

INSTITUTIONAL GRANT DEVELOPMENT HANDBOOK

2017-2018

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Section I. Department of Institutional Grant Development

Mission: To generate additional funding through grant development for the Colleges' services, programs, and facilities to benefit students, staff, and the community.

The Department of Institutional Grant Development (DIGD) provides leadership, coordination, and development support on all college-related grant applications and proposals in association with faculty, administrators, and staff in order to advance the mission, vision and strategic plans of Coastline Community College (CCC).

The department's approach is shifting from determining and aligning ideas to meet the specifications of grant opportunities to a method of identify grants that best support the College mission, Educational Master Plan and goals of the college.

The following is a list of services provided by the DIGD. It is not an exclusive list and may differ depending on the project.

Funding Agency Liaison

Contact Federal, state and local sources for funding information and discussion of project priorities, interests, and proposed concepts. Serve as a liaison with Federal, state, and local program officers, in addition to certain private associations and foundations. Also, serve as the Point of Contact (POC) on matters involving grant applications.

Proposal Development Facilitation

Conduct a brief, initial 'Opportunity Assessment', which will identify any barriers restricting the college from applying under a particular funding opportunity. Then, if the Grant Concept Approval Form is approved and there is merit for the development of a full application/proposal, complete a full 'Application Analysis', which will further identify specific requirements needing to be addressed in the development of the full application/proposal. Provide advice to faculty, staff, and administrators to ensure funds being requested are in accordance with the guidelines provided by the funder and ensures alignment with CCC policies and procedures. Coordinate internal meetings with faculty/staff to discuss guidelines, generate ideas, develop goals, objectives, and activities, design projects, assign tasks, and assist in drafting sections the proposal, including the development of evaluation plans and logic models. Provides information about funding opportunities, proposal development tips, policies and procedures related to grants, grant terminology, grant management, and other grant-related topics. Provide general information on proposal writing and RFP/RFA guidelines, provide general descriptive information for inclusion in proposals (Boilerplates), prepare budgets, edit proposal drafts, complete forms, secure appropriate signatures and approvals, and coordinate delivery/submittal of proposals to funding agencies.

Proposal Submission

Submits all grant proposals (Federal, state, and local) on behalf of the College to grantors, excluding CCC Foundation-directed grant proposals and Military/Contract Education-directed contracts. Also serve as the Authorized Organization Representatives (AOR) for all Federal proposals submitted through such sites as www.grants.gov and www.fastlane.nsf.gov. All grant opportunities under the California Community Colleges Chancellor's Office (CCCCO) or the California Department of Education (CDE) should also be submitted through the DIGD.

Record Retention

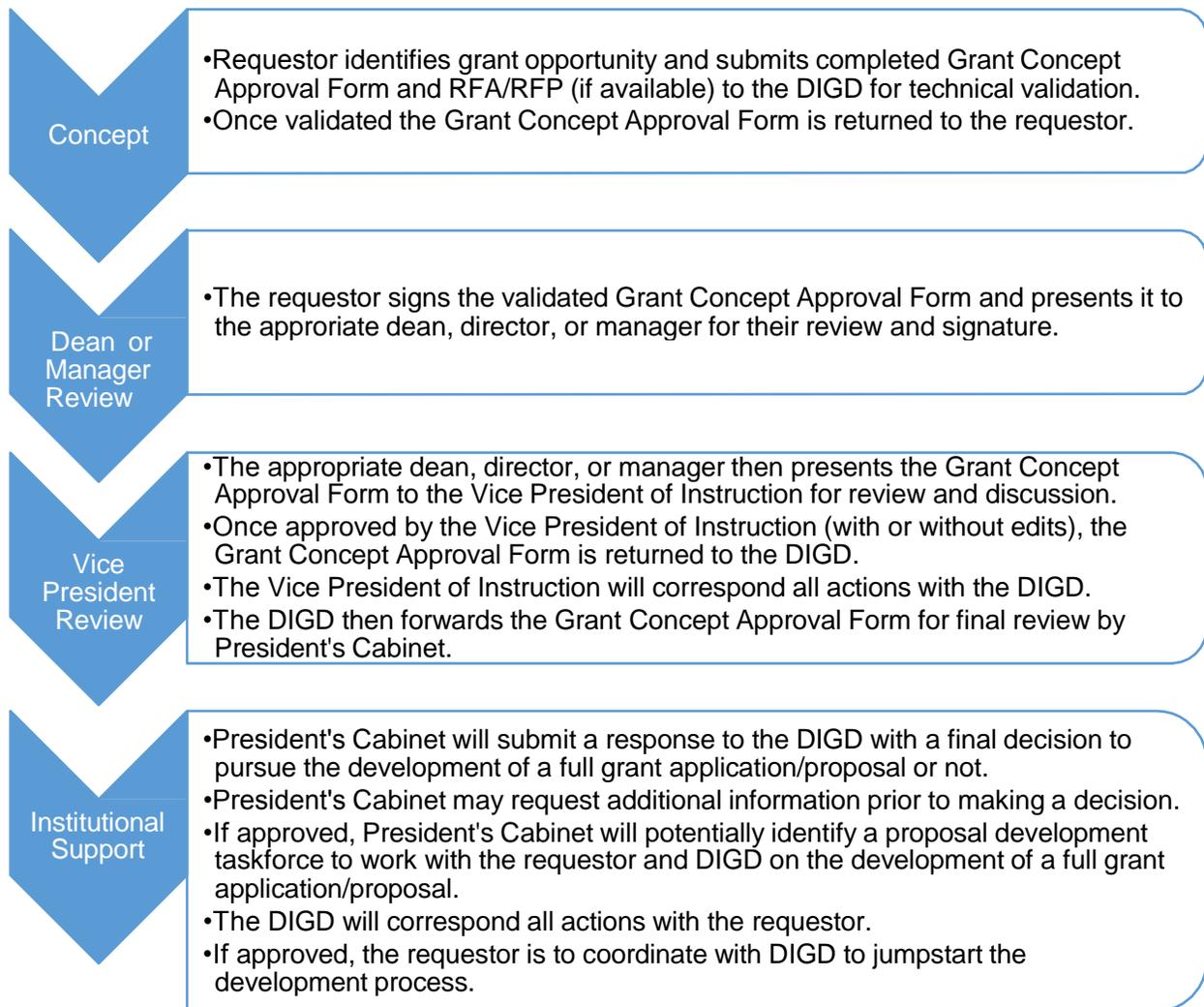
Serve as the Office of Record Retention for all grant files (pre- and post-award), progress and final reports, deliverables, databases, and other resource materials pertinent to grant development and implementation activities. A hardcopy and digital grant log will be maintained along with corresponding files on each opportunity approached. Records will be retained in accordance with funding agency specifications.

Training

Conduct or arrange workshops/training sessions, upon request, on the grants process and proposal development for faculty, staff and administrators.

Section II. Concept Adoption

All employees are encouraged to seek grant funding for projects that meet the mission and align with the College's Educational Master Plan priorities, goals and initiatives. The Department of Institutional Grant Development (DIGD) will assist with the technical validation of the Grant Concept Approval Form. The grant proposal requestor is responsible for submission of the Grant Concept Approval Form to the DIGD and Vice President of Instruction. After the DIGD has completed the technical validation and returned the form to the requestor, it is the requestor's responsibility to sign the form and also secure the signature of the appropriate dean, director, or manager. Below is the process for grant concept approval.



Section III. Proposal Development

The development of the proposal should utilize the Request for Applications (RFA)/Request for Proposals (RFP) as a guide to determine the key components and requirements of the grant. Additionally, the Grant Concept Approval Form and RFA/RFP should lead the process for determining goal(s), objective(s), activities, and primary focus of the grant proposal. The grant should follow the basis of defining a need, formulating a response, and describing inputs which lead to outputs, deliverables, and achievement outcomes. The grant development taskforce should focus on a design framework to help guide the development of the proposal. Understanding that each funding opportunity may be unique in their requirements, the following table provides a general guideline for proposal development.

Process	Description
1. Research	Quantitative and qualitative numbers, plus student, faculty, and staff surveys, focus group discussions, and national, state, and local community data, which foretell current and future needs.
2. Refine	Identification of research results, which are most applicable and telling.
3. Explore	Study successful practices at similar institutions, including visits, phone calls, and emails. Review of the literature (magazines, journals, newspapers, etc...). Utilize such sites as What Works Clearinghouse.
4. Establish Goal(s) and Objective(s)	Establish a goal and objective(s). The objectives must be accomplished to attain the goal.
5. Develop Activities and Strategies	Create subgroups of the grant development taskforce to develop activities and strategies, timelines for implementation and completion, and resources needed to complete the activities. Activities must be completed to achieve the objectives.
6. Identify Data Elements to be Collected for Evaluation and Analysis	Review the activities and strategies to determine not only incremental outcomes and process measurements, but feedback triggers to suggest changes in the strategy.
7. Build Infrastructure for the Project	Identify project directors and staff assigned to work on the project. Determine the positions and other activities, which will need to be grant-funded and eventually institutionalized.
8. Determine Project Budget	Fine tune the schedule of proposed activities to mesh with the grants budget limitations.
9. Prepare Communication Plan	Projects' goals, objectives, and progress must be well known within all institutional constituencies.

The Need

First, decide which facts or statistics best support the project. Be sure the data presented is accurate. Information that is too generic, outdated, or broad will not help develop a winning argument for the project. Information that does not relate to our organization or the project will cause the funder to question the entire proposal. There also should be a balance between the information presented and the scale of the program.

Second, give the reader hope. The picture painted should not be so grim that the solution appears hopeless. The funder will wonder whether an investment in the proposed solution would be worthwhile. Here's an example of a solid statement of need: "Breast cancer kills. But statistics prove

that regular check-ups catch most breast cancer in the early stages, reducing the likelihood of death. Hence, a program to encourage preventive check-ups will reduce the risk of death due to breast cancer." Avoid overstatement and overly emotional appeals.

Third, decide if the project should be proposed as a model for replicability. This approach could expand the base of potential funders. However, serving as a model works only for certain types of projects. Don't try to make this argument if it doesn't really fit. Funders may well expect our organization to follow through with a replication plan if presented as a model project.

If the decision about a model is affirmative, document how the problem addressed occurs in other communities (local, state, national, etc.). Be sure to explain how the proposed solution could be a solution for others as well.

Fourth, determine whether it is reasonable to portray the need as acute. If so, our institution is asking the funder to pay more attention to our proposal because either the problem addressed is worse than others or the solution proposed makes more sense than others. Here is an example of a balanced, but weighty statement: "Drug abuse is a national problem. Each day, children all over the country die from drug overdose. In the South Bronx the problem is worse. More children die here than any place else. It is an epidemic. Hence, our drug prevention program is needed more in the South Bronx than in any other part of the city."

Fifth, decide whether the proposed program can demonstrate that it addresses the need differently or better than other projects that preceded it. It is often difficult to describe the need for the project without being critical of the competition. However, be careful in do so. Being critical of other nonprofits will not be well received by the funder. It may cause the funder to look more carefully at our project to see why our case was built by demeaning others. The funder may have invested in these other projects or may begin to consider them, now that you have brought them to the funder's attention.

If possible, make it clear that the proposal development taskforce and College are cognizant of, and on good terms with, others doing work in the field. Keep in mind that today's funders are very interested in collaboration. They may even ask why collaboratives are not being formed with key competitors. So at the very least describe how the proposed work complements, but does not duplicate, the work of others.

Sixth, avoid circular reasoning, which is presenting the absence of a solution as the actual problem. Then the solution is offered as the way to solve the problem. For example, the circular reasoning for building a community swimming pool might go like this: "The problem is that we have no pool in our community. Building a pool will solve the problem." A more persuasive case would cite what a pool has meant to a neighboring community, permitting it to offer recreation, exercise, and physical therapy programs. The statement might refer to a survey that underscores the target audience's planned usage of the facility and conclude with the connection between the proposed usage and potential benefits to enhance life in the community for the intended audiences.

The statement of need does not have to be long and involved. We generally try to demonstrate our need within the first two pages. Short, concise information captures the reader's attention.

The Project Description, a Response to the Need

This section of the proposal should have five subsections: objectives, methods, staffing/administration, evaluation, and sustainability. Together, objectives and methods dictate staffing and administrative requirements. They then become the focus of the evaluation to assess the results of the project. The project's sustainability flows directly from its success, hence its ability to attract additional support. Taken together, the five subsections present an interlocking picture of the total project.

Objectives are the measurable outcomes of the program and usually include the “when, who, what, and with what outcomes.” They define the methods involved. Objectives must be tangible, specific, concrete, measurable, and achievable in a specified time period. Objectives will frequently show baseline data and outcomes to be achieved over the performance period of the grant. Grant seekers often confuse objectives with goals, which are conceptual and more abstract. For the purpose of illustration, here is the goal of a project with a subsidiary objective:

Goal: Our in-class tutors will help students read better.

Objective: By June 30, 2020, Coastline Community College’s in-class tutors remedial education program will assist 50 student in improving their reading scores by one grade level as demonstrated by standardized reading tests administered after participating in the program for six months.

The goal in this case is abstract: improving reading, while the objective is much more specific. It is achievable in the short term (six months) and measurable (improving 50 student’s reading scores by one grade level).

With competition for grant funds at an all-time high, well-articulated objectives are increasingly critical to a proposal's success.

Using a different example, there are at least four types of objectives:

Behavioral - A human action is anticipated.

Example: Fifty of the 70 student participating will learn to read.

Performance - A specific timeframe, within which a behavior will occur at an expected proficiency level.

Example: Fifty of the 70 student will learn to read within six months and will pass a basic level reading proficiency test administered by the CCC Assessment Center.

Process - The manner in which something occurs is an end in itself.

Example: We will document the teaching methods utilized, identifying those with the greatest success.

Product - A tangible item results.

Example: A manual will be created to be used in teaching reading techniques to this proficiency group in the future.

In any given proposal, one or more of these types of objectives, depending on the nature of your project, will be used. Be certain to present the objectives very clearly. Make sure that they do not become lost in verbiage and that they stand out on the page. You might, for example, use numbers, bullets, or indentations to denote the objectives in the text. Above all, be realistic in setting objectives.

Don't promise what you cannot deliver. Remember, the funder will want to be told in the progress and final reports that the project actually accomplished the stated objectives.

Methods

By means of the objectives, the funder will be made aware of what will be achieved by the project. The methods section describes the specific activities that will take place to achieve the objectives. It may be helpful to divide discussions of methods into the following: how, when, and why.

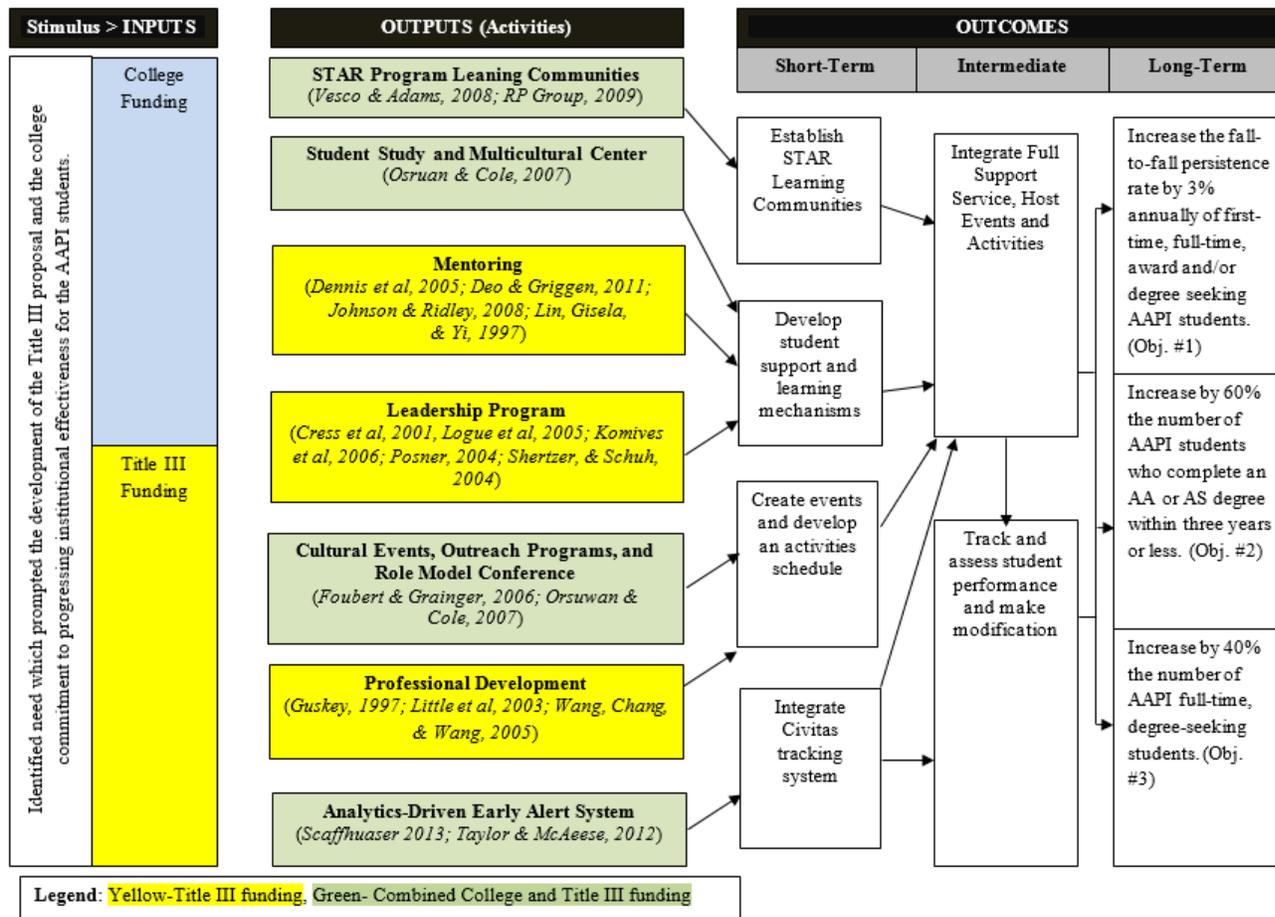
How: This is the detailed description of what will occur from the time the project begins until it is completed. Methods should match the previously stated objectives.

When: The methods section should present the order and timing for the tasks. It might make sense to provide a timetable so the grants decision-maker does not have to map out the sequencing themselves. The timetable tells the reader "when" and provides another summary of the project that supports the rest of the methods section.

Why: There may be a need to defend the chosen methods, especially if they are new or unorthodox. Why will the planned work most effectively lead to the anticipated outcomes? There are a number of ways to answer this question, including using expert testimony and examples of other projects that work.

The methods section enables the reader to visualize the implementation of the project. It should convince the reader that our organization knows what it is doing, thereby establishing its credibility.

The strategy used by CCC is to utilize a logic model to best express graphically the sequential process of the grant proposal and should be supported by strong theory to ensure a solid and quality-driven base to the proposal. An example would be the logic model used for the 2015 Title III grant proposal.



Additionally, the operational aspect of the grant should be outlined through implementation strategies that takes into account the timeframe and builds a source for benchmarking and accountability across the institution.

Activity 1.					
Specific Tasks to be Completed	Primary Participants	Methods Involved	Tangible Results	Timeframe	
				From	To
Component #					
Year 1					
Year 2					
Year 3					

Staffing/Administration

In describing the methods, staffing for the project will be mentioned. Devote a few sentences to discussing the number of staff, their qualifications, percentage of time committed to the project, and specific assignments. Details about individual staff members involved in the project can be included either as part of this section or in the appendix, depending on the length, importance of this information, and grant requirements.

Staffing may refer to non-grant funded staff, volunteers, or to consultants, as well as to paid staff. Most proposal writers do not develop staffing sections for projects that are primarily volunteer run. Describing tasks that volunteers or non-grant funded staff will undertake, however, can be most helpful to the proposal reader. Such information underscores the value added by the non-grant funded staff and volunteers as well as the cost-effectiveness of the project.

For a project with paid staff, be certain to describe which staff will work full-time and which will work part-time on the project. Identify staff already employed at the institution and those to be recruited specifically for the project. How will time be freed up for an already fully deployed individual?

Salary and project costs are affected by the qualifications of the staff. Delineate the practical experience required for key staff, as well as level of expertise and educational background. If an individual has already been selected to direct the program, summarize his or her credentials and include a brief biographical sketch in the appendix. A strong project director can help influence a grant decision.

Describe for the reader plans for administering the project. This is especially important in a large operation, if more than one agency is collaborating on the project, or if using or serving as a fiscal agent. It needs to be absolutely clear who is responsible for financial management, project outcomes, and reporting. The utilization of an organizational chart can provide a visual representation to the grant readers to strengthen their understanding of the linkages between projects and staffing.

The federal government requires an effort report when an individual is compensated by or has agreed to contribute time to a federally sponsored project. All Coastline faculty and staff serving as principal investigators (PI) or project directors (PD) on sponsored agreements are personally responsible to certify the amount of effort that they and their employees spent on sponsored activities. The College provides a time and effort process where participant will complete monthly reports. The District has invested in an enterprise system to record the information for time and effort in the District Banner student information system.

Evaluation

An evaluation plan should not be considered only after the project is over; it should be built into the project. Including an evaluation plan in your proposal indicates that objectives are taken seriously and that monitoring them throughout the course of the performance period of the grant is essential in meeting target outcomes. Evaluation is also a sound management tool. Like strategic planning, it helps an institution refine and improve its program. An evaluation can often be the best means for others to learn from our experience in conducting the project.

There are several types of formal evaluation. One measures the product; others analyze the process and/or strategies you have adopted. Most seek to determine the impact on the audiences served and the measurable outcomes of the grant project. Either or both might be appropriate to a project. The Coastline Community College - Institutional Grant Development Handbook

approach chosen will depend on the nature of the project and its objectives. Whatever form the evaluation takes on, there is a need to describe the manner in which evaluation information will be collected and how the data will be analyzed.

Most sound evaluation plans include both qualitative and quantitative data. Also included is how the evaluation and its results will be reported to the intended audience. For example, it might be used internally or be shared with the funder, or it might deserve a wider audience. A funder might even have an opinion about the scope of this dissemination. Many funders also have suggestions about who should conduct the evaluation, whether it is internal program staff or outside consultants. Some funders allow for the inclusion of the cost of evaluation as part of the project budget.

In many instances, grants require an external evaluator, to assess the process and play a crucial role in the development of the evaluation section of the grant.

Note: In preparing a budget, take into account that external evaluators can request upwards of 10% of the grant.

Sustainability/Institutionalization

A clear message from grant makers today is that grant seekers will be expected to demonstrate in very concrete ways the long-term financial viability of the project.

It stands to reason that most grant makers will not want to take on a permanent funding commitment to a particular agency. Rather, funders will want proof either that your project is finite (with start-up and ending dates); or that it is capacity-building (that it will contribute to the future self-sufficiency of an agency and/or enable it to expand services that might generate revenue); or that it will make our institution attractive to other funders in the future. Evidence of fiscal sustainability is a highly sought-after characteristic of a successful grant proposal.

Be very specific about current and projected funding streams, both earned income and fundraising, and about the base of financial support for the institution. Here is an area where it is important to have backup figures and prognostications at the ready, in case a prospective funder asks for these, even though it is unlikely that this information would be included in the actual grant proposal. Some grant makers, of course, will want to know who else will be receiving a copy of this same proposal. Sharing this information with the funder is appropriate.

At Coastline the best possible process is to tie grant activities to fall into the program and department review process. By including these activities within the review system, the institution is following standardized processes for evidence-driven institutionalization.

SECTION IV: Budget Development

The budget of a proposal must be as accurate as possible, and be based on estimated costs, some of which may change prior to notice of award. When a project is expected to extend over more than one year, the budget for each additional year should be increased at the standard "cost of living" rate. The components of a budget are the direct costs (those directly attributable to the project), and the indirect costs (those that cover general management and support charges). Indirect costs are usually only charged to state and Federal grants, unless the guidelines for a private grant allow inclusion of indirect costs.

The grant budget can often be a challenging section to create when developing a proposal. When possible, it is recommended that a preliminary budget be developed at the beginning of the process as it will drive the types of activities that are proposed. Specifically, if the activity will include the hiring of personnel, completion of that line item first is critical in determining the remainder of the budget.

All grantors have specific definitions for allowable costs and their respective budget line items. It is important to become familiar with the RFP to determine what those items are. The following guidelines have been established for some of the common budget line items.

Direct Costs

1. Salaries and Wages/Personnel – List administrator, faculty, staff, and student salaries with detailed information on how you arrived at the requested dollar amount. Estimated time committed to the project by each key individual should be clearly stated.
2. Fringe Benefits – Benefits (Other Personnel Expenses, or OPE) should be calculated for all salaries or wages to be expended. Rates differ for summer versus academic year, for faculty versus staff (depending on if it is part of their normal job), and for students. There are established Coast Community College District fringe benefit rates, which are updated annually.
3. Supplies – Identify as specifically as possible any and all consumable supplies needed for the project. Estimated costs for these should be obtained from the appropriate campus office or other sources.
4. Equipment – List the estimated costs of specific equipment necessary to the project. If computers or software are necessary, college IT must be consulted.
5. Renovations/Construction – Costs for building alterations, power consumption, etc., must be verified by the Director of Facilities and other appropriate officials, including the chair of the department originating the proposal.
6. Travel – All project-related travel should be itemized. Travel expenses should be sub-divided for domestic travel and foreign travel. Travel costs should be obtained from a travel agency or printed off a travel website. See Coast Community College District travel procedures.
7. Consultants – State the total amount for such services and how the total was calculated. Obtain a statement from the consultant detailing hourly charges.

8. Subcontracts – Federal agencies require that both the contractor and subcontractor adhere to Office of Management and Budget (OMB) requisites regarding accounting and audit procedures. It is the responsibility of the Project Director/Principal Investigator to obtain assurance from the subcontractor that compliance with federal regulations will be maintained. Failure to do so makes the primary contractor liable. Subcontracts on federal grants may not be issued to any person or entity appearing on the U. S. Government Terrorist Exclusion list [<http://www.state.gov/s/ct/list/>].

Indirect Costs

1. Negotiated Indirect Cost Rate – A negotiated percentage rate to be used in the calculation of indirect costs. The rate is applied to salaries and wages and differs for on- campus and off-campus project time. Consultant fees should not be included as salaries and wages. Currently, Coastline does not have a negotiated rate.
2. Limited Indirect Cost Rate - Some funding agencies limit indirect costs or disallow them entirely. The program guidelines detail the applicable regulations.

Cost Sharing (Matching/In-Kind Support)

Federal and state agencies may require the institution to demonstrate its participation through the contribution of a portion of the funds required (matching/in-kind) for the overall project. Administrator, faculty, and staff salaries, related fringe benefits, the difference between the college's negotiated indirect cost rate and the cost rate allowed by the funder, and other non-federal grant support are often proposed for cost sharing. General supply and expense items should not be included in the cost share line.

Section V. Frequently Asked Questions

1. What is the difference between supplies and equipment?

For Federally funded grants, supplies are single items less than \$4,999. Equipment is any single item totaling \$5,000, or more. There are no exceptions. Occasionally, we are able to use the Coast Community College District classification of equipment, which is any single item over \$1,000.

2. Can grant funded positions follow a salary and benefit schedule that is different from the college?

No, grant funded positions must follow the current salary and benefit schedule of the college.

3. What does “supplanting” mean?

Use of grant funds to pay for ongoing activities already budgeted or for the usual activities assigned to a position. Seeking or using grant funds to relieve financial commitments the College is currently making in order to sustain a program.

4. Do I have to submit my grant request through the Department of Institutional Grant Development (DIGD)?

Yes, all grant requests must be submitted through the DIGD. Due to the highly technical nature of many proposals, large portions of grant applications will be developed by content experts, but the process, including official submittal will still be managed by the DIGD.

5. How do I determine what expenses are allowable?

Each RFP will include a section on allowable and unallowable expenses. Federal grant proposals typically must adhere to the Federal Office of Management and Budget (OMB) CIRCULAR A-21, Cost Principles for Educational Institutions.

6. Are the bids I secured during the proposal development process sufficient for procurement during the grant implementation phase?

All projects are required to follow the College’s purchasing policies and procedures. Federal proposals will also require that the Federal procurement process be followed post-grant award.

7. Can I change my budget after the grant is awarded?

In some circumstances, a funding agency may allow budget revisions or adjustments. It is extremely important to carefully plan your grant activity and budget accordingly during the proposal development phase (being as specific as possible). All budget changes/modifications will generally require prior approval by the assigned program officer.

8. Does the College have a federally-negotiated indirect cost rate agreement?

No, not at this time. Once a Federal grant award allowing indirect costs is awarded to Coastline Community College, we can then use a provisional rate until an official rate is finalized.

9. Who is responsible for monitoring the grant budget?

The project director or their designee are responsible for ensuring that incurred expenses are included in the budget outlined in the grant as well as ensuring that all items budgeted are expended in a timely manner and in accordance with the grant. Grant fiscal support is provided through the DIGD and Coastline’s Fiscal Services Department.

Section VI. Glossary

Agency Liaison: Person designated to speak directly to granting agency on behalf of CCC.

Authorized Organization Representative (AOR): A person designated in the Grants.gov system, by the CCC Department of Institutional Grant Development and the Coast Community College District E-Biz Point-of-Contact, who serves to safeguard the College from individuals who may attempt to submit grant application packages without permission.

Boilerplate: Detailed standard wording about CCC.

Budget Monitoring: The process used to ensure that grant funds are used in the manner intended by the funder.

Designate: A person selected to serve on behalf of someone else.

Drawdown of Funds: The process used to access grant monies from public agencies.

External Funding: Financial resources secured outside of levied taxes, state funding, and tuition.

Evaluation Plan: The process identified by which a grant project will assess its effectiveness and outcomes.

Fiduciary: The entity designated as the recipient and manager of grant funds.

Grant Accounting: The system responsible for setting up, tracking, maintaining, auditing, and reporting on grant funds.

Grant Agreement: A contract between the grantor and the grantee outlining the roles, responsibilities, financial management, and reporting requirements of a grant project.

Grant Coordinator: The person responsible for preparing and submitting all proposals and grant applications in support of CCC's ongoing needs and priorities

Grant Concept Approval Form: A required form outlining the project, its timeline, the amount being requested and how the project addresses the CCC Mission and Strategic Plan – which authorizes the submission of a grant application.

Grant Proposal Planning Team: All persons involved in the development of a grant proposal.

Grantor: The entity from which funds are granted.

Institutional Review Board: A group responsible for the review, determination, approval, direction of modifications, and/or disapproval of grant activities that contain or may contain research related to the use of human subjects.

Mission: A written statement guiding the actions and overall goals of the College.

Point of Contact: The person assigned to the College's Data Universal Number System (DUNS) number on the Central Contractor Registry.

Private Funding: Monies that come from non-governmental (public) sources.

Program Officer: The person who serves as the funder's program liaison and representing their interests in program implementation.

Project Director: The person designated in the grant proposal as responsible for grant project implementation, reporting and outcomes assessment.

Proposal: The completed grant application including the budget and required forms.

Proposal Development: The process through which a project idea is transformed into a proposal.

Proposal Submission: The process through which a proposal is delivered to the funder.

Public Funding: Monies that come from state, Federal and local governmental agencies.

Request for Proposal (RFP), Request for Application (RFA), Solicitation for Grant Application (SGA): An open solicitation to which applicants can apply for specified program/project support.

Stakeholder: Someone who has an interest in the implementation and outcome of a project.

Supplanting: Seeking or using grant funds to relieve financial commitments the College is currently making in order to sustain a program.

Sustainability Plan: The plan by which a grant funded program will continue after funding ends.

Appendix A. Grant Concept Approval Form

Funding Opportunity Name:	
Description of the Funding Opportunity:	
Grant Type: <input type="checkbox"/> State <input type="checkbox"/> Federal <input type="checkbox"/> Foundation <input type="checkbox"/> Private <input type="checkbox"/> Internal <input type="checkbox"/> Other:	
Funding Opportunity Award Range:	Proposal Due Date to Funding Agency:
Funding Opportunity Length of Award (Years):	
Grant Requirements: <input type="checkbox"/> Financial matching is required <input type="checkbox"/> In-kind matching is required <input type="checkbox"/> Matching is not required <input type="checkbox"/> There are no partnership requirements <input type="checkbox"/> There are partnership requirements with:	

Working Title for Concept:		
Description of the Concept:		
Funding Request Amount:		
Plan for Expenditure of Grant Funds:		
Anticipated Outcome(s):		
Describe how the concept aligns with Program Review and/or the Educational Master Plan Goals/Initiatives:		
If the concept does not align, please provide further justification:		
Concept Submitted By:	<i>(Signature)</i>	<i>(Date)</i>
	<i>(Please print name)</i>	<i>(Contact Information)</i>
Concept Supported By:	<i>(Signature)</i>	<i>(Date)</i>
	<i>(Please print name of Dean/Director/Manager)</i>	<i>(Contact Information)</i>
Vice President's Approval:	<i>(Signature)</i>	<i>(Date)</i>
	<i>(Please print name of Vice President)</i>	<i>(Contact Information)</i>
President's Cabinet Response:	<input type="checkbox"/> P.C. approves the concept and supports the development of a full application/proposal.	
	<input type="checkbox"/> P.C. <u>does not</u> approve the concept or support the development of a full application/proposal.	
	<input type="checkbox"/> P.C. requests additional information before a decision can be made. (See below)	
President's Cabinet Questions and Comments:		