the population your project is trying to support, the better. This evidence will help the funder to see parallels between your project and goals, and what you are trying to emulate.

One should also never assume that the funder reading your proposal will hold the same values as you or your organization. Your organization may fit within the funder’s interest of “ABC” on a base level, but the funding entity may hold an entirely different opinion as to how “ABC” should be brought to fruition. If your assertion cannot be backed up by hard data, do you have anecdotal evidence from those involved in the project that you can reference? If you don’t have either, rethink what you are trying to say. Always be sure denote when something is a personal opinion by using more passive language such as “it is the feeling of our team...” or “we believe...”

Think long and hard about your word choice. Write, write, write, and write some more. It is preferable to have a first draft that is over the page limit and includes all potentially relevant information and supporting data – even if the narrative you’ve woven meanders, is repetitive at times, and is littered with verbose literary flourishes. From there, it is easier to whittle down your narrative to the most essential elements rather than attempt to craft details out of nothingness for your final proposal. To spend your valuable page limit or word count on anything less than facts or specifically measurable goals and objective activities, is wasted effort and gives the funder little of substance to grab on to. If you do happen to find yourself with extra space remaining after you have answered the funder’s questions (including relevant data to back up your claims), only then should you feel empowered to go back in and add additional context or the occasional flowery verse.

A handy bit of advice told to us when we first started grant writing, many years ago, was to treat every grant proposal as though we were arguing our case for support within a courtroom. Be persuasive, be clear, and always back up your position with real evidence. So let’s get away from those generalized platitudes that mean nothing. Instead, focus your attention on crafting specific details that funders want to see!



For additional help with specificity in your grant writing, we suggest heading over to Purdue University’s Online Writing Lab (OWL). The OWL is an excellent, free reference resource and covers a range of writing strategy topics: <https://owl.english.purdue.edu/owl/resource/981/1/>



# CYBER-PHYSICAL SYSTEMS (CPS)

## PROGRAM SNAPSHOT

---

### SUMMARY

Cyber-physical systems (CPS) are engineered systems that are built from, and depend upon, the seamless integration of computation and physical components. Advances in CPS will enable capability, adaptability, scalability, resiliency, safety, security, and usability that will expand the horizons of these critical systems. CPS technologies are transforming the way people interact with engineered systems, just as the Internet has transformed the way people interact with information.

In FY 2020, proposals for three classes of research and education projects - differing in scope and goals - will be considered:

- **Small projects:** They are well suited to emerging new and innovative ideas that may have high impact on the field of CPS.
- **Medium projects:** They are well suited to multi-disciplinary projects that accomplish clear goals requiring integrated perspectives spanning the disciplines.
- **Frontier projects** must address clearly identified critical CPS challenges that cannot be achieved by a set of smaller projects. Furthermore, Frontier projects should also look to push the boundaries of CPS well beyond today's systems and capabilities.

Core research areas of the program include control, data analytics, autonomy, design, information management, internet of things (IoT), mixed initiatives including human-in- or on-the-loop, networking, privacy, real-time systems, safety, security, and verification. By abstracting from the particulars of specific systems and application domains, the CPS program seeks to reveal cross-cutting, fundamental scientific and engineering principles that underpin the integration of cyber and physical elements across all application domains. The program additionally supports the development of methods, tools, and hardware and software components based upon these cross-cutting principles, along with validation of the principles via prototypes and testbeds.

### ELIGIBILITY

Eligible applicants are universities, two- and four-year colleges (including community colleges), and non-profit, non-academic organizations, including independent museums, observatories, research labs, professional societies and similar organizations in the U.S. associated with educational or research activities.

### DEADLINE

Applications for Small and Medium projects are to be submitted by June 22, 2020. Frontier applications are to be submitted by December 2, 2020. Similar deadlines are anticipated annually.

### FOR MORE INFORMATION

[https://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=503286](https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=503286)



## CYBER-PHYSICAL SYSTEMS (CPS)

### FUNDED PROJECT HIGHLIGHT

---

#### PROJECT DESCRIPTION

Small unmanned aerial, land, or submersible vehicles (drones) are increasingly used to support emergency response scenarios such as search-and-rescue, structural building fires, and medical deliveries. However, in current practice drones are typically controlled by a single operator thereby significantly limiting their potential. The proposed work will deliver a novel DroneResponse platform, representing the next generation of emergency response solutions in which semi-autonomous and self-coordinating cohorts of drones will serve as fully-fledged members of an emergency response team. Drones will play diverse roles in each emergency response scenario - for example, using thermal imagery to map the structural integrity of a burning building, methodically searching an area for a child lost in a cornfield, or delivering a life-saving device to a person caught in a fast-flowing river. The benefits of this project will be realized by urban and rural communities who will benefit from enhanced emergency response capabilities.

Achieving the DroneResponse vision involves delivering novel scene recognition algorithms capable of recreating high-fidelity models of the environment under less than ideal environmental conditions. The work addresses non-trivial cyber-physical systems (CPS) research challenges associated with (1) scene recognition, including image merging, dealing with uncertainty, and geolocating objects; (2) exploring, designing, and evaluating human-CPS interfaces that provide situational awareness and

empower users to define missions and communicate current mission objectives and achievements, (3) developing algorithms to support drone autonomy and runtime adaptation with respect to mission goals established by humans, (4) developing a framework for coordinating image recognition algorithms with real-time drone command and control, and finally (5) evaluating DroneResponse in real-world scenarios. The end goal is to empower human operators and drones to work collaboratively to save lives, minimize property damage, gather critical information, and contribute to the success of a mission across diverse emergency scenarios.

#### FUNDED ORGANIZATION

University of Notre Dame

#### PROJECT TITLE

CPS (Medium) Interactive Human-Drone Partnerships in Emergency Response Scenarios

#### AMOUNT FUNDED

\$1,202,394

#### FOR MORE AWARD INFORMATION

[https://www.nsf.gov/awardsearch/showAward?AWD\\_ID=1931962&HistoricalAwards=false](https://www.nsf.gov/awardsearch/showAward?AWD_ID=1931962&HistoricalAwards=false)

#### ORGANIZATION WEBSITE

<https://cse.nd.edu/>



## *Stimulus 2020:*

# HEALTH CARE SECTOR HIGHLIGHTS

By Chris LaPage

The federal government has passed four phases of stimulus packages to address the impact of the Coronavirus pandemic. The four laws appropriate over \$2.7 trillion in federal funds, with the CARES Act doing most of the heavy lifting at \$2.2 trillion. The stimulus programs are pumping hundreds of billions of dollars into existing grant programs and new funding streams to compensate for the incredible financial losses providers are experiencing with the cancellation of non-elective procedures and lower patient volume as people steer clear of health facilities during the pandemic. The following is a brief summary of the grants and funding currently available and coming down the pipeline for health care entities.

### Legislation Logistics

Known as **Phase I**, the Coronavirus Preparedness Response Supplemental Appropriations Act was signed into law on March 6, 2020.

Known as **Phase II**, the Families First Coronavirus Act was signed into law on March 18, 2020.

Known as **Phase III** or the CARES Act, the Coronavirus Aid, Relief, and Economic Security Act was signed into law on March 27, 2020.

Known as **Phase IV**, the Paycheck Protection Program and Health Care Enhancement Act was signed into law on April 24, 2020.

### **PUBLIC HEALTH EMERGENCY PREPAREDNESS (PHEP) GRANTS:**

*Phase I Allocation: \$950 million*

*CARES Act Allocation: \$1.5 billion*

PHEP grants are provided to states on a formula basis and much of the funding is passed through to local public health departments for emergency preparedness and disaster planning activities. Between Phases I and III of the stimulus funding, states and localities are receiving nearly \$2.5 billion in PHEP funding, on top \$675 million that is allocated through the annual federal budget. The CARES Act includes a carve out of \$125 million specifically to fund tribal public health efforts. These funds can be used by state and local public health entities to boost information and communication systems, public emergency warning systems and conduct any other activities necessary to prepare for, respond or mitigate the impact of the Coronavirus pandemic. A total of \$720 million has already been allocated and made available to states.



### **PROVIDER RELIEF FUND:**

*CARES Act Allocation: \$100 billion*

*Phase IV Allocation: \$75 billion*

The CARES Act provided an initial allocation of \$100 billion to provide direct payments to hospitals and other health care providers to overcome the financial losses many are experiencing during the Coronavirus pandemic. The initial \$30 billion was direct-deposited into health care provider bank accounts based on their share of total Medicare fee-for-service reimbursements in 2019. Another \$20 billion is being distributed to providers based on their share of 2018 net patient revenue. \$10 billion will be sent out in a targeted distribution to providers that have been particularly impacted by COVID-19 outbreak, such as those serving patients in New York City. \$10 billion is also being reserved for rural health clinics and critical access hospitals that operate on especially thin margins in rural areas. \$400 million will be provided to the Indian Health Service (IHS) to support their facilities. The remaining funds from the initial CARES Act allocation will be used to reimburse health care providers for treating uninsured COVID-19 patients. HHS is still determining how to best allocate the \$75 billion in funding included in Phase IV legislation.

### **GRANTS TO FEDERALLY QUALIFIED HEALTH CENTERS (FQHCs):**

*CARES Act Allocation: \$1.32 billion*

*Phase IV Allocation: \$600 million*

Community health centers, also known as federally qualified health centers or section 330 facilities, provide critical medical services to underserved populations regardless of the ability of the patient to pay. They are supported annually through federal allocations made to the Health Resource and Service Administration's (HRSA) Bureau of Primary Health Care. The \$1.32 billion was doled out to 1,400 health centers in over 13,000 communities across the United States to directly test and treat COVID-19 as well as maintain adequate staffing and capacity during the public health crisis. The \$600 million included in Phase IV legislation is specifically intended to support COVID-19 testing and related expenses as FQHCs.



## **GRANTS FOR TELEMEDICINE AND VIRTUAL HEALTH CARE DELIVERY**

### **FCC COVID-19 TELEHEALTH PROGRAM:**

*CARES Act Allocation: \$200 million*

The CARES Act includes \$200 million for a new program administered by the Federal Communications Commission (FCC) to fund telecommunication and information services as well as devices necessary to support exponential growth in the telemedicine needs of health care providers. The program is intended to support telemedicine initiatives that treat both patients with and without COVID-19. Treating non-COVID patients is supported insofar as it frees up resources to treat COVID patients and reduces the spread of Coronavirus. The FCC program is making funding commitments (up to \$1 million) to health care providers on a first come, first served basis. The FCC has already awarded nearly \$15 million to 17 applicants.

### **DISTANCE LEARNING & TELEMEDICINE PROGRAM (DLT):**

*CARES ACT Allocation: \$25 million*

The DLT program received \$71.7 million in funding through the annual federal appropriations process that resulted in a grant competition that closed on April 10, 2020. As a result of the CARES Act, however, the United States Department of Agriculture opened a second application window to allocate \$25 million included in the legislation for the program. The programs support distance learning and telemedicine projects that provide such services to facilities located in Census-designated rural areas. There is a preference in the program to providing services to sites in rural opportunity zone sites as well as projects that primarily address opioid treatment and recovery. Applications are due July 13, 2020.

# PROGRAM SNAPSHOT

---

## CARES ACT: USDOJ CORONAVIRUS EMERGENCY SUPPLEMENTAL FUNDING (CESF) – LOCAL

### SUMMARY

The Coronavirus Emergency Supplemental Funding (CESF) Program will provide funding to assist eligible local units of government and tribes in preventing, preparing for, and responding to the coronavirus.

Funds awarded under the CESF Program must be utilized to prevent, prepare for, and respond to the coronavirus. Allowable projects and purchases include, but are not limited to, overtime, equipment (including law enforcement and medical personal protective equipment), hiring, supplies (such as gloves, masks, sanitizer), training, travel expenses (particularly related to the distribution of resources to the most impacted areas), and addressing the medical needs of inmates in state, local, and tribal prisons, jails, and detention centers.

Consistent with the CESF Program's purposes, which involve assistance in responding to the present national emergency in connection with the coronavirus, OJP has determined that eligible states (or State Administering Agencies) or units of local government may draw down funds either in advance or on a reimbursable basis.

### ELIGIBILITY

Eligible applicants are large units of local government and federally recognized tribal governments that were identified as eligible for funding under the FY2019 State and Local Edward Byrne Memorial Justice Assistance Grant (JAG) Program. A list of eligible local applicants by State is available to view at: <https://bja.ojp.gov/program/fy20-cesf-allocations>

### DEADLINE

Applications are to be submitted by May 29, 2020. This is anticipated to be a one-time funding opportunity.

### FOR MORE INFORMATION:

<https://bja.ojp.gov/funding/opportunities/bja-2020-18553>

Over the last two months Congress has appropriated trillions of dollars, across several different bills, to support response efforts for the global COVID-19 pandemic. Here at Grants Office we've been keeping our fingers of the pulse of this legislative action – tracking where funds are being prioritized and how much communities can expect to receive. Whether you work in education, healthcare, or government you won't want to miss out on some of our recent GRANTScast replays.

## COVID-19 RELATED WEBCASTS:

### **Grants for Coronavirus Response & Economic Stimulus**

Download and Playback [HERE](#)

### **Healthcare and Public Health Funding for COVID-19 Response**

Download and Playback [HERE](#)

### **Winning Telehealth Funding from the FCC's COVID-19 Telehealth Grant Program**

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

### **Update on Healthcare and Public Health Funding for COVID-19 Response**

Download and Playback [HERE](#)

### **Funding for Telework in the CARES Act**

Sponsored by: Carahsoft and Palo Alto Networks  
Download and Playback [HERE](#)

### **Up-to-the-minute Strategies for Virtual Research & Remote Education Deployments & Funding**

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

# GRANTS EDUCATION CORNER

---

Unsurprisingly, the COVID-19 pandemic has impacted grant-funded organizations across the country in a number of ways. Many have had to quickly retool the services offered and way they engage with their communities to continue providing much needed support. That is why a recent question one FUNDED reader sent us seems particularly poignant.

***We submitted a grant proposal and are awaiting the results, but circumstances have changed. Can we alter our proposed project from what was originally proposed if awarded?***

Change happens and funders don't expect grant applicants to live in a static world. Depending on the nature of what needs to be changed about your project, most funders will be willing to work with your organization if they like your initial project proposal enough to fund it in the first place.

If the change will not alter your budget in any way, or better – leave you with leftover funds despite still carrying out the same level of activities – you're usually in the clear. As such, certain changes are easier to navigate approval with the funder than others: updating project personnel due to staff turnover, modifying planned equipment purchases because comparable items at a better price are now available, or changing the site of proposed project activities because the original space is no longer viable due to unforeseen structural issues.

Funders get squeamish and may rescind the offer to fund your project when the change to your proposed project would substantially alter what they had originally been drawn to in your proposal. For example: reducing the number of individuals benefiting from the project or the amount of activities to occur, shifting the geographic focus, changing the central function of the project, etc.

What is important to remember is that – pandemic response funds aside – funders will not provide you ADDITIONAL monies beyond what you originally requested. So if your changes will necessitate additional funds (e.g. you didn't anticipate needing a more robust wifi network and data storage solution to go with all those new student devices) expect to be responsible for making up the difference yourself.

# Grant Seeking

## INSIDE QUALIFIED OPPORTUNITY ZONES

By Ashley Schultz

The 2020 grant landscape contains dozens of education, workforce development, and public safety programs offering priority consideration for projects deployed inside a Qualified Opportunity Zone (QOZ). This classification originates with the US Department of Treasury and - at its core - has absolutely nothing to do with grants. Zones are selected by individual State Governors as a way to bring private financial investment into distressed communities. So you might find yourself wondering, "why does language about QOZ tax breaks and capital gains continue to pop up in our grants world?"

The crossover is directly connected to the practice of compounding federally funded grant projects with outside investment. The Trump administration has championed the idea that small federal investment (e.g. a one-time \$500,000 grant) should be combined with larger investment from private companies and financial institutions. The result is a project that extends its reach far beyond what is possible inside a single grant proposal.

Qualified Opportunity Zones (QOZs) are part of a new community investment program that aims to connect private capital with more than 8,700 low-income communities across the US.

We've seen this line of thought take shape across multiple grant agencies. The USDOT's Infrastructure for Rebuilding America (INFRA) Program, for example, replaced one of its four pillars in 2017. Applicants are now required to "Leverag[e] Federal funding to attract other, non-Federal sources of infrastructure investment." This shift in focus for the grant program encourages tax-funded transportation projects to seek private-sector investment in order to be selected for grant funding. The USDOT suggests projects "raise revenue directly" or take advantage of "broad-scale, innovative financing" as two possible options for scoring points under this new pillar.

Priority consideration for QOZs operates in much the same way. I'm happy to report that taking advantage of these bonus points does not involve a week-long dive into the US tax code or learning how to invest capital gains inside needy communities. Grant seekers need only to understand what the QOZ designation means, where QOZ communities exist, and how to incorporate the unique needs of these places into a larger grant project.



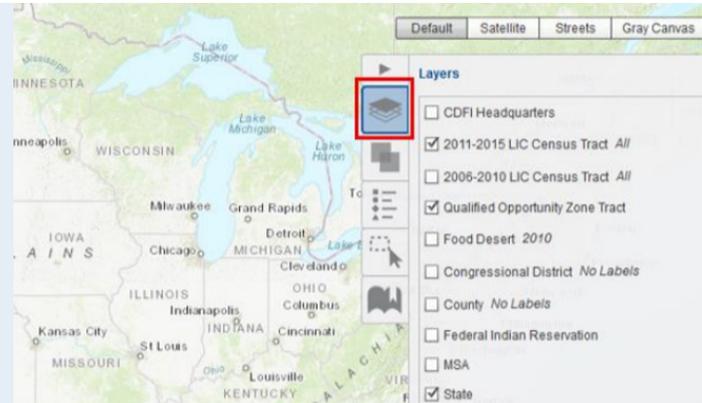


## QUALIFIED OPPORTUNITY ZONES: UNDERSTANDING THE BASICS

According to the IRS, Qualified Opportunity Zones are designed to spur economic development and job creation in distressed communities. Investors active in these areas have the option to place capital gains into newly dubbed ‘opportunity funds’, where they can be used as seed money for new start-up companies, business expansions, new housing, and a myriad of other investments to revitalize individual census tracts.

The QOZ program began in April 2018 with 18 communities. Since that time, it has expanded to include 8,766 individual census tracts across all 50 states, six territories, and the District of Columbia. Combined, these tracts represent more than 30 million US citizens living and working in a variety of urban, suburban, and rural settings. An interactive map of QOZ communities may be viewed below.

For an interactive map of all designated areas, check out: [https://www.cims.cdfifund.gov/preparation/?config=config\\_nmtc.xml](https://www.cims.cdfifund.gov/preparation/?config=config_nmtc.xml). To view all designated QOZs, click on the “Layers” tab on the menu on the right hand side of the screen. Select “Opportunity Zone Tract” and unselect “2011-2015 LIC Census Tract,” and zoom in to a specific area on the map. Designated QOZs will appear in blue.



A brief glimpse at population and demographic statistics of these 8,766 census tracts validates that they encompass some of the highest-need communities in the United States -

Measure	Qualified Opportunity Zone Average	US Average
Population Growth Rate (2006-2010)	0.6%	6.3%
Rate of Poverty	27.7%	14.1%
Median Family Income	\$47,316	\$73,965
Adults (ages 25-54) Not Working	31.1%	22.2%
Adults without a High School Diploma	21.1%	12.4%
Adults with a Bachelor's Degree or Higher	18.1%	31.5%

Source: Economic Innovation Group, <https://eig.org/opportunityzones/facts-and-figures>

Quality of life outcomes inside QOZs are even more dire when we expand our scope to encompass their troubled housing markets, higher rates of incarceration, poor health, and lower life expectancies.

Outside investment stands to significantly bolster distressed QOZ communities. Estimates by the Economic Innovation Group show that unrealized capital gains eligible for incentives inside these zones is in the trillions of dollars. Investment of even a fraction of that amount into small businesses, real estate, and public infrastructure could have a significant impact on residents’ ability to rise out of poverty and achieve better life outcomes.

## QUALIFIED OPPORTUNITY ZONES: INCORPORATING INTO GRANT PROPOSALS

So, what does this all mean for the bottom line on grant proposals?

First and foremost, it's important to note there are currently no grant funding opportunities *expressly* for QOZ communities. Grant language surrounding these 8,766 census tracts has so far only come in the form of priority consideration - think bonus points - for proposals within a larger pool of applicants. As a grant writer for a particular agency or region of the US, this means you should be familiar with all QOZs that could potentially play a role in your future grant projects. Check out the map linked on the previous page for more.

Second, spend some time digging into statistics surrounding quality of life outcomes for both QOZ and non-QOZ census tracts. We all know that strong grant proposals present the reader with concrete evidence on the overall need of program participants. Seeking priority consideration for QOZ census tracts is no different. If you have space in the narrative, consider a discussion on how these individual tracts compare to the rest of your program area. Yes, the rate of poverty inside your QOZ may be 26%, but it's worth noting if a neighboring, non-QOZ census tract has a rate of 22%. Both areas are well above the US-average rate of poverty (14.1%) - illustrating to the reviewer that your mission is strongly needed across your entire project area. If the statistics are drastically different between your QOZ and non-QOZ census tracts, adjust your narrative to explain how your agency will customize program roll-out in each area - thus illustrating that you understand individual census tracts may require a unique set of demands on your proposed project.

With your list of QOZs and relevant statistics in hand, your last step is to be on the look-out for grant proposals that seek to compound grant investments with private dollars. A few of our Grants Office favorites are listed to the right. We expect to see priority consideration for QOZs to continue in dozens of grant programs well into 2020 and 2021.



### Comprehensive Opioid, Stimulant, and Substance Abuse Site-based Program

*(Deadline May 21, 2020)*

This grant aims to reduce the impact of opioids, stimulants, and other substances. Projects work to reduce the number of overdose fatalities and/or mitigate the impacts on crime victims by supporting comprehensive, collaborative initiatives. *Priority consideration will be provided for applicants who offer enhancements to public safety in economically distressed communities.*

### Distance Learning and Telemedicine (DLT) Program

*(Deadline July 13, 2020)*

This grant works to improve telemedicine and distance learning services in rural areas through the use of telecommunications, computer networks, and related advanced technologies that students, teachers, medical professionals, and rural residents can use. *Special consideration will be given to applications that have at least one end-user site physically located in a Qualified Opportunity Zone.*

### YouthBuild Grant Program

*(Anticipated Deadline August 2020)*

This grant works to provide occupational skills training in order to prepare disadvantaged youth for career placement. These projects also support the influx of affordable housing within communities by teaching youth construction skills learned by building or significantly renovating homes for sale or rent to low-income families or transitional housing for homeless families or individuals. *It is anticipated that applicants may receive up to two bonus points for including at least one census tract in their service area that is designated as a Qualified Opportunity Zone.*

If you'd like to read more on Qualified Opportunity Zones, check out these additional resources below:

**IRS: Opportunity Zones Frequently Asked Questions**

<https://www.irs.gov/newsroom/opportunity-zones-frequently-asked-questions>

**US Department of Treasury: Opportunity Zones Resources**

<https://www.cdfifund.gov/Pages/Opportunity-Zones.aspx>

**Final US Regulation: Investing in Qualified Opportunity Funds**

<https://www.irs.gov/pub/irs-drop/td-9889.pdf>

# PROGRAM SNAPSHOT

---

## RURAL TELEMENTORING TRAINING CENTER

### SUMMARY

The purpose of this program is to train academic medical centers and other centers of excellence (COEs) to create or expand technology-enabled collaborative learning and capacity building models (such as Project ECHO, ECHO-like models, and other emerging models in the field). The RTTC will develop and share freely accessible tools and resources that are adaptable to culturally and regionally diverse populations to provide training nationwide to facilitate the dissemination of best practice specialty care to primary care providers and care teams in rural and underserved areas.

This Rural Telementoring Training Center (RTTC)'s focus is to train and support academic medical centers and other centers of excellence to provide technology-enabled telementoring that will ultimately better equip the health care workforce in rural communities to meet critical demands while improving access to health care.

The freely accessible tools and resources developed by the RTTC will enhance rural patients' access to quality care using telehealth and innovative technology solutions. The RTTC will foster and support coordination of health services by encouraging the use of health care delivery models that utilize team-based approaches where each member practices at the full scope of their training.

The RTTC will also develop appropriate methodology to evaluate and identify outcomes associated with telementoring initiatives. The program's objectives emphasize the following:

- Identifying and expanding current and new telementoring learning programs
- Developing freely accessible tools and resources to support telementoring learning program planning and implementation
- Creating a standardized telementoring learning program data set and evaluation toolkit

### ELIGIBILITY

Eligible applicants include domestic public, private, and non-profit organizations. Domestic entities including tribes and tribal organizations, faith-based and community-based organizations, institutions of higher education, state and local governments, and hospitals are also eligible to apply.

### DEADLINE

Applications are to be submitted by June 16, 2020. A similar deadline is anticipated annually.

### FOR MORE INFORMATION:

<https://www.hrsa.gov/grants/find-funding/hrsa-20-108>

# HOW TO BE 100% READY TO APPLY FOR GRANT FUNDING

By Guest Author: Margit Brazda Poirier, GPC, M.S.

Has the perfect grant opportunity ever presented itself to you, but with the caveat that the deadline is next week and that you just aren't ready to apply in such a short time? In over two decades of grant writing, I've encountered this scenario all too often with my clients which is why I think it's so important to spend a little time to make sure you are ready when the next great grant opportunity comes your way.

Here are 7 steps you can take now to be 100% ready to apply for grant funding:

## ELIGIBILITY

First and foremost, is your organization eligible to apply for, and receive grant funding? This is a critical question that is often overlooked. For not-for-profit organizations, you will need proof of your nonprofit status. That means having your 501(c)3 IRS Determination Letter on hand to provide with your application. Most foundations can only issue grants to organizations that have this IRS designation.

There are over 1,000 government grant opportunities and over 87,000 grant making foundations in the U.S. All have different eligibility requirements, which you can discover during your grant research. For example, there are lots of grants for municipalities (towns, villages, counties), colleges and universities, K-12 school, Native American Tribes, and other entities.

## PROJECT IDENTIFICATION

Sometimes it's hard to select one project for which to pursue grant funding. You may already be applying for many grants to fund multiple programs and priorities. But to get started, I recommend focusing only on one or two programs or projects that need funding.

To help you do this:

- Review your budget and strategic/business plan to identify upcoming projects.
- Decide which programs need grant funding, for what, and how much?
- Are you creating a new program? Funding an existing program?
- Which programs are most critical to solving a major problem?
- Which ones are ready to start/expand/continue now?





## YOUR TEAM

Grant writing is NOT a solo sport. Be sure to gather your support team as early as possible and before you begin the grant seeking process. You may want to include your: Executive Director; Chief Financial Officer; Development Director; Marketing Staff; Program Staff (or someone who will be in charge of delivering the program for which you seek funding) and/or contractual grant professionals.

These are the people that can get you the data you need when it comes time to write the grant application and provide critical budget figures. They may not always write the grant, but they can offer valuable feedback before you submit it to the funder. Most importantly, your team can help you plan out all the program details from start to finish, making your job (or your contractor's job) of writing the grant that much easier!

## YOUR ESSENTIAL DOCUMENTS

While each grant application is a little bit different, they tend to require similar documents, that you can gather before a grant deadline.

- IRS Letter of Determination (as proof of nonprofit status)
- Board of Directors List (names and their affiliations)
- IRS 990 Tax Return
- Audited Financial Statements or an Audit Review (if you have them)
- Operating Budget (for your current fiscal year)
- Year-end Financial Statement or Budget to Actuals (that compares your actual budget figures to your projected budget for that year)

You may also want to assemble the following as funders sometimes require them, or allow you to submit "optional" materials: Annual Report, Strategic Plan, Organization Chart, Letters of Support, Staff Resumes and/or Bios of Key Personnel, Memorandum of Understanding (if partnering with other organizations), and Vendor Quotes

## FEDERAL AND STATE GRANTS

Government grants are typically more effort to write than foundation grants, but they can also yield far greater revenue. To apply for government grant opportunities, whether federal or state grants, you need to do a few critical registrations if you haven't already. And remember, although it may not take YOU long to submit these registrations, you may have to wait days, weeks or months to get confirmation from the government agency. So...start these EARLY!

You will need a DUNS (Data Universal Numbering System) number and SAM (System for Award Management) registration if you intend to apply for federal (U.S. government) grants. Registration for both is free and fairly easy. Check out our full 10-page guide, *7 Steps to Grant Success: How to be 100% Ready to Apply for Grants* for step-by-step instructions at [grants4good.com](https://www.grants4good.com).

## THE PERFECT FUNDER

How do you choose which grant opportunities are the most likely to fund your organization and program(s)? One key factor is to be sure the funder's mission or purpose aligns directly with your organization or program's mission/purpose. Their mission could be as general as "improving the quality of life for seniors" or as specific as "high school track scholarships for kids living in poverty". Either way, do your research (or work with a grant professional) so you don't waste time applying to funders who aren't likely to award you with grants.

For government grant opportunities, the best and most legitimate listing of opportunities is grants.gov. Foundation and corporate grants are a bit trickier, but there are lots of databases out there to choose from to begin your search. Some are free, some are not.

And always contact the funder AFTER you have researched them, even if just to introduce your organization and let them know of your intention to apply for a grant.

## PROJECT PLANNING

Let's say you have identified 5 or 10 perfect funders to apply to AND you have identified your perfect program...are you ready to begin developing the grant proposal? Not quite yet...

Writing a grant proposal is so much easier if you have done all the planning work in advance. Consider answering the following questions (with your team, of course):

- Is this a new or existing program? Either one is fine.
- Who will benefit from your program or effort? In other words, who is your specific target audience? (e.g. veterans living in low-income rural communities, Native American youth with high rates of school drop-out, etc...).
- What ultimately changes for your target audience once you have all the funding you need? Or, how are their lives better because of your work? HINT: This is the start of developing your program OUTCOMES...the very thing that funders want to fund!

Now, you can begin to work on your grant proposal and program budget.

I hope this overview of the 7 Steps to Being 100% Ready for Grant Success has provided you with some ideas, structure and enthusiasm for getting the funding you need. Be sure to Like our Grants4Good LLC Facebook page to always get the latest news about upcoming webinars and podcasts!



---

Margit Brazda Poirier, M.S., is a nationally certified grant professional (GPC) and Owner/CEO of Grants4Good LLC, a grant development consulting company that specializes in training and grant strategies. [www.grants4good.com](http://www.grants4good.com)

©2020, Grants4Good LLC®

# PROGRAM SNAPSHOT

---

## 1890 INSTITUTION TEACHING, RESEARCH AND EXTENSION CAPACITY BUILDING GRANTS (CBG)

### SUMMARY

The 1890 CBG is intended to strengthen teaching, research and extension programs in the food and agricultural sciences by building the institutional capacities of the 1890 Land-Grant Institutions. The CBG program supports projects that strengthen teaching programs in the food and agricultural sciences in the need areas of curriculum design and materials development, faculty development, and others. CBG supports projects that strengthen research and extension programs in need areas of studies and experimentation, extension program development support systems, and others. The CBG also support integrated project grants.

NIFA is soliciting applications for CBG under the following project types:

- Teaching/Education;
- Research;
- Extension; or
- Integrated (includes two or three of the above project types)

The functions addressed in the project should be focused around a problem or issue and should be interwoven throughout the life of the project to complement and reinforce one another. The functions should be interdependent and necessary for the success of the project and no more than two-thirds of the project's budget may be focused on a single component. Integrated applications must include individuals on the project team with significant expertise in each component of the project (research, teaching/education, and/or extension). Integrated applications may be submitted by a single eligible institution where the expertise for all areas (research, teaching/education, and/or extension) are within the Project Director's (PD) institution or multi-institutions where the expertise for one or two of the areas are from another institution(s). Applications submitted to CBG must also address at least one of the following NIFA strategic goals: sustainable bioenergy; food security; childhood obesity prevention; or food safety.

### ELIGIBILITY

Applications may only be submitted by eligible 1890 Land-Grant Institutions.

### DEADLINE

Applications are to be submitted by September 10, 2020. A similar deadline is anticipated annually.

### FOR MORE INFORMATION:

<https://nifa.usda.gov/funding-opportunity/1890-institution-teaching-research-and-extension-capacity-building-grants-cbg>

## RECENT WEBCASTS:

### **Bringing Technology Funding Home to Florida's Local and State Government Agencies**

Sponsored by: Strictly Tech and HP  
Download and Playback [HERE](#)

### **Strategies for Funding Your Next Mobility Project**

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

### **Winning Body-Worn Camera Policy and Implementation Program Grants**

Sponsored by: Connection Public Sector Solutions  
Download and Playback [HERE](#)

Refer to Page 14 to view recent webcasts relating to COVID-19.

Find more replays at:

<http://www.grantsoffice.info/webcasts.aspx>

## UPCOMING WEBCASTS:

### **Funding Election Security for the 2020 Election Cycle**

Date & Time: May 20, 2020 at 2PM ET  
Register [HERE](#)



**GRANTS OFFICE**  
empowering communities

 @grantsoffice

The Nation's Leader in Grants Intelligence  
[WWW.GRANTSOFFICE.COM](http://WWW.GRANTSOFFICE.COM)