

Emergency Management for Higher Education (EMHE)

A Grant Competition to Develop, or Review and Improve, and Fully Integrate Campus-Based All-Hazards Emergency Management Planning Efforts for Institutions of Higher Education

(CFDA # 84.184T)

Information and Application Procedures for Fiscal Year 2010

Application Deadline: May 12, 2010

OMB No. 1894-0006

Expiration Date: September 30, 2011



∞ **FREQUENTLY ASKED QUESTIONS** ∞
PP. 36-56

**U.S. Department of Education
Office of Safe and Drug-Free Schools**



UNITED STATES DEPARTMENT OF EDUCATION
Office of Safe and Drug-Free Schools

Assistant Deputy Secretary

April 2010

Dear Colleague:

Thank you for your interest in applying for the Emergency Management for Higher Education (EMHE) grant (CFDA 84.184T) administered by the U.S. Department of Education's Office of Safe and Drug-Free Schools.

The U.S. Department of Education (ED) collaborates with the U.S. Department of Health and Human Services (HHS) to support this grant competition. First administered in fiscal year (FY) 2008, we have awarded 43 EMHE grants to date. Grants provide funds to institutions of higher education to develop, or review and improve, and fully integrate, campus-based all-hazards emergency management planning efforts within the framework of the four phases of emergency management—Prevention-Mitigation, Preparedness, Response and Recovery.

Continuously reviewing and enhancing campus-based emergency management plans is critical to ensuring a high level of preparedness and readiness in the event of potential emergencies. Preparing campuses for all types of potential hazards now can help save lives, prevent injury, and minimize campus damage and potential financial losses during actual crisis events.

The Department's publication, [Action Guide for Emergency Management at Institutions of Higher Education](#) provides information on key concepts and components of strong emergency management plans for the higher education community. Every applicant for the EMHE grant program should review this Action Guide and study the four phases of emergency management. The guide is available at www.ed.gov/emergencyplan. In addition, the Department's Readiness and Emergency Management for Schools Technical Assistance Center has created a variety of emergency management planning resources and materials that are available at <http://rems.ed.gov> to assist potential applicants for this competition.

Thank you for your efforts to ensure the safety of the students, staff, and faculty at our nation's institutions of higher education. We look forward to receiving your application!

Sincerely,

/s/

Kevin Jennings

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EMHE Grant Fast Facts:

Purpose: EMHE grants support efforts by institutions of higher education (IHE) to develop, or review and improve, and fully integrate, campus-based all-hazards emergency management planning efforts within the framework of the four phases of emergency management (Prevention-Mitigation, Preparedness, Response, and Recovery).

Eligible Applicants: To be considered for an award under this competition, an applicant must be considered an IHE, or a consortia thereof (see p. 12).

Absolute Priority 1: Institutions of Higher Education (IHE) Projects Designed to Develop, or Review and Improve, and Fully Integrate Campus-Based All-Hazards Emergency Management Planning Efforts.

Absolute Priority 2: Priority for Applicants That Have Not Previously Received a Grant Under the EMHE Program (CFDA 84.184T).

****NOTE:** Applicants must meet both absolute priority 1 and absolute priority 2 to be eligible for an EMHE grant in 2010.

Application Publish Date:	April 1, 2010
Application Deadline Date:	May 12, 2010
Application Submission:	Applications may be submitted electronically via e-Application or in hard copy.
Project Period:	Up to 24 months
Estimated Award Size:	\$200,000 - \$750,000
Estimated Number of Awards:	26
Competition Manager:	Tara Hill
Email address:	tara.hill@ed.gov
Telephone:	202-245-7860

More Information:

- <http://www.ed.gov/programs/emergencyhighed/applicant.html>
- http://rems.ed.gov/index.php?page=EMHE_Grant_Application

II. APPLICATION SUBMISSION PROCEDURES

Application Transmittal Instructions

Applications for grants under this grant competition may be submitted electronically using the Electronic Grant Application System (e-Application) accessible through the Department's e-Grants system, or in paper format by mail or hand delivery. The electronic submission of applications is voluntary. However, if you choose to submit your application electronically, you must use the site listed below. Note: You may not submit your application by e-mail or facsimile.

ATTENTION ELECTRONIC APPLICANTS: Please note that you must follow the Application Procedures as described in the *Federal Register* notice announcing the grant competition.

The competition deadline for the EMHE grant program is May 12, 2010. If you want to apply for a grant and be considered for funding, you must meet the following deadline requirements:

Applications Submitted Electronically

If you choose to submit your application to us electronically, you must submit your grant application using the Department of Education's e-Application system (<http://e-grants.ed.gov>) by 4:30:00 p.m. (Washington, D.C. time) on the application deadline date.

For more information on using e-Application, please refer to the Notice Inviting Applications that was published in the *Federal Register* (see Section IV), the e-Application Submission Procedures and Tips document found in this application package instructions, and/or visit <http://e-grants.ed.gov>.

You may access the electronic application for the EMHE grant competition at the following Web site: <http://www.ed.gov/fund/grant/apply/grantapps/index.html>

Applications Sent by Mail

If you submit your application in paper format by mail (through the U.S. Postal Service or a commercial carrier), you must mail the original and two copies of the application on or before the deadline date to the address below. To help expedite our review of your application, we would appreciate your voluntarily including an additional 3rd copy of your application.

Please mail copies to:

U.S. Department of Education
Application Control Center
Attention: CFDA # 84.184T
LBJ Basement Level 1
400 Maryland Avenue, SW
Washington, DC 20202 – 4260

You must show one of the following as proof of mailing:

- (1) A legibly dated U.S. Postal Service Postmark.
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the Secretary.

If you mail an application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

- (1) A private metered postmark.
- (2) A mail receipt that is not dated by the U.S. Postal Service.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office.

Applications Delivered by Commercial Carrier

Special Note: Due to disruptions to normal mail delivery, the Department encourages you to consider using an alternative delivery method (for example, a commercial carrier, such as Federal Express or United Parcel Service; or U. S. Postal Service Express Mail) to transmit your application for this competition to the Department. If you use an alternative delivery method, please obtain the appropriate proof of mailing under “Applications Sent by Mail,” then follow the mailing instructions under the appropriate delivery method.

You must mail the original and two copies of the application on or before the deadline date. To help expedite our review of your application, we would appreciate your voluntarily including an additional 3rd copy of your application. Applications that are delivered by commercial carrier, such as Federal Express or United Parcel Service should be mailed to:

U.S. Department of Education
Application Control Center
Attention: CFDA #84.184T
LBJ Basement Level 1
400 Maryland Avenue, SW
Washington, DC 20202-4260

Applications Delivered by Hand

You or your courier must hand deliver the original and two copies of the application by 4:30:00 p.m. (Washington, DC time) on or before the deadline date. To help expedite our review of your application, we would appreciate your voluntarily including an additional 3rd copy of your application.

Please hand deliver copies to:

U.S. Department of Education
Application Control Center
Attention: CFDA #84.184T
550 12th Street, SW
Potomac Center Plaza – Room 7041
Washington, DC 20202-4260

The Application Control Center accepts application deliveries daily between 8:00 a.m. and 4:30:00 p.m. (Washington, DC time), except Saturdays, Sundays, and federal holidays.

e-Application Submission Procedures and Tips for Applicants

IMPORTANT – PLEASE READ

e-Application Web site: <http://e-grants.ed.gov>

To facilitate your use of e-Application, this document includes important application preparation and submission procedures you need to be aware of to ensure your application is received in a timely manner and accepted by the Department of Education. Please read and follow these step-by-step directions to create and submit your application.

ATTENTION

Applicants using the Department of Education's e-Application system will need to register first to access an application package. Forms in an application package are completed on-line and narratives are uploaded while logged into the system. Therefore, allow sufficient time to complete your application before the closing date. If you have not used e-Application in the past, you may want to walk through the Demo available on the e-Application homepage. If you encounter difficulties, you may also contact the e-Grants help desk on 1-888-336-8930. The following are steps you should follow to successfully complete an application with e-Application.

Step 1 – Determine if your program is accepting electronic applications. The *Federal Register* notice of each program will indicate whether the program is accepting e-Application as part of the Department's e-Application program. Here is a link to the Department's *Federal Register* notices: <http://www.ed.gov/news/fedregister/announce/index.html>. Additional information on the Department of Education's grant programs can be found at <http://www.ed.gov/about/offices/list/ocfo/grants/grants.html>.

Step 2 – Register in e-Application to access the application package. If you are a new user, you will need to register to use e-Application. From the e-Grants Portal Page <http://e-grants.ed.gov/>, click on the continue button and click the register button on the right side of the next page. Select the e-Application module and click the next button. Please provide the requested information. Your e-Grants password will be sent to the e-mail address you provide. Once you receive the e-mail, enter your username and password and click the login button.

If you already have a username and password for e-Grants, use them to login. If you have access to more than one e-Grants module, you will be directed to select which module you wish to enter. Keep in mind that this username and password will be used for all e-Grants modules. In order to update your registration for additional e-Grants modules, click the appropriate tab on the top of the screen and provide the requested information.

Note the following browser compatibility problems. The site is viewed best in Internet Explorer 5. We currently support IE 5, Netscape 6.2, Firefox 2.2 (along with later versions of

IE, Netscape and Firefox). Please make sure that you have **Cookies** and **JavaScript** enabled in your browser.

Step 3 - Add Application Package to your Start Page. From your Start Page, click on the "Add" button to see the list of application packages. Click on a specific package link on the List of Application Packages to apply. The package will now appear on your Start Page. From this point forward, you will access your unique application from your Start Page (not the Packages Page).

Step 4 - Begin the Application. Click on the underlined Application Package Title on your Start Page. This brings you to a page where you will see all of the application's forms and narratives listed as underlined links.

Step 5 - Fill out Forms. Enter a form by clicking on the underlined form title in order to enter data. Remember to click the "Save" button at the bottom of the form and check the "Form Completed" box for each form as you complete it.

Step 6 - Upload File(s) for Narrative Responses. Click on an underlined narrative form title for the e-Application. Enter the title of the document, and click on the "Browse" button to locate your file. Remember to click the "Save" button after you upload the document and check the "Form Completed" box when you finish uploading your file(s). Please note for file uploads, we accept .doc, .rtf, and .pdf files only. If you are using Word 2007, please save your document in a lower version of Word before uploading into e-Application.

Step 7 - Verify Information/Print Application. Verify your information is complete and correct on all required forms and narratives. You have the option to print each form at any time by clicking on the print/view icon next to the appropriate form. After submission of the forms and narratives, you have the option to print a complete e-Application package in PDF by clicking on the "Request Complete Package in PDF" on the e-Application PR/Award page. A second window will open informing you that your request has been received and that you will be notified via e-mail once it is available. This process can take anywhere from a few minutes to a few hours. Once you receive the e-mail, click on the link in the text of the message and enter your username and password in the new window. This will open the PDF file from which you can view/print the entire package. In addition, a blank complete package in PDF will be accessible from the package page in e-Application.

Step 8 - Submit your Application. Only authorized individuals for your organization can submit an application. Please check with your Authorizing Representative or sponsored research office before submission. Click on the "Ready to submit" button at the bottom of your application. Enter and verify the Authorizing Representative information. Click the "Submit" button. You will receive an e-mail to confirm that your application was received, and it will include a unique application number. Please print and keep this e-mail for your records. [Reminder: applications must be submitted before 4:30:00 p.m., Washington, DC time, on the deadline date for applications. e-Application will not accept your application if you try to submit it after 4:30:00 p.m. on the deadline date.]

Step 9 - Fax the signed SF 424 Cover Page (or Program Specific Cover Page). Write your unique application number (received in step 8) on the upper right corner of your printed SF 424 Cover Page (or Program Specific Cover Page), **sign and fax it within 3 business days of submitting your e-Application** to (202) 485-0041 or (202) 245-7166.

NOTE: For more detailed information on submitting an e-Application, please see the User Guide. In addition, please try practicing with our e-Application Demo site by clicking on the Demo button found on the upper left corner of the e-Application Home Page. Both the User Guide and Demo can be found at <http://e-grants.ed.gov>.

Other Submission Tips

- 1) **SUBMIT EARLY - We strongly recommend that you do not wait until the last day to submit your application.** The time it takes to upload the narratives for your application will vary depending on a number of factors including the size of the files and the speed of your Internet connection. If you try to submit your application after 4:30:00 p.m., Washington, DC time on the deadline date, the e-Application system will not accept it.
- 2) **If electronic submission is optional and you have problems that you are unable to resolve before the deadline date and time for electronic applications, please follow the transmittal instructions for hard copy applications in the *Federal Register* notice and get a hard copy application postmarked by midnight on the deadline date.**

If electronic submission is required, you must submit an electronic application before 4:30:00 p.m., unless you follow the procedures in the *Federal Register* notice and qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. (See the *Federal Register* notice for detailed instructions.)

- 3) **Dial-Up Internet Connections -** When using a dial-up connection to upload and submit your application, it can take significantly longer than when you are connected to the Internet with a high-speed connection, e.g. cable modem/DSL/T1. While times will vary depending upon the size of your application, it can take a few minutes to a few hours to complete your grant submission using a dial-up connection. If you do not have access to a high-speed connection and electronic submission is required, you may want to consider following the instructions in the *Federal Register* notice to obtain an exception to the electronic submission requirement no later than two weeks before the application deadline date. (See the *Federal Register* notice for detailed instructions.)

Additional Tips – Attaching Files

Please note the following tips related to attaching files to your application:

1. Ensure that you only attach the Department of Education approved file types detailed in the *Federal Register* application notice (.doc, .pdf or .rtf). If using Word 2007, save your file to an earlier version of Word before uploading. Also, do not upload any password-protected files to your application.
2. When attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. We recommend you keep your file names to less than 25 characters. In addition, applicants should avoid including special characters in their file names (for example, %, *, /, etc.) Both of these conditions (lengthy file names and/or special characters included in the file names) could result in difficulties opening and processing a submitted application.
3. Applicants should limit the size of their file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. Please note that each file attachment in e-Application has a file size limitation, which is anywhere from 2 to 8 MB, and the limitation will be indicated on the individual screen when you upload a file. For reference, however, the average discretionary grant application package totals 1 to 2 MB. Therefore, you may want to check the size of your attachments before uploading them into e-Application.

III. Program Background Information

Purpose of EMHE Grants

Congress appropriated initial funding to the U.S. Department of Education (ED) and the U.S. Department of Health and Human Services (HHS) for the EMHE grant competition in FY 2008 following the tragic shooting at Virginia Polytechnic Institute and State University in 2007. That and other past emergencies, such as the events of September 11, 2001, Hurricanes Katrina and Rita, and the recent shooting at the University of Alabama-Huntsville, reinforce the need for colleges and universities to prepare for the full range of emergency events that may affect their campus communities. To date, ED/HHS have made 43 EMHE grants nationally. In fiscal year (FY) 2010, additional funds were provided to support the EMHE program and ED/HHS published a Notice of Proposed Priorities on December 4, 2009. Following adjudication of those comments, and the passing of the 2010 Appropriations Act, we published a Notice of Final Priorities and Requirements for a new EMHE competition in April 2010.

The purpose of the program is to support efforts by campuses to develop, or review and improve, and fully integrate, campus-based all-hazards emergency management planning efforts within the framework of the four phases of emergency management (Prevention-Mitigation, Preparedness, Response, and Recovery).

The EMHE grant program provides funds to IHEs to establish or enhance an emergency management planning process that integrates the various components and departments of each IHE; focuses on reviewing, strengthening, and institutionalizing all-hazards emergency management plans; fosters partnerships with local and State community partners; supports vulnerability assessments; encourages training and drilling on the emergency management plan across the community; and requires IHEs to develop a written plan for preventing violence on campus by assessing and addressing the mental health needs of students, faculty, and staff who may be at risk of causing campus violence by harming themselves or others.

In our experience over the past two years, EMHE grantees enhance IHE emergency management capacity in a wide number of areas under the four phases of emergency management. In addition to responding to all elements of the Absolute Priorities and other Requirements, some key activities of EMHE grantees include:

- Garnering support from top leadership within the institution;
- Training campus faculty, staff, and students in emergency management procedures;
- Coordinating planning across all relevant components, offices, and departments of the campus as well as the local community;
- Coordinating with local and State government emergency management efforts;
- Supporting the implementation of the National Incident Management System;
- Pre-establishing roles for faculty, staff, students and first responders;
- Creating web-based emergency management portals for information sharing on campus;
- Conducting drills and exercises with faculty, staff, students, and community partners;
- Completing comprehensive vulnerability assessments of campus facilities; and,
- Purchasing emergency equipment and technology necessary to improve overall campus safety and preparedness (but not as a majority of the requested funding).

General EMHE Program Information

Eligibility

To be considered for an award under this competition, an applicant must be considered an IHE. An IHE, for the purposes of this competition, is defined as: an educational institution in any State that—

- (1) Admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate or persons who meet the requirements of section 484(d)(3) of the Higher Education Act of 1965, as amended;
- (2) Is legally authorized within such State to provide a program of education beyond secondary education;
- (3) Provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree or awards a degree that is acceptable for admission to a graduate or professional degree program, subject to review and approval by the Secretary;
- (4) Is a public or other nonprofit institution; and
- (5) Is accredited by a nationally recognized accrediting agency or association or, if not so accredited, is an institution that has been granted preaccreditation status by such an agency or association that has been recognized by the Secretary for the granting of preaccreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.

Authority

This competition is authorized under 20 U.S.C. 7131. The applicable regulations for this competition are found in 34 CFR parts 74, 75, 77, 79, 81, 82, 84, 85, 86, 97, 98, 99, and 299.

Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian tribes.

Official Documents Notice

The official documents governing this competition are the Notice Inviting Applications and the Notice of Final Priorities and Requirements published in the *Federal Register* [See Section IV (Legal and Regulatory Documents) of this application package]. These notices are also available electronically at the following Web sites: www.ed.gov/legislation/FedRegister and www.gpoaccess.gov/nara.

Applicants should clearly indicate in Block #11 of the Standard Form (SF) 424, the CFDA Number and suffix of this competition: **84.184T**.

Grant Awards and Project Period

The project period for this grant is up to 24 months. No continuation awards will be provided. We anticipate that the project period for FY 2010 EMHE grants will be from October 1, 2010 through September 30, 2012.

Review of Applications and Notification of Awards

The review of applications and notification of awards for this grant competition requires approximately six to eight weeks. We expect to notify successful applicants on or before September 30, 2010. We anticipate notifying unsuccessful applicants approximately 60 days after the award start date.

Basic Expectations of EMHE Grantees

This section highlights some of ED's key expectations for EMHE grantees. If you are considering applying for an EMHE grant, you should ensure that your institution is prepared to meet all of the expectations outlined in this section, and throughout this application package.

Review General Expectations of U.S. Department of Education (ED) Grantees

By submitting an application for this program, an applicant agrees to cooperate fully with any evaluation efforts conducted by ED and its contractors. At a minimum, grantees must:

- ❑ Maintain records and a grant file documenting all aspects of the EMHE project;
- ❑ Maintain fiscal and administrative control of the EMHE grant;
- ❑ Attend all required grant project meetings;
- ❑ Participate in mandatory EMHE initial performance calls;
- ❑ Alert ED to any changes in Project Director or Authorized Representative;
- ❑ Ensure financial expenditures and drawdowns are occurring at a reasonable rate to ensure successful completion of the project;
- ❑ Submit interim and final EMHE project reports;
- ❑ Include project-specific performance objectives and measures in their evaluation plan;
- ❑ Document progress towards addressing the Government Performance and Results Act (GPRA) measure identified for this program;
- ❑ Maintain records on the extent to which program objectives are being met; and
- ❑ Make ongoing project information, findings, and products available upon ED's request to ensure the dissemination of knowledge gained from this grant program.

ED also may expect grantees to work with ED's Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center to provide key program information that will help assess the extent to which projects supported under this grant competition are meeting goals and objectives. We hope to identify and disseminate to other institutions those strategies that are effective in improving emergency management planning efforts at the higher education level.

Provide and Maintain E-mail Addresses

As part of our review of your application, we may need to contact you with questions for clarification. Please be sure your application contains valid email addresses for the Project Director and Authorized Representative identified for the project. These email addresses will be

needed throughout the project period should you become an EMHE grantee. If you do not already have one, it will be necessary for key project staff to obtain and maintain an email account and to become familiar with using email, as most correspondence regarding the EMHE grant will be delivered electronically. You should notify ED if these key email addresses change at any time during the project.

Receive Technical Assistance

Grantees will receive technical assistance throughout the life of the grant. This assistance will take multiple forms, including meetings and workshops, telephone consultations, list serves, and other forms of networking to share ideas and identify resources. In addition, ED will assign each grantee with a Federal Project Officer who will serve as a resource throughout the project period.

Attend Required Grantee Meetings

During the project period, EMHE grantees will be required to attend two mandatory grantee meetings. The first meeting is a Project Director Orientation meeting and only the Project Director must attend. The second meeting is a general EMHE grantee training and two IHE representatives must attend (one of whom must be the Project Director.) Attendance at BOTH of these required meetings by the required project staff is an EMHE grant requirement. All EMHE grantees, regardless of the size or location of the IHE, are required to meet this requirement. Grantees must attend the meetings in their entirety. Grantee participants that arrive late at the meetings, leave the meetings early, or fail to send the required participants, will not be compliant with this requirement.

Verify Project Director Time Commitment

During the application phase, applicants should provide the percent of the Project Director's time that will be dedicated to the grant project if funded. For example, if the Project Director works 40 hours per week and spends 20 hours per week on EMHE grant activities, the time commitment for the Project Director would be 50%. **We suggest that applicants include this information in the budget narrative and that they add this information to the Project Director line on the Department of Education Supplement to the SF 424.** Then, as a grantee, the project will need to develop and maintain a system for documenting and verifying this time spent on the project throughout the project period.

Ensure Appropriate Contracting for Services and Procurement: Education Department General Administrative Regulations (EDGAR) Sections 74.40-74.48

As a general matter, 34 C.F.R. 74.43 governs competition in procurement transactions by grantees in the EMHE program, including a requirement that all procurement transactions must be conducted in a manner providing, to the maximum extent practical, "open and free competition." All grantees under the EMHE program must also follow the minimum requirements in 34 C.F.R. 74.40-74.48. (EDGAR is available online and can be accessed at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.)

The provisions in 34 C.F.R. 74.40-74.48 are designed to ensure that goods and services are procured in an effective manner and to protect the competitive procurement process from undue influence. These requirements have been in effect for many years. According to 34 C.F.R. 74.43, all grantees must ensure that all competitions are conducted in a manner to provide, to the

maximum extent practical, “open and free competition.” This section requires that grantees be alert to conflicts of interest, as well as noncompetitive practices among contractors that may restrict or eliminate competition or otherwise restrain trade. Separately, 34 C.F.R. 74.42 requires grantees to have written standards of conduct designed to avoid conflicts of interest in the procurement of goods and services and 34 C.F.R. 74.44(a) requires recipients to establish written procurement procedures.

An applicant may choose to use a consultant to help prepare its EMHE application. However, if that applicant receives an EMHE grant and elects to contract for services with EMHE funds, the EMHE grantee will need to consider the role played by the consultant in preparing the grant application if that consultant wishes to compete for a contract to provide services as part of the EMHE grant. For example, a consultant that crafted specifications that are included in the grant application, or played an extensive role in developing or writing an EMHE application, may have a conflict of interest in competing for a contract supported with EMHE funds. Applicants should be aware of the potential for creating a conflict of interest as they determine their strategy for developing and writing their application materials.

Grantees should also carefully examine all of their interactions with vendors to ensure that these actions do not violate the requirements concerning open and free competition.

We expect that IHEs that apply for EMHE grants will review their written procurement policies and procedures to be sure that they meet the procurement standards established in Part 74 of EDGAR. We highly recommend that EMHE grantees seek advice from their legal counsel in their review of these provisions so that they can be satisfied that procurement activities supported with Federal grant funds are being implemented in a manner consistent with these requirements.

We understand that conducting a competitive bidding process can take a considerable amount of time. As a result, we recommend that applicants consider this when developing their proposed project timelines for any projects that will include contracted goods or services.

Submit Required Reports

EMHE grantees will be required to submit two performance reports during the project: an interim performance report (due approximately one year into the project period) and a final performance report (due 90 days following the conclusion of the EMHE project.) Grantees must complete all performance reports using the ED 524B Form:

http://www.ed.gov/fund/grant/apply/appforms/ed524b_cover.doc and
http://www.ed.gov/fund/grant/apply/appforms/ed524b_status.doc.

EMHE Budget Information

This section discusses key considerations applicants should keep in mind when developing the budget section of their EMHE applications. In general, we ask that applicants submit their budget narratives/justifications based on the primary ED budget categories as follows:

- Personnel
- Fringe
- Travel
- Equipment
- Supplies
- Contractual
- Construction
- Other
- Indirect Costs
- Training Stipends

Budget Period

The project and budget period for this grant is up to 24 months (two years). Applicants should list their entire budget request in one column on the ED Form 524. This means we are requesting that you aggregate your budget data into one project budget period/column as opposed to dividing it up over two separate fiscal years.

Sample EMHE Budget Narrative Justification

We are including a sample budget narrative justification for an EMHE grant in the Appendices section of this application package that you may refer to when developing your budget narrative justification (pp. 120-125). This example is not intended to serve as a template to be copied by applicants, but rather to provide applicants with an understanding of the level of detail and types of information that we are looking for when we review applicants' budgets for this program.

Estimated Award Amounts

Though there are some core elements of emergency preparedness that will be common to all EMHE projects, we estimate that the amount of funding needed for various projects will vary based on a variety of factors. These factors include, but are not limited to, geographic size and location of campus, number of campus facilities, proximity of campuses to nearby hazards, and the number of students and staff who are on the campus on a daily basis. Several of these factors are related to student enrollment, so we are estimating the average size of awards for EMHE grants in FY 2010 based on student enrollment at each applicant institution. Specifically, we estimate that IHEs with student enrollment between:

- 1 – 999 students will need up to \$200,000 to implement their projects;
- 1,000 – 4,999 students will need up to \$300,000 to implement their projects;
- 5,000 – 19,999 will need up to \$500,000 to implement their projects; and
- 20,000 – 40,000 may need up to \$750,000 to implement their projects.

Please note that these are just estimates and projects that feel that they need additional support to successfully complete their projects should fully justify this in their application package as well as in their budget narrative justification.

Travel Budget

When developing application budgets, applicants should take into account travel that will be required by ED during the grant period. Specifically, applicants must budget for attendance at two required meetings. There are no registration fees for these meetings. For planning purposes, applicants should include funds for transportation, lodging, and per diem costs for the following meetings:

Meeting #1: Required Project Director Orientation Meeting

This 1.5-day Project Director Orientation Meeting will provide the grant Project Director with key information needed to manage and implement a discretionary grant awarded by the U.S. Department of Education. This meeting will take place within the first six months of the grant period and will be located in Washington, DC.

Required Participant: Grant Project Director

Expenses for this meeting include:

- Round-trip airfare for one participant to Washington, D.C.
- Lodging expenses for one participant for up to two nights in Washington, D.C.
- Per diem expenses for one participant for up to three days in Washington, D.C.
- Funds for local ground transportation

Meeting #2: Emergency Management for Higher Education Training

This two-day meeting will provide participants with information related to developing emergency management plans that address all-hazards and that are developed around the four phases of emergency management.

Required Participants: Project Director and One Additional IHE Grant Representative

Expenses for this meeting include:

- Round-trip airfare for two participants to a major U.S. city
- Lodging expenses for two participants for up to three nights in a major U.S. city
- Per diem expenses for two participants for up to four days in a major U.S. city
- Funds for local ground transportation

Estimated Public Reporting Burden

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for the information collection is OMB No. 1894-0006. The time required to complete the information collection is estimated to average 28 hours per response, including the time to review the instructions, search existing data sources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Office of Safe and Drug-Free Schools, 500 12th Street, SW, 10th Floor, Washington, DC 20202-6450.

Evaluation of EMHE Projects

Evaluation is a powerful tool that supports program planning and improves our understanding of emergency management procedures. Therefore, applicants must propose to implement an evaluation of their efforts, using process and outcome performance measures, that document the effectiveness of the project's strategies to improve and enhance emergency management plans.

It is important to remember that what constitutes success may differ from one project to another. In preparing the project design and evaluation plan, applicants are encouraged to develop performance measures and "project-specific objectives" based upon the specific goals and objectives of their individual projects. The evaluation plan should include both qualitative and quantitative measures, as well as process measures. Applicants should also include a description of all evaluation instruments they intend to use. Examples of evaluation instruments include evaluation forms for training sessions, after-action reports from tabletop exercises, and process checklists.

Examples of possible quantitative objectives include:

- (1) Increase in the number of hazards addressed by the campus-based emergency plan;
- (2) Increase in the number of faculty and staff trained in emergency management procedures;
and
- (3) Increase in the number of NIMS course completions by key personnel.

Examples of possible qualitative objectives include:

- (1) Improved partnerships between community partners and the campus; and
- (2) Improved response actions during large-scale drills.

Examples of specific activities that may support project objectives include:

- (1) Conducting training for faculty and staff on the emergency management plan;
- (2) Conducting a vulnerability assessment for the campus; and
- (3) Providing training on the incident command system.

Related process data could include:

- (1) Number, type, and relevance of training sessions held;
- (2) Breadth of vulnerability assessments conducted; and
- (3) Regularity and outcomes of incident command meetings and planning sessions.

Process objectives may have some additional qualitative or quantitative information associated with them. For example, the number and types of training sessions may also have related information regarding perceptions of the training (qualitative data) and the effectiveness of the training when tested using a practice drill (quantitative data).

We may ask grantees to work with the REMS TA Center to collect key program information that will help assess the extent to which projects supported under this grant competition are meeting their goals and objectives. We may use the data or products from these projects to help identify and disseminate effective emergency management strategies to other IHEs.

Government Performance and Results Act (GPRA)

All EMHE project evaluation plans should include a process for tracking data for the required Government Performance and Results Act (GPRA) measure for this program.

The GPRA of 1993 is a straightforward statute that requires all Federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to state clearly what it intends to accomplish, identify the resources required, and periodically report its progress to the U.S. Congress. The GPRA contributes to improvements in accountability for the expenditure of public funds; enhances congressional decision-making through more objective information on the effectiveness of Federal programs; and promotes a government focus on results, service delivery, and customer satisfaction.

As required by GPRA, ED has developed a strategic plan that reflects organizational priorities and integrates those with our mission and program authorities. We have also developed GPRA measures for the individual programs we administer, including the EMHE program.

Performance Measure: We have identified the following GPRA performance measure for assessing the effectiveness of the EMHE grant program:

- The average number of National Incident Management System (NIMS) training course completions by key personnel at the start of the grant compared to the average number of NIMS training course completions by key personnel at the end of the grant.

This GPRA measure constitutes the Department's indicator of success for this program. Consequently, we advise applicants for a grant under this program to consider carefully this measure in designing their proposed project, including considering how you will collect the necessary data for the measure. Grantees will be required to collect and report, in their interim and final performance reports, baseline data as well as data on their progress with regard to this measure throughout the project period.

Before beginning implementation of training connected to this grant, grantees will be required to determine baseline data -- the average number of these courses completed by key personnel at their IHE between April 2004 (when NIMS courses first became available) and the project start date for their EMHE grant. ***Applicants are strongly encouraged to include this information in their applications if it is available.*** If it is not available during the application phase, ***grantees will be required to collect and report baseline data in their interim reports; and, both baseline data and final data with regard to their progress towards this measure in their final reports. There is a goal of an average increase of two course completions per key personnel for each project.*** (Please see the Frequently Asked Question section, pages 44-48, on NIMS for additional information regarding how to report on this measure.)

NOTE: Consortia applicants must provide baseline and follow-up data for each participating campus or extension site to be covered under the proposed EMHE project.

We will aggregate data provided by grantees for this GPRA measure and use that data in developing future EMHE budget justifications. We will also share this performance data with Congress. We will publish results from individual grants to illustrate how grant sites are making progress toward program objectives.

Accordingly, if funded, grantees will be expected to collect data on the performance measure established for this program, and report that data to ED in their interim and final performance reports. Grantees must complete all performance reports using the ED 524B Form:

http://www.ed.gov/fund/grant/apply/appforms/ed524b_cover.doc and

http://www.ed.gov/fund/grant/apply/appforms/ed524b_status.doc.

The ED 524B performance report requires that EMHE grantees report data on not only the GPRA indicator established for this program, but also on all “project-specific objectives” outlined in each individual EMHE grant application, and as discussed in the “Evaluation of EMHE Projects” section of this application package. Please note that EMHE grantees will need to report on the GPRA measure as well as each individual “project-specific” measure on both the interim and final reports. Therefore, it is beneficial if applicants clearly delineate their plans for tracking data on both the GPRA and “project-specific” measures in the evaluation plan section of the EMHE application.

Resource Information for EMHE Applicants

There are many resources available to assist IHEs with the development of their EMHE applications and project design. Some of the key resources include:

U.S. Department of Education (ED) Web site

ED features an emergency management Web site designed to serve as a “one stop shop” for school-based emergency management efforts. Information on the site includes information for both K-12 and IHE emergency managers. Additional information about ED’s emergency management planning resources is available at: www.ed.gov/emergencyplan.

Grant Question and Answer Calls

ED will host a series of four EMHE Grant Question and Answer teleconferences to answer questions regarding the EMHE grant competition. **The information regarding the teleconferences will be available at:** http://rems.ed.gov/index.php?page=EMHE_Grant_Application.

Readiness and Emergency Management for Schools Technical Assistance Center

In 2004, ED began supporting, through contract, a technical assistance center devoted to providing emergency management resources, tools and training to both grantees and non-grantees working on emergency management efforts in an educational setting. For more information and resources on emergency management planning, you may visit ED’s REMS TA Center Web site at: <http://rems.ed.gov>.

Additional Information

- If you have additional questions about the EMHE grant application for FY 2010, we encourage you to first review the Frequently Asked Questions (FAQ) section of this application package. It is available on pages 36-56 and provides answers to many common questions.
- Any additional or different questions related to the requirements of this grant competition should be directed to the Competition Manager for this competition, Tara Hill of the Office of Safe and Drug-Free Schools (OSDFS), at: Tara.Hill@ed.gov.

Tips for Preparing and Submitting an Application

A. Getting Started

- Read this application package in its entirety and make sure you follow all of the instructions.
- Ensure that you are an eligible applicant for this competition (see p. 12)
 - To be eligible, you must be an IHE or a consortia thereof.
 - To be eligible in 2010, your IHE must NOT be a prior recipient of EMHE grant services.
- Read the FAQ section in this application package on pages 36-56.
- Determine if you want to submit your application electronically or via hard copy.
 - If you want to submit electronically, you will need to register in the e-Application system and obtain a user name and password. We recommend that you do this WELL in advance of the deadline for this competition.
- For more resources related to this grant competition, refer to p. 21 of this competition. In addition, you can visit the EMHE program Web site at <http://www.ed.gov/programs/emergencyhighed/index.html> or the REMS TA Center Web site at <http://rems.ed.gov>.
- If you do not understand an instruction or requirement, contact Tara Hill of the Office of Safe and Drug-Free Schools at Tara.Hill@ed.gov or (202) 245-7860.

B. Preparing Your Application

- Identify required and useful project partners.** Work with the project partners to discuss respective roles and responsibilities, and key project goals.
- Consider conducting a needs assessment.** This can help you determine what your primary emergency management needs are, and how you can best address them through an EMHE grant.
- Re-read the Absolute Priorities, selection criteria, and grant requirements very carefully.** Ensure your proposed project will be comprehensive in nature and will be responsive to all elements.
- Organize your entire application by following the sequence of information as requested on pages 113-114.** Number all pages, including appendices, consecutively to make review and evaluation easier. Double-space your application and print it single-sided with no smaller than 12-point font.
- Organize your project narrative according to the selection criteria (beginning on page 33).** Pay careful attention to the information listed in the italicized Notes for each criterion as this is what reviewers will be looking for.
- Write the project narrative and abstract for your application.** Write so that someone who knows nothing about your campus or your proposed project plan can understand what you are proposing.
- Review your evaluation section and your evaluation plan.**
 - Ensure that you addressed the required GPRA measure.
 - Outline your project-specific objectives.
 - Clearly outline the project scope for the evaluator (whether internal or external).

- Develop a budget request (ED Form 524) and a budget narrative justification.** Develop the budget for a single budget period of up to 24 months (use the column marked “Project Year 1”), and provide a budget narrative justification.
 - Provide sufficient detail about planned expenditures in the budget justification so ED staff and reviewers can easily determine how you will spend the funds.
 - Include information about the percent of time that the Project Director will work on the project in this section, regardless of how you will fund this position. (see sample budget narrative justification on pages 120-125.)
 - Link the planned expenditures to the project’s goals and objectives.
 - Do not request funds for miscellaneous or undefined purposes and make sure to demonstrate that all proposed expenditures are reasonable and necessary to carry out the project.
 - Ensure all expenses are reasonable and allowable.
 - Re-check ALL math calculations for errors.
 - Determine your negotiated, allowable indirect cost rate and include the rate on your budget narrative.
 - Provide proof of your indirect cost rate agreement in your application submission.
- Include the required GEPA 427 statement.** (see pages 117-118).
 - Ensure that there is sufficient detail regarding specific barriers for your institution and how you will address those barriers in your project plan.
 - Ensure that the GEPA 427 statement does more than affirm your Equal Employment Opportunity statement.
- Notify your State Single Point of Contact (SSPOC),** as required by Executive Order 12372, about this application if required (more information can be found on p. 116).
 - A copy of the applicant’s letter on letterhead to the SSPOC should be included with the application.
- Obtain required signatures.**
 - Ensure you have signed partner agreements. We recommend using the sample Partner Agreements provided on pages 128-130 to help you ensure that appropriate signatures have been obtained and that roles and responsibilities are clearly outlined for each of the following for each participating campus:
 - Authorized Representative
 - Representative of the appropriate level of local or State government for the locality in which the IHE is located
 - Representative from a local or State emergency management coordinating body
 - Obtain the signature of your Authorized Representative on the Program-Specific Assurance form (p. 126).
 - Obtain the Authorized Representative’s signature on all other required forms:
 - Application for Federal Education Assistance (SF 424), including the nine-digit DUNS Number and Tax Identification Number
 - SF LLL, Disclosure of Lobbying Activities
 - Assurances-Non-Construction Form SF 424B
 - Certification Regarding Lobbying.
- Complete and submit required Supplemental Information for SF 424 form.**

C. Submitting Your Application

- ❑ Use the Final Application Submission Checklist provided in this application package on page 131 to make sure your application is complete before it is submitted.
- ❑ Double-check to make sure you have met the absolute priorities and included the signed agreements from the Authorized Representative and two required partners (again, we recommend you use the Partner Agreement forms provided on pages 128-130.)
- ❑ Double-check to make sure the Authorized Representative of your institution signs all required forms, including the Program-Specific Assurance on p. 126, and the SF 424.
- ❑ Transmit the application by the deadline date and time. If submitting electronically, use the Department of Education's e-Grants Web site. If submitting via the U.S. Postal Service, obtain a legible postmark date. If using an overnight carrier, obtain a receipt.
- ❑ **If submitting electronically, either upload ALL grant forms requiring a signature (including the SF 424) and EMHE project-specific assurances and partner agreements and submit electronically as .pdf documents or fax them to the Department.** Please fax documents within three business days of submitting your application to (202) 485-0041 or (202) 245-7166 and include your PR/Award number in the upper right-hand corner of each page. (NOTE: all forms should be signed and dated by the application deadline date.)

D. Next Steps

- Applicants submitting by mail should receive a postcard in approximately two weeks (depending on the volume of applications) from ED's Application Control Center (ACC) acknowledging receipt of the application and providing its assigned PR/Award number. If you do not receive this notification within 15 business days from the application deadline date, contact ED's ACC at (202) 245-6288 or via email at application.center@ed.gov for information. If the application is submitted electronically, the PR/Award number will be generated automatically upon submission. Please refer to this PR/Award number if there is a need to contact ED about the application.
- Office of Safe and Drug-Free Schools (OSDFS) staff will screen all applications to ensure that applicants met all program eligibility requirements, requisite signatures from partners are included, and that the Authorized Representative signed all required forms and they were received by ED by the established deadline.
- If we deem an application ineligible for review, the applicant will receive notification from OSDFS.
- After eligibility is confirmed, we assign applications to a three-person panel of peer reviewers who will evaluate and score proposals according to the selection criteria in this package. Applications will receive a score from 0 to 100 depending upon how well the application responds to the requirements of the selection criteria.
- A grant award notification document will be sent to applicants whose proposals score within the funding range. Unsuccessful applicants will receive a notification letter. Both successful and unsuccessful applicants will receive copies of the comments prepared by the peer reviewers. Please be sure your application contains valid email and mailing addresses for both the Project Director and Authorized Representative so that reviewers' comments can be delivered successfully.

EMHE-Specific Grant Writing Tips

The strongest applications are those that follow some key guiding principles:

- Applicants should clearly address all eight elements of EMHE absolute priority #1 and should meet EMHE absolute priority #2 (p. 29) in their project narratives. Failing to discuss one of the required elements will result in an ineligible determination and your application will not be sent to peer review.
- Projects should be well constructed and applications should contain a concrete project design and detailed timeline.
 - For example, a weak application might use generalities to discuss campus training plans. In contrast, a strong application will provide specific details about the anticipated training to be completed. This would likely include details about the number of trainings on each topic, estimated numbers and types of participants, and a detailed timeline for completing the identified training.
 - Including a detailed and well-constructed project timeline is very helpful for reviewers looking to see that your application has strategized meaningful and appropriate ways to accomplish identified activities in the time allotted.
- Leverage existing resources and talent. For example, applicants may want to consider utilizing local first responders to serve as trainers and/or provide expertise on identifying and addressing local hazards. In addition, applicants may propose “train the trainer” approaches for vulnerability assessments or trainings so that on-campus staff can obtain the skills necessary to complete project activities in the future.
- Begin the project with a goal of sustainability after project funding has ended. For example, applicants may want to consider developing training programs on DVD or the IHE’s intranet so that the training will be available for staff to utilize after the grant period.
- Ensure the GPRA measure is included and discuss the plan for collecting required GPRA data in the Evaluation section of the application.
- Address each of the “notes” included following each selection criteria—this is what reviewers are looking for when evaluating and scoring each application.
- If you have questions about the application procedures, selection criteria, or any other aspect of the program, please contact the Competition Manager, Tara Hill, at tara.hill@ed.gov. Please be patient as we expect a high volume of calls and emails during this time.

Background on Emergency Management in the Higher Education Setting

Recent events that have occurred in or around institutions of higher education (IHEs) across the United States have made it clear that IHEs must be prepared to respond to a wide variety of potential hazards. Natural hazards, including but not limited to, snowstorms, tornadoes, earthquakes, and wildfires impact campuses across the country on a yearly basis. Campuses are also at risk for chemical, biological, and other potential public health emergencies. Although campus-based shootings and suicides, such as the 2007 Virginia Tech and the 2010 University of Alabama-Huntsville incidents are rare, they are traumatizing events for the entire community when they do occur. The terrorist attacks of September 11, 2001, and the devastation caused by Hurricanes Katrina and Rita, as well as the earthquakes in Haiti, reinforce the need for all campuses to plan for natural catastrophic emergencies, as well as possible terrorist attacks.

As noted, in response to the wide array of potential threats facing higher education today, Congress first appropriated funding in 2008 to the U.S. Department of Education (ED) and the U.S. Department of Health and Human Services (HHS). The funding designated money for new grant awards to IHEs to develop and implement emergency management plans for preventing campus violence and for responding to emergencies, threats, and incidents of violence or natural disaster. These funds provide resources to IHEs to plan and prepare for a variety of threats that can impact a campus (i.e., terrorist attacks, natural disasters, shootings, suicides, infectious disease outbreaks, and cyber security breaches or attacks) and to promote campus and community prevention and recovery efforts.

Strong emergency management plans are not developed in isolation. Likewise, IHEs, even though they often seem to be “cities unto themselves” do not exist in isolation from their surrounding communities. Developing protocols and procedures for preparing and responding to all types of emergencies should occur in close coordination with community and State partners. These plans should clearly delineate specific roles and responsibilities for both the IHE and local or State partners (government, law enforcement, public safety, public health, mental health, nongovernmental organizations). Roles should align with the Incident Command System and be shared with all relevant stakeholders before an emergency occurs. To help reiterate and assess the IHE’s emergency plan, it is helpful to conduct practice exercises such as tabletops, drills, and full-scale exercises with relevant campus personnel, local partners, and students.

IHEs are unique entities because they often do function as small cities and accordingly have a wide variety of assets to leverage, and to protect, in the case of an emergency. IHEs can consist of numerous departments, hundreds of buildings, thousands of students, and in many cases multiple and possibly geographically separated campuses. Therefore, IHEs need to develop a plan not only to coordinate with all relevant community partners, but also with all appropriate internal departments and offices within their own institution. For an emergency management plan to be effective at this level, it needs to be fully integrated, communicated, and shared with all relevant departments within each campus and the surrounding community.

In developing a campus-based emergency management plan, it is critical to consider any unique vulnerabilities a particular campus may face. Conducting comprehensive vulnerability assessments—of campus buildings and grounds, campus culture, cyber infrastructure, and

campus infrastructure and key assets—is an important first step in developing emergency management plans. For example, is the campus located near a chemical plant or a military base? Does the campus house valuable research facilities, sensitive information, or hazardous materials in laboratories? Where and how does the campus store data connected to reportable incidents such as rape and suicide? Is the campus a residential facility? Is there a hospital or counseling center located on the campus grounds? Are the campus facilities and grounds able to withstand natural disasters a region may encounter? Has the campus accounted for potential cyber security risks? In addressing these, and all other potential vulnerabilities, it is important to ensure that emergency management plans are coordinated with State and local emergency procedures.

To ensure that protocols are consistent with the expectations of local emergency responders, IHEs should familiarize themselves with the four recognized phases of emergency management and build these into their plans:

Prevention-Mitigation: Prevention is the actions(s) institutions take to decrease the likelihood that an event or crisis will occur. Mitigation is the action(s) institutions take to eliminate or reduce the loss of life and property damage related to an event(s) that cannot be prevented.

Preparedness: Preparedness includes actions designed to prepare the campus community for potential emergencies by coordinating with community partners through the development of policies and protocols, incident command systems, training, and exercises.

Response: Response is taking action to effectively contain and resolve an emergency.

Recovery: Recovery includes actions designed to assist students, staff, and faculty in the healing process and to restore educational operations.

The education community plays a critical role in all four phases of emergency management. Over the past decade, ED has been involved in many activities aimed at helping K-12 schools and IHEs understand that important role. In addition to administering the EMHE grant program, other key activities include:

- ❑ **Establishing the Readiness and Emergency Management for Schools Technical Assistance Center (TA Center).** The TA Center provides emergency management resources and technical assistance at no charge to the education community. The TA Center is available online at <http://rems.ed.gov> or by calling 1-866-540-REMS.
- ❑ **Development of “Practical Information on Crisis Planning: A Guide for Schools and Communities.”** This guide includes information on school emergency management and identifies some of the key principles in developing emergency management plans. Copies of the guide may be requested by calling ED Pubs at 877-4-ED-PUBS. The guide can also be downloaded at <http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>.

- ❑ **Development of an “Action Guide for Emergency Management at Institutions of Higher Education.”** In January 2009, OSDFS released this document as a useful resource in the field of higher education emergency management. The Action Guide is not meant to serve as a prescriptive document, but, rather is intended to provide a number of resources and references to facilitate the emergency management planning process for institutions at all levels of knowledge and development. It is available online at <http://www.ed.gov/admins/lead/safety/emergencyplan/remSACTIONGUIDE.pdf>.
- ❑ **Development of “Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates” and “Safe School And Threat Assessment Experience: Scenarios Exploring The Findings Of The Safe School Initiative” (Interactive CD-ROM).** ED worked with the U.S. Secret Service to develop a guide and an interactive CD-ROM for educators with practical advice on differentiating between persons making idle threats and those posing actual threats. The guide and CD-ROM are based upon extensive research on school-based attacks. Copies of the guide and CD-ROM may be requested by calling ED Pubs at 877-4-ED-PUBS. The guide is also accessible at www.ed.gov/emergencyplan. The CD-ROM may be ordered from the ED's Publication Center (ED Pubs) by calling (toll free) 1-877-433-7827 or by emailing edpubs@inet.ed.gov. The publication ID is - ED002738C.
- ❑ **Collaboration with the U.S. Department of Homeland Security (DHS).** The Office of Safe and Drug-Free Schools (OSDFS) works with DHS on several issues related to school emergency management planning, including the National Infrastructure Protection Plan (NIPP) and the National Response Framework (NRF). The NIPP is intended to integrate the multiple infrastructure protection initiatives within DHS into a single national effort. As part of this process, OSDFS is working to enhance school and higher education preparedness using the four phases of emergency management. The NRF is an all-hazards plan that incorporates the National Incident Management System (NIMS) and is used to coordinate Federal support to state, local, and tribal authorities, as well as the private sector, in the event of a domestic incident (see Frequently Asked Questions, pages 44-48 for more information on NIMS).
- ❑ **Family Educational Rights and Privacy Act (FERPA) Guidance.** In October 2007, ED released additional guidance on the Family Educational Rights and Privacy Act (FERPA). The brochure, entitled, “Balancing Student Privacy and School Safety: A Guide to the Family Educational Rights and Privacy Act for Colleges and Universities” reiterates key information about FERPA, specifically for the higher education setting. It is available online at <http://www.ed.gov/policy/gen/guid/fpco/brochures/postsec.html>.

Emergency management planning may seem overwhelming, but the field has made significant advances in recent years. It takes time and effort, but is a manageable and worthwhile process that can result in invaluable savings to life and property, as well as aid in the restoration of the learning environment on campus as quickly as possible after a crisis. Securing and implementing an EMHE grant is one strategy for furthering the emergency management capacity of your institution.

Funding Priorities, Requirements, and Additional Requirements

Funding Priority

Under 34 CFR 75.105(c)(3), we consider only applications that meet both of the absolute priorities established for this competition. Contingent upon the availability of funds, we may make additional awards in fiscal year 2010 and subsequent years from the list of unfunded applications from this competition.

Absolute Priority #1

We give an absolute preference to applications that meet the following priority, and fund under this competition only those applications that meet the following absolute priority: institutions of higher education (IHE) projects designed to develop, or review and improve, and fully integrate campus-based all-hazards emergency management planning efforts. A program funded under this absolute priority must use the framework of the four phases of emergency management (Prevention-Mitigation, Preparedness, Response, and Recovery) to:

- (1) Develop, or review and improve, and fully integrate a campus-wide all-hazards emergency management plan that takes into account threats that may be unique to the campus;
- (2) Train campus staff, faculty, and students in emergency management procedures;
- (3) Coordinate with local and State government emergency management efforts;
- (4) Ensure coordination of planning and communication across all relevant components, offices, and departments of the campus;
- (5) Develop a written plan with emergency protocols that include the medical, mental health, communication, mobility, and emergency needs of persons with disabilities, as well as for those individuals with temporary special needs or other unique needs (including those arising from language barriers or cultural differences);
- (6) Develop or update a written plan that prepares the campus for infectious disease outbreaks with both short-term implications for planning (e.g., outbreaks caused by methicillin-resistant *Staphylococcus aureus* (MRSA) or food-borne illnesses) and long-term implications for planning (e.g., pandemic influenza);
- (7) Develop or enhance a written plan for preventing violence on campus by assessing and addressing the mental health needs of students, staff, and faculty who may be at risk of causing violence by harming themselves or others; and
- (8) Develop or update a written campus-wide continuity of operations plan that would enable the campus to maintain and/or restore key educational, business, and other essential functions following an emergency.

Absolute Priority #2

We give an absolute preference to applications that meet the following priority, and fund under this competition only those applications that meet the following absolute priority: applications from IHEs that have not previously received a grant under the EMHE program (CFDA 84.184T). An applicant that has received services under this program directly, or as a partner in a consortium application under this program, would not meet this priority. Under a consortium

application, all members of the IHE consortium would have to meet this criterion to meet this absolute priority.

Requirements

In order to receive funding, projects must meet the above absolute priorities, in addition to the following application requirements:

1. Partner Agreements: To be considered for a grant award, an applicant must include in its application two partner agreements. One partner agreement must detail coordination with, and participation of, a representative of the appropriate level of local or State government for the locality in which the IHE to be served by the project is located (for example, the mayor, city manager, or county executive). The second partner agreement must detail coordination with, and participation of, a representative from a local or State emergency management coordinating body (for example, the head of the local emergency planning council that would be involved in coordinating a large-scale emergency response effort in the campus community). Both agreements must include the name of the partner organization, an indication of whether the partner represents the local or State government or the local or State emergency management coordinating body, and a description of the respective partner as well as a description of the partner's roles and responsibilities in supporting the EMHE grant and in strengthening emergency management planning efforts for the IHE. Each partner agreement must also include a description of the roles and responsibilities of the IHE in grant implementation and partner coordination. A signature from an authorized representative of the IHE and each of the two required partners acknowledging the relationship and the agreements must be included in the application. If either or both of the two required partners is not present in an applicant's community, or cannot feasibly participate, the agreements must explain the absence of each missing partner.

Applications that fail to include either of the two required partner agreement forms, including information on partners' roles and responsibilities (or an explanation documenting that partner's absence in the community) along with the required signatures, will not be considered for funding.

Each consortium applicant (an applicant submitting on behalf of multiple IHEs) and any applicant applying on behalf of multiple campuses (including one or more satellite or extension campuses within its own institution or its consortium of IHEs) must submit a complete set of partner agreements with appropriate signatures from the authorized representative and the two required partners noted earlier for each campus proposed to be receiving services under its EMHE project.

Although this program requires partnerships with other parties, administrative direction and fiscal control for the project must remain with the IHE.

2. Completed Memoranda of Agreements: All IHEs supported by the EMHE program must use the grant period to create, or review and update, and sign, a memorandum of agreement (MOA) with each of the following four partners: local or State emergency

management coordinating body, local government, primary off-campus public health provider, and primary off-campus mental health services provider. Each applicant under the EMHE program must include an assurance with its application that the IHE will establish these MOAs during the project period. MOAs must be completed for each campus to be served by the EMHE project. Completed MOAs will be requested at the end of the project period with the Final Report submission.

3. Coordination with State or Local Homeland Security Plan: All emergency management plans created or enhanced using funding under this program must be coordinated with the Homeland Security Plan of the State or locality in which the IHE is located. To ensure that emergency services are coordinated, and to avoid duplication of effort within States and localities, an applicant must include in its application an assurance that the IHE will coordinate with, and follow, the requirements of its State or local Homeland Security Plan for emergency services and initiatives.

4. Implementation of the National Incident Management System (NIMS): Each applicant must agree to implement its grant in a manner consistent with the implementation of the NIMS in its community. An applicant must include in its application an assurance that it has met, or will complete, all current NIMS requirements by the end of the grant period.

Implementation of the NIMS is a dynamic process that will continue to evolve over time. In order to receive Federal preparedness funding under the EMHE program, each IHE must cooperate with the efforts of its community to meet the minimum NIMS requirements established for each fiscal year. Because the Department of Homeland Security's (DHS) determination of NIMS requirements may change from year to year, an applicant must refer to the most recent list of NIMS requirements published by DHS when submitting its application. In any notice inviting applications, the Department will provide applicants with information necessary to access the most recent DHS list of NIMS requirements.

Note: The responsibilities and procedures of any campus-based security office or law enforcement agency and the elements of the campus emergency management plan must be considered in conjunction with the local community's emergency operations plan (EOP) and the capacity and responsibility of local fire and rescue departments, emergency medical service providers, crisis center/hotlines, and law enforcement agencies that may be called to assist the IHE in a large-scale disaster. IHEs' participation in the NIMS preparedness program of the local government is essential in ensuring that first-responder services are delivered in a timely and effective manner. Additional information about NIMS and NIMS implementation is available at: www.fema.gov/emergency/nims/ImplementationGuidanceStakeholders.shtm and www.fema.gov/emergency/nims/index.shtm.

IHEs that have previously received Federal preparedness funding and are, therefore, already NIMS-compliant should indicate that in the assurance form.

5. Eligibility: To be considered for an award under this competition, an applicant must be considered an IHE, or a consortia thereof. An IHE, for the purposes of this competition, is defined as: an educational institution in any State that--

- (1) Admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate or persons who meet the requirements of section 484(d)(3) of the Higher Education Act of 1965, as amended;
- (2) Is legally authorized within such State to provide a program of education beyond secondary education;
- (3) Provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree or awards a degree that is acceptable for admission to a graduate or professional degree program, subject to review and approval by the Secretary;
- (4) Is a public or other nonprofit institution; and
- (5) Is accredited by a nationally recognized accrediting agency or association or, if not so accredited, is an institution that has been granted preaccreditation status by such an agency or association that has been recognized by the Secretary for the granting of preaccreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.

Additional Requirements

Reporting Requirements

Successful applicants are required to evaluate the effectiveness and outcomes of the activities funded under their grant and to submit an interim and final report documenting the effectiveness of the programs and activities funded under their grant. For additional information regarding project evaluation, please see pages 18-19, Evaluation of EMHE Projects.

Selection Criteria

The following selection criteria will be used to evaluate applications for grants under this competition. For ease of reading by the reviewers, applicants should develop their narrative description to follow the sequence of criteria provided below. The maximum number of possible points for all selection criteria is 100. **Note:** The criteria contain weighted subcriteria. Applicants must address each subcriterion to qualify for the maximum number of points for each criterion. The maximum score for each criterion is indicated in parentheses.

1) Need for project (15 points)

In determining the need for the proposed project, the following factor is considered:

The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project. (15 points)

*Note: Under this criterion, applicants should provide a **clear and convincing demonstration of significant need** to review and improve the institution of higher education's campus-wide all-hazards emergency management plan, including a description of the breadth and scope of any **unique vulnerabilities and hazards on the campus** and **any specific weaknesses in the existing planning efforts**.*

2) Quality of the project design (40 points)

In determining the quality of the design of the proposed project, the following factors are considered:

- a. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (10 points)

*Note: Under this criterion, applicants should demonstrate their understanding and incorporation of the **four phases of emergency management** (Prevention-Mitigation, Preparedness, Response, and Recovery) as they endeavor to develop, or review and improve, and fully integrate a campus-wide all-hazards emergency management plan.*

Applicants should propose comprehensive approaches to their planning efforts that do not overemphasize equipment and technology purchases.

- b. The extent to which the proposed activities constitute a coherent, sustained program of training in the field. (10 points)

*Note: Under this criterion, applicants should detail their plan to provide relevant **training and/or exercises to campus staff, faculty, and students in emergency management procedures**.*

c. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population. (10 points)

*Note: Under this criterion, applicants should demonstrate how the project will develop, maintain, or enhance relationships with all key community partners. Specifically, applicants should outline their plans for **coordination and collaboration with community partners** including the local or State government for the locality in which the institution of higher education is located and a local or State emergency management coordinating body. Under this criterion, applicants should describe how their project is coordinated with their State or local Homeland Security Plan and how they plan to support the **implementation of the National Incident Management System.***

*Applicants should also demonstrate their plans to coordinate with appropriate mental health and public health partners on campus and within the community to ensure that **a written plan for preventing violence on campus by assessing and addressing the mental health needs of students who may be at risk of causing campus violence** is developed and implemented as well as a **written plan that prepares the campus for infectious disease outbreaks with both short-term implications for planning and long-term implications for planning.***

d. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (10 points)

*Note: Under this criterion, applicants should outline their plans to develop a written plan with emergency protocols that include the **medical, mental health, communication, and transportation needs of persons with disabilities, temporary special needs of individuals, and other unique needs.***

*In addition, applicants should use this section to demonstrate their plans for **developing a written continuity of operations plan** that would enable the campus to maintain and/or restore key educational, business, and other essential functions for the campus following an emergency.*

3) Significance (15 points)

In determining the significance of the proposed project, the following factor is considered:

The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies. (15 points)

*Note: Under this criterion, applicants should propose **innovative strategies, processes, and materials to improve and enhance campus-wide all-hazards emergency management plans** that could contribute to increased knowledge or understanding of emergency management planning for institutions of higher education across the United States.*

4) Quality of the management plan (20 points)

In determining the quality of the management plan, the following factor is considered:

The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (20 points)

*Note: Under this criterion, applicants should outline their plans to manage the development and implementation of their campus-wide emergency management planning efforts including **coordination with all relevant components, offices, and departments of the campus.***

*Applicants should include a **detailed project implementation timeline** in this section, taking into consideration any additional time that may be needed for relevant procurement procedures.*

5) Quality of the project evaluation (10 points)

In determining the quality of the evaluation, the following factor is considered:

The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the project. (10 points)

*Note: Under this criterion, applicants should include a description of their evaluation plan that includes methods to be used to evaluate the outcomes and effectiveness of the project, including the applicant's plan to address the **Government Performance and Results Act (GPRA) measure** established for this program.*

Applicants should also clearly outline their project-specific activities, objectives, measures, and goals in this section.

Frequently Asked Questions

General (p. 39)

- What steps can I take to maximize my chances of receiving a grant?
- How much money is available for this program?
- How many new awards will be made?
- For my GEPA 427 statement (see pages 117-118), is it adequate to state that my institution does not discriminate on the basis of race, religion, sex, etc.?
- What should I use as the project start date?
- What is the deadline date for transmittal of applications under this grant competition?
- May I get an extension of the deadline date?
- Do I need to include the address for responses in the letter to the State Single Point of Contact?
- What is required if my State Single Point of Contact indicates that they are not reviewing applications for this grant competition?
- When do I have to submit my application to my State Single Point of Contact, if participating?
- What are the formatting recommendations for grant applications?
- Can charts and tables be single-spaced?
- What should be included in items 12 and 13 on the SF 424 form?

Eligibility (p. 40)

- Who is eligible to apply?
- May local educational agencies apply?
- May my institution of higher education apply as part of a consortium?
- My university is part of a statewide system. Can my campus apply individually, or, must we apply as one statewide system?
- Is a consortium application serving multiple campuses given greater merit than an application serving an individual campus?

EMHE-Specific Content Questions (p. 42)

- What does it mean to “fully integrate campus-based all-hazards emergency management planning efforts?”
- What must I do to prove that my institution plans to coordinate with local or State government and a local or State emergency management coordinating body?
- May I coordinate with more than two partners?
- How do I demonstrate “coordination” with State or local Homeland Security Plans?
- Will a Memorandum of Understanding (MOU) with one of the community partners suffice as a partner agreement?
- What is the National Incident Management System?
- How do I demonstrate support for the implementation of NIMS?

- ❑ What training courses are required to be compliant with NIMS?
- ❑ Can our local law enforcement official be our NIMS instructor?
- ❑ How should we track our progress towards NIMS implementation?
- ❑ How will my IHE be held accountable for being NIMS compliant? What should I do to document NIMS compliance?
- ❑ Should all campus personnel take the same NIMS courses?
- ❑ What counts as NIMS training courses when I calculate my baseline of NIMS courses for evaluation purposes?
- ❑ Who should count as "key personnel" when I document NIMS course completions?
- ❑ How will grantees use the required NIMS courses to meet the Government Performance and Results Act (GPRA) measure established for this program?
- ❑ Am I required to use an outside evaluator or may the Project Director also serve as the Evaluator?
- ❑ My IHE has a robust research department. May I identify one of the team members from this department to serve as our EMHE project evaluator?
- ❑ Is there a recommended percentage of the grant to be dedicated to the evaluator?
- ❑ How much detail should be included about project evaluation in the application?
- ❑ May I hire an outside contractor or consultant to assist in implementation of the EMHE project?
- ❑ How long can I contract for services paid for with grant funds?
- ❑ How much work may I contract to a consultant?
- ❑ What is a vulnerability assessment?
- ❑ What does mitigation mean?
- ❑ Are prevention programs (i.e., drug or alcohol abuse prevention, suicide prevention, violence prevention, etc.) allowable?
- ❑ May the Department of Education share a copy of an EMHE application with the public?
- ❑ Are copies of successful EMHE grant applications available from prior years?
- ❑ Is guidance available for pandemic influenza planning?
- ❑ How should we include planning for infectious disease outbreaks?

EMHE-Specific Budget Questions (p. 52)

- ❑ What is the average amount of each grant?
- ❑ How should my IHE determine our "student enrollment" for the purposes of indicating our IHE size?
- ❑ What is the project and budget period for these grants?
- ❑ How does the Department differentiate between supplies and equipment?
- ❑ If a proposed budget is too high, will the Department of Education work with me to reduce the budget, or will my application be dismissed?
- ❑ Is there a recommended salary for EMHE Project Directors or Coordinators?
- ❑ Is there a matching requirement for this competition?
- ❑ Do we have to use our restricted indirect cost rates for this program?
- ❑ How can I provide evidence of my indirect cost rate?
- ❑ May grant funds be used for professional development workshops for faculty and other campus staff?
- ❑ May grant funds be used to increase cyber security?

- ❑ May grant funds be used to hire campus police, campus security, campus counselors, or psychologists?
- ❑ Many first responders will provide services to my campus under this grant. Can first responders working with the campus be reimbursed for this work?
- ❑ May grant funds be used to buy safety and security equipment?
- ❑ Is there a specific limit or cap on expenditures for safety and security equipment?
- ❑ How much detail should be included in the budget narrative?
- ❑ What does full-time equivalent mean?
- ❑ Can the Project Director be a contractor?
- ❑ How do I determine the appropriate per diem amount for employees on travel?

Electronic Application (p. 55)

- ❑ Do applications have to be submitted electronically?
- ❑ How do I submit an electronic applications?
- ❑ How do I register to submit electronically?
- ❑ If submitting the application electronically, how should I submit the Partner Agreements, Program-Specific Assurance Form, and other forms with signatures?
- ❑ If I submit my application electronically, are there any compatibility restrictions, especially if I use Microsoft Vista or Windows 7?
- ❑ If I submit electronically, are there any restrictions on the file name length?
- ❑ If I submit electronically, are there any size restrictions on my application?

General

What steps can I take to maximize my chances of receiving a grant?

- Before preparing your application, read the application package carefully and completely.
- Follow all of the instructions exactly.
- If you are uncertain about any aspects of this application package, **please first review the Frequently Asked Questions section.** Most commonly asked questions are answered in this section. If your questions are not addressed, please contact the Competition Manager for clarification.
- Absolute priorities establish the parameters for applications under a grant competition. If your application does not meet the absolute priorities or the additional requirements for this grant competition, it will not be considered for funding.
- Transmit your application on or before the deadline date and time.

How much money is available for this program?

Approximately \$7,000,000 is available from ED for these grants in FY 2010. An additional approximately \$2 million is available from HHS.

How many new awards will be made?

Approximately 26 new grant awards are anticipated under this program in FY 2010.

For my GEPA 427 statement (see pages 117-118), is it adequate to state that my institution does not discriminate on the basis of race, religion, sex, etc.?

No, an organization's non-discrimination statement is not sufficient to meet the GEPA requirements. Your GEPA statement should outline your campuses' potential barriers and solutions to equal access, specific to the proposed EMHE project.

What should I use as the project start date?

Should you receive a grant, the start date for a project may have to be flexible, depending on when funds can be awarded. We expect that grants will be awarded September 30, 2010, so we recommend planning for a start date in October. For planning purposes, we recommend using the following project period: October 1, 2010 through September 30, 2012. If necessary, your proposed project start date will be modified to a date shortly after the award date.

What is the deadline date for transmittal of applications under this grant competition?

May 12, 2010.

May I get an extension of the deadline date?

Waivers for individual applications failing to meet the deadline will not be granted. Under very extraordinary circumstances the Department may change the closing date for a grant competition. When this occurs, the Secretary announces such a change in a notice published in the *Federal Register*.

Do I need to include the address for responses in the letter to the State Single Point of Contact?

Yes, you should direct them to send comments to the following address: The Secretary, EO 12372-CFDA #84.184T, U.S. Department of Education, room 7W301, 400 Maryland Avenue, SW, Washington, DC 20202.

What is required if my State Single Point of Contact indicates that they are not reviewing applications for this grant competition?

You should include a copy of such a response from the State Single Point of Contact in the application package submitted to the U.S. Department of Education and check the appropriate line on the SF 424 form.

When do I have to submit my application to my State Single Point of Contact, if participating?

You must submit your application to the State Single Point of Contact on or before the deadline date for transmitting the application to the Department.

What are the formatting recommendations for grant applications?

Please submit your application on 8 ½ x 11 paper with a 1-inch margin on all sides. Limit your narrative to 25 typed double-spaced pages that are numbered and printed only on one side. Please use font no smaller than 12-point type in black text.

Can charts and tables be single-spaced?

Yes, you may use single-spacing for charts and tables.

What should be included in items 12 and 13 on the SF 424 form?

Items 12 and 13 on the SF 424 form only pertain to submissions using the Grants.gov system. The FY 2010 EMHE grant program is not using the Grants.gov system and therefore these items may be left blank or filled in with a placeholder, such as “9999” or “NA.”

Eligibility

Who is eligible to apply?

Institutions of higher education (IHE) and consortia thereof are eligible to apply. An IHE, for the purposes of this competition, is defined as: an educational institution in any State that—

- (1) Admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate or persons who meet the requirements of section 484(d)(3) of the Higher Education Act of 1965, as amended;
- (2) Is legally authorized within such State to provide a program of education beyond secondary education;
- (3) Provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a

degree or awards a degree that is acceptable for admission to a graduate or professional degree program, subject to review and approval by the Secretary;

(4) Is a public or other nonprofit institution; and

(5) Is accredited by a nationally recognized accrediting agency or association or, if not so accredited, is an institution that has been granted preaccreditation status by such an agency or association that has been recognized by the Secretary for the granting of preaccreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.

May local educational agencies apply?

No, the EMHE grants competition is only for institutions of higher education. The Office of Safe and Drug-Free Schools administers a similar competition for K-12 local educational agencies (LEAs) called the Readiness and Emergency Management for Schools (REMS) grant competition. The REMS grant competition for FY 2010 is closed. However, additional information on the program, as well as updates about potential future funding can be found at www.ed.gov/emergencyplan.

May my institution of higher education apply as part of a consortium?

Yes, IHEs may apply as a consortium for this competition. For example, one approach a community might take is to have a community college, private college, and university all located in the same county choose to apply together as a regional consortium. In this example, one of the IHEs would have to serve as the lead applicant for purposes of grant application, administration, and management.

In addition, because this competition is designed to support emergency management efforts on a **campus-based level**, each campus to be served by the grant must include a complete set of partner agreements for their individual campus with each of the appropriate signatures for the application to be eligible. In addition, applications must outline the specific needs, hazards, vulnerabilities, and project plans **for each participating campus**. Finally, each participating campus in a consortium will be responsible for providing baseline and follow-up data relevant to the GPRA measure for this program throughout the project period.

My university is part of a statewide system. Can my campus apply individually, or, must we apply as one statewide system?

Because the EMHE program is designed to support improvement of planning efforts at a campus-based level, an individual campus within a statewide system may apply individually, or the system may submit an application to support the development, review, or improvement of higher education planning effort on multiple campuses within the statewide system. Each EMHE application will be considered and evaluated based on its own merits and therefore multiple campuses within a statewide system may be selected as individual campus grant recipients should multiple campuses from the same system elect to apply individually.

Please note, however, that if your university selects to apply as one statewide system (providing

services to multiple, or all, campuses across your state) your application must include a complete set of partner agreements for each participating campus and the required partners, or the application will not be eligible.

Is a consortium application serving multiple campuses given greater merit than an application serving an individual campus?

No. Each application is reviewed and scored on its own merit according to the selection criteria, regardless of whether it is an application from a single campus, a consortium of institutions of higher education, or a statewide system.

EMHE-Specific Content Questions

What does it mean to “fully integrate campus-based all-hazards emergency management planning efforts?”

The nature of IHEs – inclusive of many different departments (Academic Affairs, Student Affairs, Facilities, Security, Residence Life, for example) – can pose unique emergency management planning and coordination challenges. This is further complicated by the fact that one campus may spread across many acres of land and may include dozens of separate physical structures.

The intention of the words “fully integrate” in this competition is to challenge IHEs to ensure that the planning efforts of all of the diverse departments and possibly geographically removed buildings or sites are coordinated and integrated into one, comprehensive, emergency management plan that is then communicated across the entire IHE. Though individual departments may have their own unique planning annexes or appendices, the campus-wide emergency management plan for the IHE is still comprised of one, comprehensive all-hazards approach that is communicated and practiced consistently across an entire IHE (regardless of size, layout, or administrative functions).

What must I do to prove that my institution plans to coordinate with local or State government and a local or State emergency management coordinating body?

It is important to ensure that necessary partners are familiar with each individual campus before an event occurs. Therefore, the absolute priorities and requirements for this competition require that you collaborate with key partners to review and strengthen plans, establish roles and procedures, and improve overall preparedness efforts. To fully meet this requirement, you must include partner agreements that detail not only partners’ names, but also specific examples of the roles and responsibilities each partner will have in the emergency management plan. Finally, because an IHE’s NIMS compliance must be achieved in close coordination with local government, and, with recognition of the first-responder capabilities held by the IHE and the local community respectively, it is critical that key plans and roles be coordinated in advance of any real emergency.

To be considered for a grant award, an applicant must include in its application two partner agreements. One partner agreement must detail coordination with, and participation of, a representative of the appropriate level of local or State government for the locality in which the IHE to be served by the project is located (for example, the mayor, city manager, or county

executive). The second partner agreement must detail coordination with, and participation of, a representative from a local or State emergency management coordinating body (for example, the head of the local emergency planning council that would be involved in coordinating a large-scale emergency response effort in the campus community). Both agreements must include the name of the partner organization, an indication of whether the partner represents the local or State government or the local or State emergency management coordinating body, and a description of the respective partner as well as a description of the partner's roles and responsibilities in supporting the EMHE grant and in strengthening emergency management planning efforts for the IHE. Each partner agreement must also include a description of the roles and responsibilities of the IHE in grant implementation and partner coordination. A signature from an authorized representative of the IHE and each of the two required partners acknowledging the relationship and the agreements must be included in the application. If either or both of the two required partners is not present in an applicant's community, or cannot feasibly participate, the agreements must explain the absence of each missing partner.

Applications that fail to include either of the two required partner agreement forms, including information on partners' roles and responsibilities (or an explanation documenting that partner's absence in the community) along with the required signatures, will not be considered for funding.

If you fail to include either of the required agreements (or an explanation documenting why an agreement is not included), including information on partners' roles and responsibilities your application will not be submitted to peer review to be evaluated. You are encouraged to use the Partner Agreements form provided in this application package on pages 128-130 to obtain the signatures and details of the roles and responsibilities.

NOTE: Each consortium applicant (an applicant submitting on behalf of multiple IHEs) and any applicant applying on behalf of multiple campuses (including one or more satellite or extension campuses within its own institution or its consortium of IHEs) must submit a complete set of partner agreements with appropriate signatures from the authorized representative and the two required partners noted above for each campus proposed to be receiving services under its EMHE project.

May I coordinate with more than two partners?

Yes, ED only requires that you demonstrate (with signatures and descriptions of their responsibilities) coordination with two partners. The required partners are:

- (1) a representative of the appropriate level of local or State government for the locality in which the campus is located (for example, the mayor, city manager, or county executive for a community college) and
- (2) a representative from a local or State emergency management coordinating body (for example, head of the local emergency planning council that would be involved in coordinating a large-scale emergency response effort in the campus community).

However, if you would like to provide documentation of your plans to coordinate with others (i.e., public health, mental health, nongovernmental organizations, private partners, or local law enforcement agencies), you are welcome to do so.

How do I demonstrate “coordination” with State or local Homeland Security Plans?

You should consult with your State or local emergency management agency during the development of your application to ensure that efforts are coordinated. You do not need to obtain a formal approval from your State/local emergency management agency on your plan. However, you must indicate in your application how State or local, and campus-based, emergency services and initiatives are coordinated. You must also include a signed assurance with your application acknowledging such coordination by your IHE.

Contact information for State Homeland Security agencies may be found at:

http://www.dhs.gov/xgovt/editorial_0291.shtm.

Will a Memorandum of Understanding (MOU) with one of the community partners suffice as a partner agreement?

No, a generic MOU will not serve to satisfy this application requirement. Rather, a current signed partner agreement must state each individual partner’s name, title, and date of signature and include details of each of their roles in carrying out the grant activities and supporting the proposed EMHE project. The agreement must be written specifically for this project and should identify specific responsibilities in connection to the proposed project. A separate, or pre-existing, MOU from a previously established relationship will not meet the requirements.

What is the National Incident Management System?

On February 28, 2003, the President issued Homeland Security Presidential Directive (HSPD)-5, which directs the Secretary of the Department of Homeland Security to develop and administer a National Incident Management Systems (NIMS). The NIMS provides a consistent approach for Federal, State, and local governments to work together to prepare for, prevent, respond to, and recover from domestic incidents, regardless of cause, size, or complexity. Additional information on the NIMS may be found at <http://www.fema.gov/emergency/nims/index.shtm>.

How do I demonstrate support for the implementation of NIMS?

Since IHEs are an integral part of local government, their use of NIMS should be achieved in close coordination with other components of the local government. Depending on the size of the IHE, the campus itself may not be considered, or may not contain, a traditional response agency; they may be more likely to be recipients of first responder services provided by fire and rescue, emergency medical and law enforcement agencies from their surrounding communities. This traditional relationship should be acknowledged in achieving NIMS compliance within an integrated local government plan for NIMS compliance. Campus participation in the local government's NIMS preparedness program is essential to ensure that first responder services are delivered to campuses in a timely and effective manner. You must also include a signed assurance with your application stating that your campus has met, or will complete, all current NIMS requirements by the end of the grant period.

What training courses are required to be compliant with NIMS?

The Department of Homeland Security’s National Integration Center (NIC) Incident Management Systems Integration (IMSI) Division has identified a series of courses that are required for NIMS compliance. To date, these courses include the following:

- IS-100: Introduction to the Incident Command System
- IS-200: ICS for Single Resources and Initial Action Incidents
- I-700: NIMS, An Introduction
- I-800: National Response Framework, An Introduction
- IS-300: Intermediate ICS
- IS-400: Advanced ICS

NOTE:

* Completion of IS-100. HE: Introduction to ICS for Higher Education constitutes completion of course IS-100. This course was specifically designed to provide ICS training in an IHE-based context. There are additional versions of the IS-100 course that have been modified to meet the specific roles and responsibilities of professionals in other disciplines. All IS-100 courses use the same curriculum and provide examples and learning activities unique to each discipline. Therefore, completion of any of these IS-100 courses by school and IHE emergency management personnel also constitutes completion of IS-100.

Can our local law enforcement official be our NIMS instructor?

Yes. However, any agency or organization sponsoring NIMS training is responsible for ensuring that the materials being taught adhere to the guidelines provided in the Five-Year NIMS Training Plan. The National Integration Center’s (NIC), Incident Management Systems Division, developed and provides guidance in the Five-Year NIMS Training Plan, “Course Summaries” (Appendix C available at: <http://www.fema.gov/emergency/nims/NIMSTrainingCourses#item5>). These summaries clearly state course objectives, discussion topics, and minimum requirements for instructional time and instructor qualifications per course. This guidance does not preclude any State, tribal, or local partner from maintaining more restrictive instructor qualifications. Any agency or organization sponsoring NIMS training is responsible for ensuring that the materials being taught adhere to the guidelines provided. The sponsoring organization must also verify the qualifications of the instructors based on the guidance provided by the NIC. Additionally, the certificates of course completion are also the responsibility of the sponsoring agency or organization.

How should we track our progress towards NIMS implementation?

NIMS implementation is self-assessed. Each EMHE grantee should develop an internal tracking system for monitoring their progress towards full implementation of NIMS. Educational entities should develop a tracking system to identify the status of each activity (e.g., in progress, complete, etc.) and details for accomplishing the others. An example of such a checklist is available at: http://rems.ed.gov/docs/NIMS_ImplementationActivitiesChecklist_2009-2010.pdf.

How will my IHE be held accountable for being NIMS compliant? What should I do to document NIMS compliance?

IHEs may demonstrate their support of NIMS in a variety of ways as achieve and complete the implementation activities. First, EMHE grantees must submit a “Program-Specific Assurances” form with their grant applications whereby your Authorized Representative signs a form indicating that the IHE will become NIMS compliant by the end of the grant period. In addition, grantees may be asked to demonstrate NIMS compliance during on-site reviews, performance reports, or interim performance calls with Federal staff.

In addition to direct grantee accountability, there are other ways an IHE can demonstrate its support of the NIMS. For example, they should maintain detailed documentation of the steps taken to ensure NIMS compliance. One way to document progress towards NIMS implementation is through use of the “Checklist” available at: http://rems.ed.gov/index.php?page=resources_NIMS. Finally, some IHEs might opt to work with their local or State emergency management partners to reports steps towards NIMS implementation via the NIMS Compliance Assistance Support Tool (NIMSCAST). Information on NIMSCAST is available at: <https://www.fema.gov/nimscast/index.jsp>.

Should all campus personnel take the same NIMS courses?

IHEs should identify *key personnel* to receive training based on their roles and responsibilities in the overall emergency management program as well as the specific responsibilities related to emergency preparedness, incident management, or response. For training purposes, ED recommends IHEs identify their personnel in the following four categories: 1.) Executive Leaders, 2) General Personnel, 3.) Command Staff, and 4.) Incident Managers.

1.) Executive Leaders must be familiar with the comprehensive systems supporting emergency management, even though they may not have a designated role in the incident response. Executive leaders are often responsible for making financial, administrative, and managerial decisions supporting IHE emergency management.

2.) General Personnel are those with any role in emergency preparedness, incident management, or response.

3.) Command Staff are personnel assigned to lead any key campus emergency management effort; they have a specific role within the ICS.

4.) Incident Commanders: Personnel with a leadership role in command (for example, an IHE Campus Police Chief or Director of Emergency Preparedness). These individuals are typically obligated to command and manage incidents that occur on IHE campus in the absence of traditional incident response personnel (local Fire Chief, local Police Chief). These personnel also include those campus officials, including campus police, who would likely be integrated into a more advanced ICS role (e.g., unified command) should it become necessary.

For more information on required and recommended NIMS training for various education personnel, please refer to “Key Personnel and NIMS Training for Schools and Institutions of Higher Education” accessible at http://rems.ed.gov/docs/NIMS_KeyPersonnelTraining_2009-2010.pdf.

What counts as NIMS training courses when I calculate my baseline of NIMS courses for evaluation purposes?

The Department of Homeland Security (DHS) has outlined a series of courses that are required for NIMS compliance. These courses include: IS-100, IS-200, IS-300, IS-400, IS-700, and IS-800. All of these courses should be counted in your baseline and final numbers. In addition to these courses, DHS, our education partners in the field, and the Federal Emergency Management

Agency (FEMA) have identified a series of other courses that support emergency management efforts at schools and campuses. To date, they include: IS-701, IS-702, IS-703, IS-706, E-361, IS-362, E-363, and G402. If individuals at your IHE have taken these courses, you may count them in your Government Performance and Results Act (GPRA) data analysis, as well. If funded, and there are additional FEMA certified courses that you would like to propose be counted in your baseline and final data for the GPRA measure on NIMS course completions, you will be asked to email your Federal Project Officer (FPO) a request that includes the name and number of the course, and a justification for why it should count. Your federal project officer will review your request and respond with guidance.

Who should count as "key personnel" when I document NIMS course completions?

ED has worked closely with the National Integration Center (NIC)'s Incident Management Systems Integration (IMSI) Division to provide guidance regarding which staff members and employees on the emergency management team should consider "key personnel" at your institution. Please refer to this guidance provided on the REMS TA Center Web site, available at: http://rems.ed.gov/docs/NIMS_KeyPersonnelTraining_2009-2010.pdf. In addition, some prior EMHE grantees have inquired about volunteer, part-time and wage staff on campus. Because employment status and rules vary greatly from institution to institution, ED cannot provide overarching guidance on the particular employee situation at your institution. Rather, we would suggest that you consider the role of the various individuals on your campus (albeit volunteer, part-time or contract employees) and the role they might have in emergency management response. If you feel that some of those individuals would play a vital role in the response to an emergency on your campus, then you may count them in your NIMS course completion data collection. Please remember to include them in both your baseline tabulations and your final tabulations. If you determine those individuals do NOT play a vital role in emergency response on your campus, please do not include them in either data set.

How will grantees use the required NIMS courses to meet the Government Performance and Results Act (GPRA) measure established for this program?

The GPRA measure for the FY 2010 EMHE grant program is:

- The average number of NIMS course completions by key personnel at the start of the grant compared to the average number of NIMS course completions by key personnel at the end of the grant.

To respond to this measure, EMHE grantees will need to establish a target of key personnel in the IHE to be trained on NIMS courses and the total number of NIMS course completions that each of those key personnel have completed at the start of the grant (baseline). Then, for the outcome, grantees will need to identify the number of course completions by those same key personnel at the end of the grant and calculate the increase.

The target for this GPRA measure is that each grantee will achieve an average increase of two course completions by the end of the grant. For example:

Baseline:

At the baseline, a grantee identifies five key personnel. As of the beginning of the grant, those five key personnel had completed the following number of NIMS courses:

Personnel	Number of NIMS Course Completions at the Beginning of the Grant
Staff 1	1
Staff 2	0
Staff 3	2
Staff 4	1
Staff 5	2
Average Course Completions	1.2 Course Completions

Outcome:

At the conclusion of the grant, the grantee would need to report on the increase in average course completions by those same key personnel.

Personnel	Number of NIMS Course Completions at the End of the Grant
Staff 1	3
Staff 2	2
Staff 3	4
Staff 4	3
Staff 5	4
Average Course Completions	3.2 Course Completions

Baseline (1.2) – Average (3.2) = 2

In this example, the grantee would have successfully met the target for the GPRA measure.

Am I required to use an outside evaluator or may the Project Director also serve as the evaluator?

You are not required to use an outside evaluator. However, to ensure an unbiased and fair evaluation of the grant project, we recommend including funds in project budgets to hire an unbiased evaluator. ED would not expect that the same individual that manages or completes some of the primary activities under the project (i.e., Project Director, consultant, etc.) would also be evaluating those activities, as that would not support an unbiased evaluation.

My IHE has a robust research department. May I identify one of the team members from this department to serve as our EMHE project evaluator?

Yes, if the individual from your IHE who will be serving as an evaluator can offer an unbiased perspective on your grant activities, this would be appropriate.

Is there a recommended percentage of the grant to be dedicated to the evaluator?

The amount budgeted for an evaluator will vary based upon the scope of the grant activities and the size of the campus to be served. You should ensure that the evaluator could commit sufficient time to capture data related to the required GPRA measure for this program and other relevant data to assist in measuring the progress of the proposed project, including all of the project-specific measures you identify in your project application. In general, ED does not tend to award more than \$30,000 for evaluation services under the EMHE program.

How much detail should be included about project evaluation in the application?

You should ensure that your evaluation plan clearly relates to the proposed grant activities and describes your “project-specific” objectives as well as the methods to be used in evaluating the implementation of the grant. You should indicate your proposed plan for conducting evaluation and for incorporating feedback into ongoing planning efforts.

You are also required to address the Government Performance and Results Act (GPRA) measure for this grant:

- The average number of NIMS course completions by key personnel at the start of the grant compared to the average number of NIMS course completions by key personnel at the end of the grant.

Before beginning implementation of training connected to this grant, grantees will be required to determine baseline data of the total number of these courses completed by personnel on their campus between April 2004 (when the courses first became available) and the project start date of your EMHE grant. You are strongly encouraged to include this information in your application if it is available. If it is not available during the application phase, grantees will be required to collect and report baseline data in their interim reports and both baseline data and final data with regard to their progress towards this measure in their final reports.

May I hire an outside contractor or consultant to assist in implementation of the EMHE project?

Yes, you may hire outside contractors to assist in the implementation of project objectives. However, in order to ensure sustainability of effort, we recommend use of contractors to help build capacity within your IHE, rather than to complete a majority of the project activities.

Because grantees must use appropriate procurement procedures to select contractors, and therefore will most likely NOT know the name of their eventual contractor when the application is submitted, **you should not include information in your grant application about specific vendors, nor the names of specific contractors**, that may be used to provide services for the proposed project. You may include information about the scope of work to be completed by outside contractors and contractor qualifications, however you should not pre-identify a specific contractor or enter into an agreement with any contractor(s) until after the grant has been awarded.

How long can I contract for services paid for with grant funds?

You are only permitted to contract for services paid with grant funds for the time period of the grant, or up to 24 months.

How much work may I contract to a consultant?

There is no standard for the amount of work a consultant can do for the grant. However, if a consultant is doing a large part of the work, it is helpful to build capacity-building activities into the management plan for the IHE. These activities should promote the institution's ability to support these activities when the grant is over. In addition, there should be a clear description in the management plan of the application for providing oversight and supervision to any designated consultants and contractors to ensure work is completed on time and is of high quality.

What is a vulnerability assessment?

A vulnerability assessment is the process used to determine the kinds of hazards campuses may encounter. It is important to study the campus and the surrounding community to determine what might cause danger so that the campus community can be as prepared as possible. Working with law enforcement, public safety, emergency medical services, the department of transportation, public health departments, and other government agencies will be very helpful in assessing these vulnerabilities. For example, is the campus located near a nuclear plant? Is the campus located near railroad tracks, or major highways where crashes may occur and endanger students, or put them in harm's way? Does the campus utilize information technology systems to electronically house sensitive or essential functioning data? Is the local area prone to earthquakes or hurricanes? It is important to prepare for physical or biological emergencies or crises that may occur, but it is also important to prepare for social and emotional issues that may lead to crises, as well.

What does mitigation mean?

"Mitigation" refers to taking action to eliminate or reduce the loss of life and property damage related to an emergency that cannot be prevented. For example, while campus administrators cannot avoid an earthquake, they may be able to *mitigate* the impact of one on their campus and students by securing campus furniture so that it does not fall down, and training students, faculty and staff on how to protect themselves during tremors.

Are prevention programs (i.e., drug or alcohol abuse prevention, suicide prevention, violence prevention, etc.) allowable?

No, prevention programs are beyond the scope of this grant competition. While we realize the importance of a comprehensive approach to violence prevention, those activities are not directly related to development of an effective emergency management plan. Requests for funds to implement a prevention program will not be allowed.

May the Department of Education share a copy of an EMHE application with the public?

The Freedom of Information Act (FOIA) was enacted in 1966 and provides that any person has the right to request access to federal agency records or information. All applications submitted for funding consideration under this grant competition are subject to the FOIA. All agencies of the U.S. Government are required to disclose records upon receiving a written request for them, except for those records that are protected from disclosure by the nine exemptions listed in the FOIA. Under FOIA Exemption 1, information needed to protect vulnerable security information from unauthorized or untimely disclosure need not be released. This may include information

related to risks and vulnerabilities on a campus. Therefore, should a FOIA request for your application be received, it is possible that a portion of the material provided in your application could be considered under this exemption. To read the text of FOIA, visit www.usdoj.gov/04foia/foiastat.htm.

Are copies of successful EMHE grant applications available from prior years?

Due to the sometimes sensitive nature of the information included in EMHE applications, ED does not regularly post EMHE applications from previous years on our Web site. However, if an applicant would like to request an EMHE application from a prior year of funding they may submit a formal request through the Freedom of Information Act (FOIA). Information about the FOIA process at ED is available at: <http://www.ed.gov/policy/gen/leg/foia/foiatoc.html>.

Is guidance available for pandemic influenza planning?

Yes, the Federal Government maintains “Flu.gov,” a Web site on H1N1 Influenza response and pandemic flu preparedness available at www.flu.gov. This site features general resources supporting the four phases of emergency management as well as specific H1N1 resources. Additionally, on its “School Planning” Web page, there are specific resources for the IHE community accessible at <http://www.flu.gov/professional/school/index.html>.

In addition, ED has established the “Lead and Manage My School” Web page series that offers H1N1 resources and pandemic influenza resources. The H1N1 Flu Information Web page offers resources specific to the current H1N1 influenza and the “Emergency Planning: Influenza Outbreak” Web site with several resources that provide useful information on developing plans, available at <http://www2.ed.gov/admins/lead/safety/emergencyplan/pandemic/more.html>. The REMS TA Center offers resources for integrating infectious disease and pandemic planning into an all-hazards emergency management plan accessible at <http://rems.ed.gov>.

How should we include planning for infectious disease outbreaks?

Planning for infectious disease outbreaks, such as a MRSA outbreak on campus, should be considered as part of your all-hazards plan. For acute outbreaks, such as MRSA, there will be many common planning components with other situations, such as delineating roles and responsibilities using the Incident Command System or identifying communications plans. The steps for response and remediation may have similar elements to other environmental hazards, as well, for example such as a chemical spill. These situations will likely require that you involve different partners, such as the campus health center or the state or local health department, in your particular planning efforts related to these hazards. ED and the REMS TA Center provide resources for integrating infectious disease planning into an all-hazards plan available at <http://www2.ed.gov/admins/lead/safety/emergencyplan/index.html> and <http://rems.ed.gov>.

Planning for an outbreak with more long-term consequences, such as a pandemic influenza, will share some of these common components but will have added layers of complexity due to the severity and duration of the threat. This type of situation poses unique and serious planning challenges to IHEs. For more information about planning, please see: www.flu.gov.

EMHE-Specific Budget Questions

What is the average amount of each grant?

Though there are some core elements of emergency preparedness that will be common to all EMHE projects, we estimate that the amount of funding needed for various projects will vary based on a variety of factors. These factors include, but are not limited to: geographic size and location of campus, number of campus facilities, proximity of campuses to nearby hazards, and the number of students and staff who are on the campus on a daily basis. Several of these factors are related to student enrollment, so we are estimating the average size of awards for EMHE grants in FY 2010 based on student enrollment at each applicant institution. Specifically, we estimate that IHEs with student enrollment between:

- 1– 999 students will need up to \$200,000 to implement their projects;
- 1,000 – 4,999 students will need up to \$300,000 to implement their projects;
- 5,000 – 19,999 will need up to \$500,000 to implement their projects; and
- 20,000 – 40,000 may need up to \$750,000 to implement their projects.

Please note that these are just estimates and if your IHE feels that it needs additional support to complete your project successfully, you should fully justify this in your application package as well as in your budget justifications.

How can my IHE determine our “student enrollment” for the purposes of indicating our IHE size?

One source for determining this information is the U.S. Department of Education’s Institute for Education Statistics’s National Center for Education Statistics (NCES). NCES maintains data on colleges and universities across the country. Current enrollment data is available in NCES through Fall 2008. If you do not have another preferred source for data related to enrollment, this NCES figure may be used when indicating your institution’s enrollment size for purposes of the EMHE application. You may access this information at: <http://nces.ed.gov/collegenavigator/>.

If your IHE does use another source for identifying IHE enrollment, please describe this data source or process in your application package. (The Statement of Need section might be a good place to include the data. Alternatively, you might include it in your budget justification.)

What is the project and budget period for these grants?

The project period for FY 2010 EMHE grants is up to 24 months. A single budget period (24-months) should be detailed on the ED 524 budget form in a single column.

How does the Department differentiate between supplies and equipment?

If an item falls under \$5,000 per unit cost, it is designated as a supply item according to the Federal guidelines. If an item costs \$5,000 or more per unit, it is designated as equipment.

If a proposed budget is too high, will the Department of Education work with me to reduce the budget, or will my application be dismissed?

We include suggested budget amounts in the grant announcement. You will not be ruled ineligible if the requested budget amount is higher than our estimates. It is most important that

the requested budget is reasonable and adequately explained within the budget narrative and justified by the identified project needs.

ED staff will review proposed budgets to ensure that the amount requested is necessary, reasonable, and consistent with the scope of work for the proposed project. If a budget item is determined to be unreasonable, unnecessary, or outside the scope of the grant or if the item is unallowable according to the Office of Management and Budget's cost principles, the budget will be reduced accordingly. Peer reviewers do not assess scores based on application budgets.

Is there a recommended salary for EMHE Project Directors or Coordinators?

No, the proposed salaries should be commensurate with the scope of the position, cost of living for the local area, and the experience required. You may include funds for the Project Director and/or Coordinator positions in your budget and justification request. You should work with your institution's business office to determine the appropriate salary for project staff under this project.

Is there a matching requirement for this competition?

No, there is not a matching requirement.

Do we have to use our restricted indirect cost rates for this program?

No, for this grant competition, you may charge indirect costs using the unrestricted rate negotiated with your cognizant federal agency (e.g., Department of Education, Department of Health and Human Services, Department of the Interior). **Note:** Because these grants are not research grants, it is not appropriate to use the institutional research indirect cost rate. Instead, you should use the appropriate program or operations rate specified in your institution's federally-approved indirect cost rate agreement in your proposed project budget.

You are encouraged to give priority to actual grant implementation activities by limiting the indirect costs charged to the project. **However, you will not be penalized for failure to reduce indirect costs nor will you gain a competitive advantage if you do.**

If you claim indirect costs in the budget for your proposed project and do not have a negotiated rate with the federal government, you have 90 days from the time you transmit your application to submit the necessary paperwork to ED to receive a negotiated indirect cost rate. For more information about indirect cost rates, please visit www.ed.gov/about/offices/list/ocfo/intro.html.

How can I provide evidence of my indirect cost rate?

Generally, the Federal Government permits grant recipients to recover indirect costs for costs associated with their federally funded grant projects. This recovery is based on a rate determined by a cognizant agency that takes into account the indirect costs involved in implementing grant activities. The indirect cost rate is determined through a process of negotiation with the institution's cognizant agency and is designed to be an accurate reflection of the actual indirect costs associated with conducting programming at that institution. IHEs frequently are assigned several indirect cost rates as a result of the negotiation process; these rates reflect differences in indirect costs associated with different kinds of project activities. For example, IHEs may be

assigned a rate for research grants, a rate for grants implemented at a facility other than a campus facility (for example, at a hospital or research laboratory), or a rate for other sponsored projects. Because EMHE projects are not research projects, we do not permit EMHE grantees to recover indirect costs at the research project rate. Typically, applicants for the EMHE program request recovery of costs based on the indirect cost rate for other on-campus programs, or other sponsored programs, at their IHE.

In order to recover indirect costs under the EMHE program, grantees must have (or agree to obtain within 90 days) a federally negotiated indirect cost rate. To provide evidence of this approved rate, we request that you attach a copy of your active indirect cost rate agreement as an appendix to the application package.

May grant funds be used for professional development workshops for faculty and other campus staff?

Yes, as long as the activities directly support the purposes of the grant.

May grant funds be used to increase cyber security?

Yes, as long as the security measures directly support the purposes of the grant and respond to identified emergency management needs or vulnerabilities of the IHE. Cybersecurity risks can involve the compromise of sensitive data and essential function networks that impact student, staff, or national security in addition to business continuity for the campus.

May grant funds be used to hire campus police, campus security, campus counselors, or psychologists?

Grantees may not use funds to hire campus police, campus security, or counseling staff. However, funds may be included to support a campus police officer, security professional, or counselor to *conduct* grant-related implementation and management activities. In other words, the grant cannot support hiring campus personnel to meet campus needs outside of the scope of the EMHE proposal or to perform general services. However, grantees may use funds to support staff time specifically dedicated to implementing grant activities. In any situation where staff (current or newly hired) is supported by an EMHE grant, staff hours spent on the grant must be appropriately documented in order for salary and benefit expenses to be correctly charged to the grant.

Many first responders will provide services to my campus under this grant. Can first responders working with the campus be reimbursed for this work?

Yes, to the extent that costs are necessary, reasonable, allowable, and allocable to the grant.

May grant funds be used to buy safety and security equipment?

Yes, you may propose to use a small portion of these funds to buy safety and security equipment, software, and technology. However, if you propose to use EMHE dollars primarily to buy safety and security equipment rather than fully addressing the selection criteria for the program your application is unlikely to be rated highly during the peer review process. The selection criteria for this competition call for a comprehensive, systematic, coordinated review and improvement of campus-based emergency management planning efforts, and applications that mainly request funds for technology and equipment will likely not meet those criteria.

Is there a specific limit or cap on expenditures for safety and security equipment?

In order to ensure maximum flexibility for applicants, ED does not impose a limit or cap on security equipment. Any expenditures for equipment items should support the actual needs of the project and should not constitute the majority of the budget request as the goal of the EMHE program is to support a comprehensive approach to emergency management.

How much detail should be included in the budget narrative?

Provide as much detail as possible in the budget narrative. Please include a per unit cost breakdown for all costs listed, number of items to be purchased or activities (training, assessments, etc.) to be completed, and describe in the narrative how each cost links to the goals and objectives of the program. Budget narratives should be thorough enough to justify the budget amount being requested. Please see an example budget narrative on pages 120-125.

What does full-time equivalent mean?

“Full-time equivalent,” or FTE, refers to one individual working 100% of a typical work week on one job. An FTE generally ranges between 35-42.5 hours per week, but, you should check with your institution’s business office regarding your personnel policies if you are not clear on how an FTE is defined by your institution.

Can the Project Director be a contractor?

No, the Project Director for the EMHE grant must be a direct employee of the IHE who is the lead applicant and recipient of the EMHE funds. EMHE grantees may contract with external consultants for project management and assistance, but, the official Project Director designated for the project must be an IHE employee.

How can I determine the appropriate per diem amount for employees on travel?

Per diem is the allowance for lodging (excluding taxes), meals and incidental expenses. One source that is available for determining possible per diem amounts is the Government Services Administration (GSA). The GSA establishes per diem rates for the Federal Government for all localities in the country. This information may be accessed at:

http://www.gsa.gov/Portal/gsa/ep/contentView.do?contentType=GSA_BASIC&contentId=1794

3. (Please note that in the sample budget narrative justification found on pages 120-125 of this application package we used the Federal guidelines. In accordance with those guidelines, we only allocated 75% of the regular per diem amount on the travel days used in the example.)

Alternatively, your IHE may have another available source or process that it uses for outlining and approving allowable travel expenditures. Providing you are following your appropriate policies and procedures for your state/IHE, you may use those procedures and amounts instead of the GSA per diem amounts available in the link provided above.

Electronic Application**Do I have to submit my application electronically?**

No. The FY 2010 EMHE program does not have a mandatory electronic submission requirement.

How do I submit an electronic application?

To submit your grant electronically, please use the Department's Electronic Grant Application System (e-Application) accessible through the Department's e-Grants Web site at <http://e-grants.ed.gov>. Instructions on electronic submission can be found in this application package. Please follow the instructions carefully.

How do I register to submit electronically?

Applicants using the Department of Education's e-Application system will need to register first to access an application package. Forms in an application package are completed on-line and narratives are uploaded while logged into the system. Therefore, allow sufficient time to complete your application before the closing date. If you have not used e-Application in the past, you may want to walk through the Demonstration available on the e-Application homepage. If you encounter difficulties, you may also contact the e-Grants help desk on 1-888-336-8930.

If submitting the application electronically, how should I submit the Partner Agreements, Program-Specific Assurance Form, and other forms with signatures?

If submitting an electronic application, you may either upload signed versions of the forms, in a .pdf format, or fax the signed forms, including the Partner Agreements and Program-Specific Assurance, to ED at (202) 485-0041 or (202) 245-7166.

If I submit my application electronically, are there any compatibility restrictions, especially if I use Microsoft Vista or Windows 7?

You must submit your application in a .DOC (document), .RTF (rich text), or a .PDF (Portable Document) format in order for your application to submit successfully to the Department. If you submit your application in any other format, we will not be able to access your document. Also note, if you are using the Microsoft Word from the Vista or Windows 7 Operating Systems, you will need to convert your document from a .DOCX to a .DOC file before you can submit.

If I submit electronically, are there any restrictions on the file name length?

No, e-Application does not have a restriction on the number of characters in a file name, however, in the past we have encountered problems opening files that had lengthy names or contained special characters. We recommend you keep the file name simple to less than 25 characters with no special characters. For example, applicants should avoid including special characters in their file names (for example, %, *, /, etc.). Otherwise, we cannot guarantee we can open the document.

If I submit electronically, are there any size restrictions on my application?

e-Application annotates the file size limitation for each segment of the application to be uploaded. Please pay particular attention to these restrictions as they range from 2 to 8 MB. You will also see the restriction on the individual screen when you upload a file. Documents that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. Therefore you may want to check the size of your files and minimize graphics being used in your application.

Additional FAQs may be viewed at <http://rems.ed.gov>.

IV. Legal and Regulatory Documents

Notice Inviting Applications Federal Register Publish Date—April 1, 2010

4000-01-U

DEPARTMENT OF EDUCATION

Office of Safe and Drug-Free Schools

Overview Information

Emergency Management for Higher Education Grant Program

Notice inviting applications for new awards for fiscal year (FY)
2010.

Catalog of Federal Domestic Assistance (CFDA) Number: 84.184T.

Dates:

Applications Available: [INSERT DATE OF PUBLICATION IN THE
FEDERAL REGISTER].

Deadline for Transmittal of Applications: [INSERT DATE 41 DAYS
AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Deadline for Intergovernmental Review: [INSERT DATE 101 DAYS
AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: EMHE grants support efforts by institutions
of higher education (IHEs) to develop, or review and improve,
and fully integrate, campus-based all-hazards emergency
management planning efforts within the framework of the four

phases of emergency management (Prevention-Mitigation, Preparedness, Response, and Recovery).

Priorities: These priorities are from the notice of final priorities and requirements for this program, published elsewhere in this issue of the Federal Register.

Absolute Priorities: For FY 2010 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, these priorities are absolute priorities. Under 34 CFR 75.105(c)(3) we consider only applications that meet these priorities.

These priorities are:

Priority 1 -- Institutions of Higher Education (IHE) Projects Designed to Develop, or Review and Improve, and Fully Integrate Campus-Based All-Hazards Emergency Management Planning Efforts.

Under this priority, we support IHE projects designed to develop, or review and improve, and fully integrate campus-based all-hazards emergency management planning efforts. A program funded under this priority must use the framework of the four phases of emergency management (Prevention-Mitigation, Preparedness, Response, and Recovery) to:

(1) Develop, or review and improve, and fully integrate a campus-wide all-hazards emergency management plan that takes into account threats that may be unique to the campus;

(2) Train campus staff, faculty, and students in emergency management procedures;

(3) Coordinate with local and State government emergency management efforts;

(4) Ensure coordination of planning and communication across all relevant components, offices, and departments of the campus;

(5) Develop a written plan with emergency protocols that include the medical, mental health, communication, mobility, and emergency needs of persons with disabilities, as well as for those individuals with temporary special needs or other unique needs (including those arising from language barriers or cultural differences);

(6) Develop or update a written plan that prepares the campus for infectious disease outbreaks with both short-term implications for planning (e.g., outbreaks caused by methicillin-resistant Staphylococcus aureus (MRSA) or food-borne illnesses) and long-term implications for planning (e.g., pandemic influenza);

(7) Develop or enhance a written plan for preventing violence on campus by assessing and addressing the mental health needs of students, staff, and faculty who may be at risk of causing violence by harming themselves or others; and

(8) Develop or update a written campus-wide continuity of operations plan that would enable the campus to maintain and/or restore key educational, business, and other essential functions following an emergency.

Priority 2 -- Priority for Applicants That Have Not Previously Received a Grant Under The EMHE Program (CFDA 84.184T).

Under this priority we give priority to applications from IHEs that have not previously received a grant under this program (CFDA number 84.184T). An applicant that has received services under this program directly, or as a partner in a consortium application under this program, would not meet this priority. Under a consortium application, all members of the IHE consortium must meet this criterion in order for the applicant to meet this priority.

Final Requirements: These requirements are from the notice of final priorities and requirements published elsewhere in this issue of the Federal Register. The following requirements apply to all applications submitted under this competition:

1. Partner Agreements: To be considered for a grant award, an applicant must include in its application two partner agreements. One partner agreement must detail coordination with, and participation of, a representative of the appropriate level of local or State government for the locality in which the

IHE to be served by the project is located (for example, the mayor, city manager, or county executive). The second partner agreement must detail coordination with, and participation of, a representative from a local or State emergency management coordinating body (for example, the head of the local emergency planning council that would be involved in coordinating a large-scale emergency response effort in the campus community). Both agreements must include the name of the partner organization, an indication of whether the partner represents the local or State government or the local or State emergency management coordinating body, and a description of the respective partner as well as a description of the partner's roles and responsibilities in supporting the EMHE grant and in strengthening emergency management planning efforts for the IHE. Each partner agreement must also include a description of the roles and responsibilities of the IHE in grant implementation and partner coordination. A signature from an authorized representative of the IHE and each of the two required partners acknowledging the relationship and the agreements must be included in the application. If either or both of the two required partners is not present in an applicant's community, or cannot feasibly participate, the agreements must explain the absence of each missing partner.

Applications that fail to include either of the two required partner agreement forms, including information on partners' roles and responsibilities (or an explanation documenting that partner's absence in the community) along with the required signatures, will not be considered for funding.

Each consortium applicant (an applicant submitting on behalf of multiple IHEs) and any applicant applying on behalf of multiple campuses (including one or more satellite or extension campuses within its own institution or its consortium of IHEs) must submit a complete set of partner agreements with appropriate signatures from the authorized representative and the two required partners noted earlier for each campus proposed to be receiving services under its EMHE project.

Although this program requires partnerships with other parties, administrative direction and fiscal control for the project must remain with the IHE.

2. Completed Memoranda of Agreements: All IHEs supported by the EMHE program must use the grant period to create, or review and update, and sign, a memorandum of agreement (MOA) with each of the following four partners: local or State emergency management coordinating body, local government, primary off-campus public health provider, and primary off-campus mental health services provider. Each applicant under the EMHE program must include an assurance with its application

that the IHE will establish these MOAs during the project period. MOAs must be completed for each campus to be served by the EMHE project. Completed MOAs will be requested at the end of the project period with the Final Report submission.

3. Coordination with State or Local Homeland Security Plan: All emergency management plans created or enhanced using funding under this program must be coordinated with the Homeland Security Plan of the State or locality in which the IHE is located. To ensure that emergency services are coordinated, and to avoid duplication of effort within States and localities, an applicant must include in its application an assurance that the IHE will coordinate with, and follow, the requirements of its State or local Homeland Security Plan for emergency services and initiatives.

4. Implementation of the National Incident Management System (NIMS): Each applicant must agree to implement its grant in a manner consistent with the implementation of the NIMS in its community. An applicant must include in its application an assurance that it has met, or will complete, all current NIMS requirements by the end of the grant period.

Implementation of the NIMS is a dynamic process that will continue to evolve over time. In order to receive Federal preparedness funding under the EMHE program, each IHE must cooperate with the efforts of its community to meet the minimum

NIMS requirements established for each fiscal year. Because the Department of Homeland Security's (DHS) determination of NIMS requirements may change from year to year, an applicant must refer to the most recent list of NIMS requirements published by DHS when submitting its application. In any notice inviting applications, the Department will provide applicants with information necessary to access the most recent DHS list of NIMS requirements.

Note: The responsibilities and procedures of any campus-based security office or law enforcement agency and the elements of the campus emergency management plan must be considered in conjunction with the local community's emergency operations plan (EOP) and the capacity and responsibility of local fire and rescue departments, emergency medical service providers, crisis center/hotlines, and law enforcement agencies that may be called to assist the IHE in a large-scale disaster. IHEs' participation in the NIMS preparedness program of the local government is essential in ensuring that first-responder services are delivered in a timely and effective manner. Additional information about NIMS and NIMS implementation is available at:

www.fema.gov/emergency/nims/ImplementationGuidanceStakeholders.shtm and www.fema.gov/emergency/nims/index.shtm.

IHEs that have previously received Federal preparedness funding and are, therefore, already NIMS- compliant should indicate that in the assurance form.

5. Eligibility: To be considered for an award under this competition, an applicant must be considered an IHE, or a consortia thereof. An IHE, for the purposes of this competition, is defined as: an educational institution in any State that--

(1) Admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate or persons who meet the requirements of section 484(d)(3) of the Higher Education Act of 1965, as amended;

(2) Is legally authorized within such State to provide a program of education beyond secondary education;

(3) Provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree or awards a degree that is acceptable for admission to a graduate or professional degree program, subject to review and approval by the Secretary;

(4) Is a public or other nonprofit institution; and

(5) Is accredited by a nationally recognized accrediting agency or association or, if not so accredited, is an

institution that has been granted preaccreditation status by such an agency or association that has been recognized by the Secretary for the granting of preaccreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.

Program Authority: 20 U.S.C. 7131.

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 81, 82, 84, 85, 86, 97, 98, and 99. (b) The regulations in 34 CFR part 299. (c) The notice of final priorities and requirements, published elsewhere in this issue of the Federal Register.

Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian tribes.

Note: The regulations in 34 CFR part 86 apply to institutions of higher education only.

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: \$9,067,000.

Contingent upon the availability of funds and the quality of applications, we may make additional awards later in FY 2010 and in FY 2011 from the list of unfunded applicants from this competition.

Estimated Range of Awards: \$200,000 - \$750,000.

Estimated Average Size of Awards: We estimate that IHEs with student enrollment between 1-999 students will need up to \$200,000 to implement their projects; IHEs with enrollment between 1,000 - 4,999 students will need up to \$300,000 to implement their projects; IHEs with enrollment between 5,000 and 19,999 will need up to \$500,000 to implement their projects; and IHEs with enrollment between 20,000 and 40,000 may need up to \$750,000 to implement their projects. Please note that these are estimates only and IHEs that believe that they need additional support to successfully complete their projects should fully justify this in their applications.

Estimated Number of Awards: 26.

Note: The Department is not bound by any estimates in this notice.

Project Period: Up to 24 months. Budgets should be developed for a single award with a project period of up to 24 months. No continuation awards will be provided.

III. Eligibility Information

1. Eligible Applicants: To be considered for an award under this competition, an applicant must be considered an IHE, or a consortia thereof. An IHE, for the purposes of this competition, is defined as: an educational institution in any State that--

(1) Admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate or persons who meet the requirements of section 484(d)(3) of the Higher Education Act of 1965, as amended;

(2) Is legally authorized within such State to provide a program of education beyond secondary education;

(3) Provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree or awards a degree that is acceptable for admission to a graduate or professional degree program, subject to review and approval by the Secretary;

(4) Is a public or other nonprofit institution; and

(5) Is accredited by a nationally recognized accrediting agency or association or, if not so accredited, is an institution that has been granted preaccreditation status by such an agency or association that has been recognized by the Secretary for the granting of preaccreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time. This eligibility requirement is from the notice of final priorities

and requirements published elsewhere in this issue of the Federal Register.

2. Cost Sharing or Matching: This competition does not require cost sharing or matching.

IV. Application and Submission Information

1. Address to Request Application Package:

You can obtain an application package via the Internet. To obtain a copy via the Internet, use the following address:
www.ed.gov/fund/grant/apply/grantapps/index.html.

Individuals with disabilities can obtain a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or computer diskette) by contacting the person listed under Accessible Format in section VIII of this notice.

2. Content and Form of Application Submission:

Requirements concerning the content of an application, together with the forms you must submit, are in the application package for this competition.

3. Submission Dates and Times:

Applications Available: [INSERT DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Deadline for Transmittal of Applications: [INSERT DATE 41 DAYS AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Applications for grants under this competition may be submitted electronically using the Electronic Grant Application System (e-Application) accessible through the Department's e-Grants site, or in paper format by mail or hand delivery. For information (including dates and times) about how to submit your application electronically, or in paper format by mail or hand delivery, please refer to section IV. 6. Other Submission Requirements of this notice.

We do not consider an application that does not comply with the deadline requirements.

Individuals with disabilities who need an accommodation or auxiliary aid in connection with the application process should contact the person listed under For Further Information Contact in section VII in this notice. If the Department provides an accommodation or auxiliary aid to an individual with a disability in connection with the application process, the individual's application remains subject to all other requirements and limitations in this notice.

Deadline for Intergovernmental Review: [INSERT DATE 101 DAYS AFTER DATE OF PUBLICATON IN THE FEDERAL REGISTER].

4. Intergovernmental Review: This competition is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs

under Executive Order 12372 is in the application package for this competition.

5. Funding Restrictions: We reference regulations outlining funding restrictions in the Applicable Regulations section of this notice.

6. Other Submission Requirements: Applications for grants under this competition may be submitted electronically or in paper format by mail or hand delivery.

a. Electronic Submission of Applications.

If you choose to submit your application to us electronically, you must use e-Application, accessible through the Department's e-Grants Web site at: <http://e-grants.ed.gov>.

While completing your electronic application, you will be entering data online that will be saved into a database. You may not e-mail an electronic copy of a grant application to us.

Please note the following:

- Your participation in e-Application is voluntary.
- You must complete the electronic submission of your grant application by 4:30:00 p.m., Washington, DC time, on the application deadline date. E-Application will not accept an application for this competition after 4:30:00 p.m., Washington, DC time, on the application deadline date. Therefore, we strongly recommend that you do not wait until the application deadline date to begin the application process.

- The hours of operation of the e-Grants Web site are 6:00 a.m. Monday until 7:00 p.m. Wednesday; and 6:00 a.m. Thursday until 8:00 p.m. Sunday, Washington, DC time. Please note that, because of maintenance, the system is unavailable between 8:00 p.m. on Sundays and 6:00 a.m. on Mondays, and between 7:00 p.m. on Wednesdays and 6:00 a.m. on Thursdays, Washington, DC time. Any modifications to these hours are posted on the e-Grants Web site.

- You will not receive additional point value because you submit your application in electronic format, nor will we penalize you if you submit your application in paper format.

- You must submit all documents electronically, including all information you typically provide on the following forms: the Application for Federal Assistance (SF 424), the Department of Education Supplemental Information for SF 424, Budget Information--Non-Construction Programs (ED 524), and all necessary assurances and certifications. You must attach any narrative sections of your application as files in a .DOC (document), .RTF (rich text), or .PDF (Portable Document) format. If you upload a file type other than the three file types specified in this paragraph or submit a password protected file, we will not review that material.

- Your electronic application must comply with any page limit requirements described in this notice.

- Prior to submitting your electronic application, you may wish to print a copy of it for your records.

- After you electronically submit your application, you will receive an automatic acknowledgment that will include a PR/Award number (an identifying number unique to your application).

- Within three working days after submitting your electronic application, fax a signed copy of the SF 424 to the Application Control Center after following these steps:

- (1) Print SF 424 from e-Application.

- (2) The applicant's Authorizing Representative must sign this form.

- (3) Place the PR/Award number in the upper right hand corner of the hard-copy signature page of the SF 424.

- (4) Fax the signed SF 424 to the Application Control Center at (202) 245-6272.

- We may request that you provide us original signatures on other forms at a later date.

Application Deadline Date Extension in Case of System

Unavailability: If you are prevented from electronically submitting your application on the application deadline date because e-Application is unavailable, we will grant you an extension of one business day to enable you to transmit your

application electronically, by mail, or by hand delivery. We will grant this extension if--

(1) You are a registered user of e-Application and you have initiated an electronic application for this competition; and

(2) (a) E-Application is unavailable for 60 minutes or more between the hours of 8:30 a.m. and 3:30 p.m., Washington, DC time, on the application deadline date; or

(b) E-Application is unavailable for any period of time between 3:30 p.m. and 4:30:00 p.m., Washington, DC time, on the application deadline date.

We must acknowledge and confirm these periods of unavailability before granting you an extension. To request this extension or to confirm our acknowledgment of any system unavailability, you may contact either (1) the person listed elsewhere in this notice under For Further Information Contact (see VII. Agency Contact) or (2) the e-Grants help desk at 1-888-336-8930. If e-Application is unavailable due to technical problems with the system and, therefore, the application deadline is extended, an e-mail will be sent to all registered users who have initiated an e-Application.

Extensions referred to in this section apply only to the unavailability of e-Application. If e-Application is available, and, for any reason, you are unable to submit your application

electronically or you do not receive an automatic acknowledgment of your submission, you may submit your application in paper format by mail or hand delivery in accordance with the instructions in this notice.

b. Submission of Paper Applications by Mail.

If you submit your application in paper format by mail (through the U.S. Postal Service or a commercial carrier), you must mail the original and two copies of your application, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.184T)
LBJ Basement Level 1
400 Maryland Avenue, SW.
Washington, DC 20202-4260

You must show proof of mailing consisting of one of the following:

- (1) A legibly dated U.S. Postal Service postmark.
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

(1) A private metered postmark.

(2) A mail receipt that is not dated by the U.S. Postal Service.

If your application is postmarked after the application deadline date, we will not consider your application.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

c. Submission of Paper Applications by Hand Delivery.

If you submit your application in paper format by hand delivery, you (or a courier service) must deliver the original and two copies of your application by hand, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.184T)
550 12th Street, SW.
Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30:00 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department--

(1) You must indicate on the envelope and--if not provided by the Department--in Item 11 of the SF 424 the CFDA number, including suffix letter, if any, of the competition under which you are submitting your application; and

(2) The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this grant notification within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

V. Application Review Information

Selection Criteria: The selection criteria for this competition are from 34 CFR 75.210 and are listed in the application package.

VI. Award Administration Information

1. Award Notices: If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN). We may notify you informally, also.

If your application is not evaluated or not selected for funding, we notify you.

2. Administrative and National Policy Requirements: We identify administrative and national policy requirements in the application package and reference these and other requirements in the Applicable Regulations section of this notice.

We reference the regulations outlining the terms and conditions of an award in the Applicable Regulations section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. Reporting: At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. For this competition, you must also submit an interim report 12 months after the award date. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c). For specific requirements on reporting, please go to www.ed.gov/fund/grant/apply/appforms/appforms.html.

4. Performance Measure: We have identified the following Government Performance and Results Act of 1993 (GPRA) performance measure for assessing the effectiveness of the EMHE grant program: The average number of National Incident Management System (NIMS) training course completions by key personnel at the start of the grant compared to the average

number of NIMS training course completions by key personnel at the end of the grant.

This GPRA measure constitutes the Department's indicator of success for this program. Applicants for a grant under this program are advised to give careful consideration to this measure in designing their proposed project, including considering how data for the measure will be collected. Grantees will be required to collect and report, in their interim and final performance reports, baseline data and data on their progress with regard to this measure.

VII. Agency Contact

For Further Information Contact: Tara Hill, U.S. Department of Education, 400 Maryland Avenue, SW., room 10088, PCP, Washington, DC, 20202-6450. Telephone: (202) 245-7860 or by e-mail: tara.hill@ed.gov.

If you use a TDD, call the FRS, toll free, at 1-800-877-8339.

VIII. Other Information

Accessible Format: Individuals with disabilities can obtain this document and a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or computer diskette) on request to the program contact person listed under For Further Information Contact in section VII of this notice.

Electronic Access to This Document: You can view this document, as well as all other documents of this Department published in the Federal Register, in text or Adobe Portable Document Format (PDF) on the Internet at the following site:

www.ed.gov/news/fedregister. To use PDF you must have Adobe Acrobat Reader, which is available free at this siteNote: The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on GPO Access at: www.gpoaccess.gov/nara/index.html.

Dated: March 29, 2010

Kevin Jennings,
Assistant Deputy Secretary for
Safe and Drug-Free Schools.

**Notice of Final Priorities and Requirements
Federal Register Publish Date—April 1, 2010**

4000-01-U

DEPARTMENT OF EDUCATION

Emergency Management for Higher Education Grant Program

Catalog of Federal Domestic Assistance (CFDA) Number: 84.184T.

AGENCY: Office of Safe and Drug-Free Schools, Department of Education.

ACTION: Notice of final priorities and requirements.

SUMMARY: The Assistant Deputy Secretary for Safe and Drug-Free Schools announces priorities and requirements for the Emergency Management for Higher Education (EMHE) grant program. The Assistant Deputy Secretary may use one or more of these priorities and requirements for competitions in fiscal year (FY) 2010 and later years.

We intend these priorities and requirements to provide Federal financial assistance to institutions of higher education (IHEs) to develop, or review and improve, and fully integrate their campus-based all-hazards emergency management planning efforts. We intend grant awards under these priorities and requirements to increase the capacity of IHEs to prevent/mitigate, prepare for, respond to, and recover from the full range of emergency events.

EFFECTIVE DATE: These priorities and requirements are effective [INSERT DATE 30 DAYS AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER].

FOR FURTHER INFORMATION CONTACT: Tara Hill, U.S. Department of Education, 400 Maryland Avenue, SW., room 10088, PCP, Washington, DC, 20202-6450. Telephone: (202) 245-7860 or by e-mail: tara.hill@ed.gov.

If you use a telecommunications device for the deaf (TDD), call the Federal Relay Service (FRS), toll free, at 1-800-877-8339.

SUPPLEMENTARY INFORMATION:

Purpose of Program: EMHE grants support efforts by IHEs to develop, or review and improve, and fully integrate campus-based all-hazards emergency management planning efforts within the framework of the four phases of emergency management (Prevention-Mitigation, Preparedness, Response, and Recovery).

Congress appropriated initial funding for the EMHE grant competition in FY 2008 following the tragic shooting at Virginia Polytechnic Institute and State University in 2007. That and other past emergencies, such as the events of September 11, 2001, Hurricanes Katrina and Rita, and the tragic shooting at Northern Illinois University, reinforce the need for colleges and universities to prepare for the full range of emergency events that may affect their campus communities. The EMHE grant

program provides funds to IHEs to establish or enhance an emergency management planning process that integrates the various components and departments of each IHE; focuses on reviewing, strengthening, and institutionalizing all-hazards emergency management plans; fosters partnerships with local and State community partners; supports vulnerability assessments; encourages training and drilling on the emergency management plan across the campus community; and requires IHEs to develop a written plan for preventing violence on campus by assessing and addressing the mental health needs of students, faculty, and staff who may be at risk of causing campus violence by harming themselves or others.

Program Authority: 20 U.S.C. 7131.

We published a notice of proposed priorities and requirements in the Federal Register on December 4, 2009 (74 FR 63740). That notice contained background information and our reasons for proposing the particular priorities and requirements.

Except for minor editorial and technical revisions, there is only one significant difference between the proposed priorities and requirements and these final priorities and requirements. Specifically, based on public comment, we have added an element to the priority that will require applicants to develop or update a written campus-wide continuity of operations

plan that would enable the campus to maintain and/or restore key educational, business, and other essential functions following an emergency.

Public Comment: In response to our invitation in the notice of proposed priorities and requirements, four parties submitted comments on proposed priority 1 and on the proposed requirements. No comments were received on proposed priority 2.

Generally, we do not address technical and other minor changes, or suggested changes we are not authorized to make under the applicable statutory authority. In addition we do not address general comments that raised concerns not directly related to the proposed priorities or requirements.

Analysis of Comments and Changes: An analysis of the comments and of any changes in the priorities and requirements since publication of the notice of proposed priorities and requirements follows.

Priority 1 -- Institutions of Higher Education (IHE) Projects Designed to Develop, or Review and Improve, and Fully Integrate Campus-Based All-Hazards Emergency Management Planning Efforts.

Comment: One commenter observed that the EMHE notice of proposed priorities and requirements was published in the Federal Register in advance of the enactment of the FY 2010 appropriation for the Department. The commenter referenced language in the Appropriations Committee Reports filed in the

U.S. House of Representatives and the U.S. Senate concerning the funding provided for emergency management for institutions of higher education, including examples of activities (such as risk assessment, training, and the purchase of hardware and software) that might be funded with these appropriated funds. The commenter requested that the Department consider the language in these Congressional reports in establishing the final priorities and requirements for this competition.

Discussion: We have reviewed the language in the Conference Report accompanying the Department's 2010 appropriations act, as well as the language included in the related House and Senate Appropriations Committee reports (House Report 111-220 and Senate Report 111-66, accompanying H.R. 3293, respectively). We believe that the EMHE grant priorities and requirements are consistent with the guidance provided by both the House and the Senate in these documents. Activities such as risk assessments, training, and the purchase of hardware and software are all considered allowable activities under the EMHE program. Accordingly, we believe that the final priorities and requirements are consistent with Congressional guidance, while offering applicants the flexibility to design and propose projects that incorporate a wide range of activities to address their institutions' needs.

Changes: None.

Comment: One commenter expressed concern that the proposed priority would not permit applicants to receive support for addressing any violent activity occurring on campuses. The commenter recommended adding a priority that would broaden the scope of the program to address any risks and threats that come under the jurisdiction of campus law enforcement and emergency managers, and that the program provide support for training and activities designed to address a broad range of campus problems including sexual assault, arson, robbery, harassment, simple assault, binge drinking, and drug use.

Discussion: We agree with the commenter that IHEs face significant challenges in dealing with many forms of violent activity that occur on their campuses. However, the EMHE grant program is designed to provide support for initiatives in emergency preparedness for IHEs, and is not intended to address or prevent all discrete acts of violence. Mitigating violent activity may certainly be an outcome of an all-hazards approach to emergency management; however, the primary focus of EMHE is to assist campuses with planning for, responding to, and recovering from major emergencies and disasters.

Given the relatively small amount of available funding for this program and the limited number of grants awarded under the EMHE program to date, providing a significantly broader focus for the program at this time would significantly reduce the

ability of the program to meet its primary purpose of assisting IHEs in developing or enhancing their emergency preparedness capacity.

We note that the Department also administers another discretionary grant competition that is intended to respond more directly to the concerns of violent behavior on campus. Specifically, the Grant Competition to Prevent High-Risk Drinking or Violent Behavior Among College Students (CFDA Number 84.184H) provides funds to develop, enhance, implement, and evaluate campus-based and/or community-based prevention strategies to reduce high-risk drinking or violent behavior among college students. For additional information on this program please visit:

<http://www2.ed.gov/programs/dvphighrisk/index.html>.

Changes: None.

Comment: One commenter noted that element (7) in the proposed priority identifies students, faculty, and staff as individuals who pose a risk of violent behavior, but that others, including visitors to campus, also pose such a risk. The commenter suggested adding a priority addressing violence that is not related to mental health issues of on-campus individuals.

Discussion: We acknowledge that violent acts can be caused by any number of different factors in addition to mental illness or other mental health issues. However, House Report 110-231,

issued on July 13, 2007, in conjunction with the FY 2008 appropriations bill for the Department that initially included funding for the EMHE program, explicitly stated that funds for new awards for IHEs should be used to develop and implement emergency management plans for preventing campus violence (including assessing and addressing the mental health needs of students) and for responding to threats and incidents of violence or natural disaster in a manner that ensures the safety of the campus community. The language in the proposed priority is not intended to limit the ability of campuses to consider a broader range of causes of violent behavior; rather, we intend it to ensure that, at a minimum, all EMHE grant recipients consider the potential role of mental health issues in campus violence. The language in the priority links the issue of identifying and addressing mental health issues with students, staff, and faculty because there are members of a campus community who may be able to observe warning signs and symptoms of mental health issues in these populations and use systems established by the IHE to initiate assessments or other appropriate procedures. IHEs cannot be expected to develop and maintain similarly comprehensive procedures for all short-term visitors to the campus setting.

Changes: None.

Comment: One commenter requested that funding under this program be available to establish a police agency on campus.

Discussion: While we recognize that many IHEs need to establish or support police or security forces on their campuses, we believe that this activity is outside the scope of this grant program. This program is designed to provide support for emergency management and overall preparedness initiatives for IHEs.

Changes: None.

Comment: One commenter suggested that rather than requiring applicants to respond to a prescriptive list of priorities and requirements, the Department should allow applicants to submit applications that propose individual approaches consistent with their institution's unique needs and emergency management challenges. In particular, the commenter recommended that the language related to infectious disease planning (proposed priority element number (6)) and mental health needs of campuses (proposed priority element number (7)) be modified to allow institutions to propose individual solutions based on differing institutional needs and capacities.

Discussion: We agree with the commenter that applicants should have the flexibility to design EMHE projects that respond to the unique needs of each campus. We believe the priorities are written in a way that will provide applicants with a significant

amount of flexibility in identifying and addressing specific vulnerabilities and hazards that may be unique to each institution.

However, in administering this program, we seek to balance this needed flexibility with the need to ensure that IHEs receiving support under the program are addressing at least a core set of hazards that we have identified as important to the Federal interest. The core list of hazards includes those related to infectious diseases and the mental health needs of students, staff, and faculty who may be at risk of causing violence on campus.

Under this priority, IHEs still retain the flexibility to identify and address any unique emergency management issues or hazards identified as part of their vulnerability assessment. Further, eligibility for an EMHE grant is not affected for IHEs that have already addressed the required hazards or vulnerabilities identified by the Department before receiving a grant. Those entities need only commit to review emergency management plans for these required vulnerabilities during the grant period and to updating those plans as dictated by any relevant advances in the field or changes in local needs or concerns.

Changes: None.

Comment: One commenter suggested that we revisit our method for categorizing applicant institutions based on size. The commenter suggested that the categories used in the 2008 EMHE application enabled many relatively small institutions to be included in the "large" category, thereby enabling "small" institutions to request the same estimated funding level the Department identified for "large" institutions. The commenter recommended that additional funding tiers be established and that a specific category for very large institutions be created.

Discussion: We agree that changing the method for categorizing institutions by size would help to better align recommended funding amounts with institutional needs. We considered this comment, and our experience in implementing this program over the past two years, and for the FY 2010 competition we will change the method for establishing recommended grant award amounts. The new approach relies on student enrollment information (instead of number of facilities per campus) and establishes a category for very large institutions.

Because IHEs are diverse entities that face a broad range of different challenges in the emergency management arena, we have elected not to establish through this notice of final priorities and requirements enforceable maximum grant award amounts for categories of IHEs. Instead, we are including revised recommended grant award amounts in the notice inviting

applications (NIA) for the EMHE program. We believe that this approach will provide appropriate flexibility for IHEs to develop projects that are of a scope that meets their unique emergency management needs while still providing helpful information for applicants about the approximate project scope and grant award sizes that we anticipate supporting.

Changes: No changes are being made to the final priorities and requirements. The change in the categorization of institutions described in the preceding paragraphs is reflected in the notice inviting applications for this competition, published elsewhere in this issue of the Federal Register.

Comment: One commenter recommended two changes to the proposed priority that would further emphasize the importance of continuity planning and the restoration of a learning environment following an emergency. The commenter requested that language be added to both proposed priority elements (1) and (4) to specifically emphasize the importance of continuity planning.

Discussion: We agree that ensuring that institutions have a plan for continuing to provide key services (for example education, payroll, health support, and food services) following an emergency is a critical concern for the higher education community. The Department has worked with local school districts and IHE campuses over the past several years to help

them strategize on ways to restore the learning environment following an emergency. Particularly following Hurricanes Katrina and Rita, and given the recent influenza pandemic, we have been actively involved in developing resources to assist educational institutions at all levels in their continuity planning efforts.

We agree with the commenter that planning for the continuation of educational and other services following an emergency should be included as a component in an IHE's emergency management planning efforts, and will revise the priority to reflect this emphasis.

Changes: We have revised the priority by adding an additional element that will require applicants to develop or update a written campus-wide continuity of operations plan that would enable the campus to maintain and/or restore key educational, business, and other essential functions as quickly as possible following an emergency.

Requirements for Partner Agreements and Completed Memoranda of Agreements.

Comment: One commenter observed that the capacity of law enforcement and mental health entities varies greatly from one community and one institution to another. For example, in one community the IHE law enforcement agency may be the primary emergency services provider for the community-at-large, whereas

in another community the IHE may be largely or completely dependent on the local or State police departments for emergency services. The commenter observed that it may not always be appropriate for an IHE to have a partner agreement with the local law enforcement agency or a local mental health provider, particularly when the campus itself is the primary provider of emergency law enforcement or mental health services. The commenter recommended that an IHE not be required to enter into agreements with community-based law enforcement and mental health entities if the IHE is responsible for furnishing its own services in these areas.

Discussion: We agree with the commenter that there is tremendous diversity in the size and location of IHEs across the country and that IHEs have various levels of institutional capacity to respond to emergencies within their communities. We also acknowledge that in some situations it is an employee or agent of the IHE who is the lead incident commander and who ultimately assists local or State partners in their response activities.

The EMHE requirements are not intended to prescribe what the appropriate role and relationships should be between an IHE and its community partners. Instead, the requirements are designed to help foster communication and the establishment of relationships between the various potential responders to any

incident, and to ensure that those relationships are established and solidified before any emergency event occurs. We expect that the roles and responsibilities articulated in both the partner agreements and the memoranda of agreements will vary greatly based on the relationship between each applicant IHE and its surrounding community. Our intent in proposing the requirement is to ensure that IHEs and their surrounding community partners are communicating with each other and coordinating their efforts, and not to prescribe what those efforts or relationships should entail.

Further, the requirements to establish partner agreements and memoranda of understanding are not intended to limit the roles an IHE may perform in a community response. Rather, the requirements are intended to ensure that all grantees ultimately establish solid working relationships with their key partners and that they know what the various roles and responsibilities of each partner (including the IHE) might be in the event of an emergency. An application from a campus where the applicant IHE serves as the primary emergency services provider for the local community should indicate that in its partner agreements. It is the demonstration and documentation of an established and ongoing relationship that is key to these requirements.

Changes: None.

Comment: One commenter identified the recovery of indirect costs from EMHE grants as a concern because these costs do not support direct project activities. The commenter also expressed concern that peer reviewers might find indirect cost rates for research institutions inappropriately high, which may have limited the number of research institutions that have been successful in receiving EMHE grants. The commenter suggested that we should include a requirement that would limit the percentage of indirect costs that may be recovered from an EMHE grant.

Discussion: Generally, the Federal Government permits grant recipients to recover indirect costs for costs associated with their federally funded grant projects. This recovery is typically based on a rate determined by a cognizant agency that takes into account the indirect costs involved in implementing grant activities. Costs in an indirect cost pool may include such items as utility costs, building maintenance services, general insurance costs, and the cost of staff who assist with administrative functions such as hiring, payroll services, or other similar activities. The indirect cost rate is determined through a process of negotiation with the institution's cognizant agency and is designed to be an accurate reflection of the actual indirect costs associated with conducting programming at that institution. IHEs frequently are assigned several

indirect cost rates as a result of the negotiation process; these rates reflect differences in indirect costs associated with different kinds of project activities. For example, IHEs may be assigned a rate for research grants, a rate for grants implemented at a facility other than a campus facility (for example, at a hospital or research laboratory), or a rate for other sponsored projects.

While recovery of indirect costs reduces the amount of funding that can be used to support direct grant activities, establishing a cap on indirect cost recovery that is lower than that permitted by an IHE's negotiated rate means that the IHE will need to identify other grant or institutional resources to help pay for the indirect costs consumed by implementing an EMHE project. Establishing an arbitrary cap for indirect costs could affect an IHE's ability to implement its EMHE project if the IHE does not have institutional or other resources to pay these indirect costs, and may make it impossible for some IHEs to compete for or accept an EMHE grant.

Because EMHE projects are not research projects, we do not permit EMHE grantees to recover indirect costs at the higher established research project rate. Typically, applicants for the EMHE program request recovery of costs based on the indirect cost rate for other on-campus programs, or other sponsored programs, at their IHE.

The issue of indirect costs is not an issue that peer reviewers evaluate when they read and score an application. The selection criteria used for the EMHE competition do not include any criteria that require peer reviewers to evaluate the adequacy or reasonableness of the grant budget proposed by the applicant.

Changes: None.

FINAL PRIORITIES:

These priorities are:

Priority 1--Institutions of Higher Education (IHE) Projects
Designed to Develop, or Review and Improve, and Fully Integrate
Campus-Based All-Hazards Emergency Management Planning Efforts.

The Assistant Deputy Secretary for Safe and Drug-Free Schools establishes a priority that supports IHE projects designed to develop, or review and improve, and fully integrate campus-based all-hazards emergency management planning efforts. A program funded under this priority must use the framework of the four phases of emergency management (Prevention-Mitigation, Preparedness, Response, and Recovery) to:

(1) Develop, or review and improve, and fully integrate a campus-wide all-hazards emergency management plan that takes into account threats that may be unique to the campus;

(2) Train campus staff, faculty, and students in emergency management procedures;

(3) Coordinate with local and State government emergency management efforts;

(4) Ensure coordination of planning and communication across all relevant components, offices, and departments of the campus;

(5) Develop a written plan with emergency protocols that include the medical, mental health, communication, mobility, and emergency needs of persons with disabilities, as well as for those individuals with temporary special needs or other unique needs (including those arising from language barriers or cultural differences);

(6) Develop or update a written plan that prepares the campus for infectious disease outbreaks with both short-term implications for planning (e.g., outbreaks caused by methicillin-resistant *Staphylococcus aureus* (MRSA) or food-borne illnesses) and long-term implications for planning (e.g., pandemic influenza);

(7) Develop or enhance a written plan for preventing violence on campus by assessing and addressing the mental health needs of students, staff, and faculty who may be at risk of causing violence by harming themselves or others; and

(8) Develop or update a written campus-wide continuity of operations plan that would enable the campus to maintain and/or restore key educational, business, and other essential functions

following an emergency.

Priority 2--Priority for Applicants That Have Not Previously Received a Grant Under The EMHE Program (CFDA Number 84.184T).

Under this priority we give priority to applications from IHEs that have not previously received a grant under this program (CFDA Number 84.184T). An applicant that has received services under this program directly, or as a partner in a consortium application under this program, would not meet this priority. Under a consortium application, all members of the IHE consortium must meet this criterion in order for the applicant to meet this priority.

Types of Priorities:

When inviting applications for a competition using one or more priorities, we designate the type of each priority as absolute, competitive preference, or invitational through a notice in the Federal Register. The effect of each type of priority follows:

Absolute priority: Under an absolute priority, we consider only applications that meet the priority (34 CFR 75.105(c)(3)).

Competitive preference priority: Under a competitive preference priority, we give competitive preference to an application by (1) awarding additional points, depending on the extent to which the application meets the priority (34 CFR 75.105(c)(2)(i)); or (2) selecting an application that meets the

priority over an application of comparable merit that does not meet the priority (34 CFR 75.105(c)(2)(ii)).

Invitational priority: Under an invitational priority, we are particularly interested in applications that meet the priority. However, we do not give an application that meets the priority a preference over other applications (34 CFR 75.105(c)(1)).

FINAL REQUIREMENTS:

Partner Agreements: To be considered for a grant award, an applicant must include in its application two partner agreements. One partner agreement must detail coordination with, and participation of, a representative of the appropriate level of local or State government for the locality in which the IHE to be served by the project is located (for example, the mayor, city manager, or county executive). The second partner agreement must detail coordination with, and participation of, a representative from a local or State emergency management coordinating body (for example, the head of the local emergency planning council that would be involved in coordinating a large-scale emergency response effort in the campus community). Both agreements must include the name of the partner organization, an indication of whether the partner represents the local or State government or the local or State emergency management coordinating body, and a description of the respective partner

as well as a description of the partner's roles and responsibilities in supporting the EMHE grant and in strengthening emergency management planning efforts for the IHE. Each partner agreement must also include a description of the roles and responsibilities of the IHE in grant implementation and partner coordination. A signature from an authorized representative of the IHE and each of the two required partners acknowledging the relationship and the agreements must be included in the application. If either or both of the two required partners is not present in an applicant's community, or cannot feasibly participate, the agreements must explain the absence of each missing partner.

Applications that fail to include either of the two required partner agreement forms, including information on partners' roles and responsibilities (or an explanation documenting that partner's absence in the community), along with the required signatures, will not be considered for funding.

Each consortium applicant (an applicant submitting on behalf of multiple IHEs) and any applicant applying on behalf of multiple campuses (including one or more satellite or extension campuses within its own institution or its consortium of IHEs) must submit a complete set of partner agreements with appropriate signatures from the authorized representative and

the two required partners noted earlier for each campus proposed to be receiving services under its EMHE project.

Although this program requires partnerships with other parties, administrative direction and fiscal control for the project must remain with the IHE.

Completed Memoranda of Agreements: All IHEs supported by the EMHE program must use the grant period to create, or review and update, and sign, a memorandum of agreement (MOA) with each of the following four partners: local or State emergency management coordinating body, local government, primary off-campus public health provider, and primary off-campus mental health services provider. Each applicant under the EMHE program must include an assurance with its application that the IHE will establish these MOAs during the project period. MOAs must be completed for each campus to be served by the EMHE project. Completed MOAs will be requested at the end of the project period with the Final Report submission.

Coordination with State or Local Homeland Security Plan: All emergency management plans created or enhanced using funding under this program must be coordinated with the Homeland Security Plan of the State or locality in which the IHE is located. To ensure that emergency services are coordinated, and to avoid duplication of effort within States and localities, an applicant must include in its application an assurance that the

IHE will coordinate with, and follow, the requirements of its State or local Homeland Security Plan for emergency services and initiatives.

Implementation of the National Incident Management System (NIMS): Each applicant must agree to implement its grant in a manner consistent with the implementation of the NIMS in its community. An applicant must include in its application an assurance that it has met, or will complete, all current NIMS requirements by the end of the grant period.

Implementation of the NIMS is a dynamic process that will continue to evolve over time. In order to receive Federal preparedness funding under the EMHE program, each IHE must cooperate with the efforts of its community to meet the minimum NIMS requirements established for each fiscal year. Because the Department of Homeland Security's (DHS) determination of NIMS requirements may change from year to year, an applicant must refer to the most recent list of NIMS requirements published by DHS when submitting its application. In any notice inviting applications, the Department will provide applicants with information necessary to access the most recent DHS list of NIMS requirements.

Note: The responsibilities and procedures of any campus-based security office or law enforcement agency and the elements of the campus emergency management plan must be considered in

conjunction with the local community's emergency operations plan (EOP) and the capacity and responsibility of local fire and rescue departments, emergency medical service providers, crisis center/hotlines, and law enforcement agencies that may be called to assist the IHE in a large-scale disaster. IHEs' participation in the NIMS preparedness program of the local government is essential in ensuring that first-responder services are delivered in a timely and effective manner. Additional information about NIMS and NIMS implementation is available at:

www.fema.gov/emergency/nims/ImplementationGuidanceStakeholders.shtm and www.fema.gov/emergency/nims/index.shtm.

IHEs that have previously received Federal preparedness funding and are, therefore, already NIMS-compliant should indicate that in the assurance form.

Eligibility: To be considered for an award under this competition, an applicant must be considered an IHE, or a consortia thereof. An IHE, for the purposes of this competition, is defined as: an educational institution in any State that--

(1) Admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate or

persons who meet the requirements of section 484(d)(3) of the Higher Education Act of 1965, as amended;

(2) Is legally authorized within such State to provide a program of education beyond secondary education;

(3) Provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree or awards a degree that is acceptable for admission to a graduate or professional degree program, subject to review and approval by the Secretary;

(4) Is a public or other nonprofit institution; and

(5) Is accredited by a nationally recognized accrediting agency or association or, if not so accredited, is an institution that has been granted preaccreditation status by such an agency or association that has been recognized by the Secretary for the granting of preaccreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.

This notice does not preclude us from proposing additional priorities, requirements, definitions, or selection criteria, subject to meeting applicable rulemaking requirements.

Note: This notice does not solicit applications. In any year in which we choose to use one or more of these priorities

and requirements, we invite applications through a notice in the Federal Register.

Executive Order 12866: This notice has been reviewed in accordance with Executive Order 12866. Under the terms of the order, we have assessed the potential costs and benefits of this final regulatory action.

The potential costs associated with this final regulatory action are those resulting from statutory requirements and those we have determined as necessary for administering this program effectively and efficiently.

In assessing the potential costs and benefits--both quantitative and qualitative--of this final regulatory action, we have determined that the benefits of the final priorities and requirements justify the costs.

We have determined, also, that this final regulatory action does not unduly interfere with State, local, and tribal governments in the exercise of their governmental functions.

Discussion of Costs and Benefits:

We fully discussed the costs and benefits of this regulatory action in the notice of proposed priorities and requirements. After review, we determined that there will be no substantial additional costs to the grantee as a result of the addition of the new priority element related to continuity planning. An ultimate goal of the EMHE program is to decrease

the resulting costs to IHEs in terms of lost resources, facilities, time, and casualties that may result from an actual emergency and the new priority element directly supports this goal. Further, the costs to support this activity may be included in an applicant's proposed EMHE budget. Accordingly, the addition of this element to this final priority is determined to have no additional costs to the grantees.

Intergovernmental Review: This program is subject to Executive Order 12372 and the regulations in 34 CFR part 79. One of the objectives of the Executive order is to foster an intergovernmental partnership and a strengthened federalism. The Executive order relies on processes developed by State and local governments for coordination and review of proposed Federal financial assistance.

This document provides early notification of our specific plans and actions for this program.

Accessible Format: Individuals with disabilities can obtain this document in an accessible format (e.g., braille, large print, audiotape, or computer diskette) on request to the program contact person listed under FOR FURTHER INFORMATION CONTACT.

Electronic Access to This Document: You can view this document, as well as all other documents of this Department published in the Federal Register, in text or Adobe Portable Document Format (PDF) on the Internet at the following site:

www.ed.gov/news/fedregister. To use PDF you must have Adobe Acrobat Reader, which is available free at this site.

Note: The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on GPO Access at:

www.gpoaccess.gov/nara/index.html.

Dated: March 29, 2010

Kevin Jennings,
Assistant Deputy Secretary for Safe and
Drug-Free Schools.

U.S. Department of Education Authorizing Legislation – Elementary and Secondary Education Act of 1965, as amended

Subpart 2-National Programs

SEC. 4121. FEDERAL ACTIVITIES.

(a) Program Authorized-From funds made available to carry out this subpart under section 4003(2), the Secretary, in consultation with the Secretary of Health and Human Services, the Director of the Office of National Drug Control Policy, and the Attorney General, shall carry out programs to prevent the illegal use of drugs and violence among, and promote safety and discipline for, students. The Secretary shall carry out such programs directly, or through grants, contracts, or cooperative agreements with public and private entities and individuals, or through agreements with other Federal agencies, and shall coordinate such programs with other appropriate Federal activities. Such programs may include-

- 1) the development and demonstration of innovative strategies for the training of school personnel, parents, and members of the community for drug and violence prevention activities based on State and local needs;
- 2) the development, demonstration, scientifically based evaluation, and dissemination of innovative and high quality drug and violence prevention programs and activities, based on State and local needs, which may include-
 - a) alternative education models, either established within a school or separate and apart from an existing school, that are designed to promote drug and violence prevention, reduce disruptive behavior, reduce the need for repeat suspensions and expulsions, enable students to meet challenging State academic standards, and enable students to return to the regular classroom as soon as possible;
 - b) community service and service-learning projects, designed to rebuild safe and health neighborhoods and increase students' sense of individual responsibility
 - c) video-based projects developed by noncommercial telecommunications entities that provide young people with models for conflict resolution and responsible decision-making; and
 - d) child abuse education and prevention programs for elementary and secondary students;
- 3) the provision of information on drug abuse education and prevention to the Secretary of Health and Human Services for dissemination;
- 4) the provision of information on violence prevention and education and school safety to the Department of Justice for dissemination;
- 5) technical assistance to chief executive officers, State agencies, local educational agencies, and other recipients of funding under this part to build capacity to develop and implement high-quality, effective drug and violence prevention programs consistent with the principles of effectiveness in section 4115(a);
- 6) assistance to school systems that have particularly severe drug and violence problems, including hiring drug prevention and school safety coordinators, or assistance to support appropriate response efforts to crisis situations;
- 7) the development of education and training programs, curricula, instructional materials, and professional training and development for preventing and reducing the incidence of crimes and conflicts motivated by hate in localities most directly affected by hate crimes;
- 8) activities in communities designated as empowerment zones or enterprise communities that will connect schools to community-wide efforts to reduce drug and violence problems; and
- 9) other activities in accordance with the purpose of this part, based on State and local needs.

(b) Peer Review-The Secretary shall use a peer review process in reviewing applications for funds under this section.

U.S. Department of Health and Human Services Authorizing Legislation – 42 USC 290bb-32 (Section 520A)

Sec. 290bb-32. Priority mental health needs of regional and national significance

(a) Projects

The Secretary shall address priority mental health needs of regional and national significance (as determined under subsection (b) of this section) through the provision of or through assistance for -

(1) knowledge development and application projects for prevention, treatment, and rehabilitation, and the conduct or support of evaluations of such projects;

(2) training and technical assistance programs;

(3) targeted capacity response programs; and

(4) systems change grants including statewide family network grants and client-oriented and consumer run self-help activities.

The Secretary may carry out the activities described in this subsection directly or through grants or cooperative agreements with States, political subdivisions of States, Indian tribes and tribal organizations, other public or private nonprofit entities.

(b) Priority mental health needs

(1) Determination of needs

Priority mental health needs of regional and national significance shall be determined by the Secretary in consultation with States and other interested groups. The Secretary shall meet with the States and interested groups on an annual basis to discuss program priorities.

(2) Special consideration

In developing program priorities described in paragraph (1), the Secretary shall give special consideration to promoting the integration of mental health services into primary health care systems.

V. General Application Instructions and Information

Preparing the Application

A completed application for assistance under this competition consists of two parts: a detailed narrative description of the proposed project and budget, and all forms and assurances that are required in order to receive a grant. An application under this program should address your specific needs and propose activities specifically designed to meet those needs. We strongly discourage you from using “form” or “template” applications or proposals that address general rather than specific campus needs. Identical or substantially similar applications are not responsive to the selection and scoring criteria.

A panel of non-Federal readers will review each eligible application submitted by the deadline. The panel will award points ranging from 0 to 100 to each application depending on how well the selection criteria are addressed. Be sure you provide a comprehensive response to each factor under each selection criterion.

All applicants are encouraged to adhere to the following formatting guidelines:

- Use 1-inch margins. If you submit your application in paper format by mail or hand delivery, your application must be printed on 8 1/2” by 11” paper, single-sided.
- Use consistent font no smaller than 12-point type throughout your document (you may use smaller text in charts or tables, as long as the text is legible). You may use boldface type, underlining, and italics; however, do not use colored text.
- For the project narrative, your application should consist of the number and text of each selection criterion followed by the narrative. The text of the selection criterion, if included, does not count against any page limitation.
- Place a page number at the bottom right of each page beginning with 1, and number your pages consecutively throughout your document, beginning with the Abstract and ending with the Appendices. **Note:** Do not paginate any of the forms.

If you submit your proposal via e-Application, you will use your own word-processing software to complete the application for this grant competition.

D-U-N-S Number Instructions

All applicants must obtain and use a D-U-N-S Number, and all applicants applying through e-Application must register with e-Grants.ed.gov. The D-U-N-S Number used on the application must be the same number that the applicant’s organization used to register with the Central Contractor Registry. If the numbers are not the same, e-Application will reject the application.

The D-U-N-S Number is a unique nine-digit number that does not convey any information about the recipient. A built-in check digit helps to ensure the accuracy of the DUNS Number. The ninth digit of each number is the check digit, which is mathematically related to the other digits. It lets computer systems determine if a D-U-N-S Number has been entered correctly.

You can obtain a D-U-N-S Number at no charge by calling 800/333-0505 or by completing the D-U-N-S Number Request Form, available online at www.dnb.com/US/duns_update/index.html. Dun & Bradstreet, a global information provider, has assigned D-U-N-S Numbers to more than 43 million companies worldwide. Customer service is available on Monday-Friday from 8:00 a.m. to 6:00 p.m. (Eastern Time) at 888-814-1435.

Organizing the Application

We recommend that applicants organize the information in their application in the following order. Please number all pages consecutively to make review and evaluation easier. Note that applications submitted electronically must follow the format given in the e-Application system. The system will then organize the information automatically.

1. Application for Federal Assistance (SF 424): This is the title page of your application. Be sure that item 11 of SF 424, clearly identifies the Catalog of Federal Domestic Assistance (CFDA) Number and Title of the competition under which funds are being requested. Please include the following: **CFDA #84.184T and Emergency Management for Higher Education.**

Under Item 3 in the ED Supplemental Information, indicate whether the proposed project includes human subjects research activities, and if so, whether any or all of the proposed activities are exempt. For additional guidance, see instructions for ED Supplemental Information in the required forms section of this application package or call ED's protection of human subjects coordinator at 202-260-3353.

If you submit your proposal for this grant competition via e-Application, please complete the SF 424 (Application for Federal Assistance) first. e-Application will insert the correct CFDA and program name automatically where needed.

If you submit your proposal in paper format by mail or hand delivery, you will need to insert the correct CFDA number and program name where requested.

Please note: The Authorized Representative of your institution must sign the SF 424. If a signed copy of this form is not received with your application (either included in the hard copy submission or faxed within three days of your electronic submission to the Office of Safe and Drug-Free Schools at (202) 485-0041 or 202-245-7166), your application WILL NOT BE ELIGIBLE FOR REVIEW.

2. Table of Contents: Provide an itemized listing of each section of the application package, including page numbers.

3. Program Abstract: Clearly mark this page with the applicant/organizational name as shown in item 8a of SF 424. The abstract should not exceed one page and should provide a concise and accurate description of the proposed project including its objectives, approaches to be used, and its expected outcomes.

4. Project Narrative: The narrative must contain evidence that the applicant meets the grant competition's absolute priority, and should contain and follow in sequence the information requested for each selection criterion. Applicants should review Section III for a discussion of the selection criteria and the chief considerations for this grant competition. A timeline or schedule of tasks and events, responsible person(s), project milestone(s), and/or completion dates should be included in the narrative. This section should be no more than 25 double-spaced typewritten pages.

5. Budget Form (ED Form 524): Use the Budget Information Form to prepare one budget that covers the entire (up to 24 month) budget period. Provide amounts for major budget categories.

6. Budget Narrative: You must include a detailed budget narrative for the entire (up to 24 month) performance period that supports and explains the information provided on ED Form 524. Use the same budget categories as those on ED Form 524 and explain the basis used to estimate costs for all budget categories, and how the cost items relate to the project's goals, objectives, and activities. All expenditures must be necessary to carry out the goals and objectives of the project, reasonable for the scope and complexity of the project, and allowable under the terms and conditions of the grant and in accordance with government cost principles.

The Budget Information Form (ED Form 524) and accompanying budget narrative/justification should provide enough detail for ED staff to understand easily how costs were determined and if the budget is commensurate with the scope of the project. **Note:** Failure to submit a detailed budget narrative may result in significant cuts to your budget request.

For this grant competition, you may charge indirect costs using the rate negotiated with your cognizant federal agency. ***We recommend including evidence of a negotiated indirect cost rate in your application package.*** (Please note that if you budget for contractual services, in most cases, your indirect cost rate agreement will only enable your institution to apply indirect costs to the first \$25,000 of each contract, regardless of the period covered by the contract.)

7. Appendices and Forms: This section should contain any supplementary information that applicants may choose to submit in support of an applicant's capacity and preparation to undertake the proposed project. These documents may include resumes, letters of agreement with cooperating entities, if appropriate, evaluation results, or materials. Do not include budget or program narrative information in this section. Also, do not include CD-ROMS, photographs, or floppy disks as we will not review or return them.

If you submit your application via e-Application, the Appendices section is where you will attach proposal appendices that you may choose to submit in support of your capacity and preparation to undertake the proposed project. You should consolidate your documents for this section and upload as one attachment ensuring you do not exceed the file size restriction identified for the Appendices section.

If you submit your application in paper format via mail or hand delivery, information provided in this section includes forms and other material required by ED in order for an application to be

eligible for funding as well as any other information that applicants may choose to submit in support of their capacity and preparation to undertake the proposed project.

If submitting an application in paper format, the ED Forms required to submit the application package are available electronically at the following web site:

www.ed.gov/fund/grant/apply/appforms/appforms.html

All required forms are available in e-Application if submitting electronically.

8. Assurances and Certifications: This section should include the following EMHE-specific documents: Program-Specific Assurance form and all signed Partner Agreements. If you are submitting an electronic application, you must print out the required forms, complete them, and either upload all signed forms to the e-Application Web site (under the Program Assurances section) or fax them (along with the SF 424 and other forms) to the Office of Safe and Drug-Free Schools at (202) 485-0041 or (202) 245-7166 within (3) working days of the date on which you submitted your electronic application. You should indicate your PR/Award number in the upper right corner of the form and the forms need to have been signed by the closing date for this application.

This application package also includes the following—Standard Form 424B, Assurances – Non-Construction Programs, Certification Regarding Lobbying; and Standard Form LLL – Disclosure of Lobbying Activities. By signing the 424B, the applicant agrees to abide by requirements regarding drug-free workplace, debarment and environmental tobacco smoke.

Note: If Item 2 of the Standard Form LLL applies because of lobbying activities related to a previous grant, or are anticipated to occur with this project if it is funded, you must submit Standard Form LLL. If your organization does not engage in lobbying, please submit Standard Form LLL and indicate as “Not Applicable.”

Intergovernmental Review of Federal Programs

This grant competition is subject to the requirements of Executive Order 12372 and the regulations in 34 CFR Part 79. One of the objectives of the Executive Order is to foster an intergovernmental partnership and a strengthened federalism. The Executive Order relies on processes developed by State and local governments for coordination and review of proposed federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each State under the Executive Order. The name and address of each State Single Point of Contact is listed below. **Note: A copy of the applicant's letter to the State Single Point of Contact must be included with the application.**

To view a list of States that participate in the intergovernmental review process, visit www.whitehouse.gov/omb/grants/spoc.html.

In States that have not established a process or chosen a program for review, State, area-wide, regional, and local entities may submit comments directly to the Department.

Any State process recommendation and other comments submitted by a State Single Point of Contact and any comments from State, area-wide, regional, and local entities must be received by July 12, 2010, at the following address: The Secretary, EO 12372—CFDA #84.184T, U.S. Department of Education, 400 Maryland Avenue, SW, Room 7W300, Washington, DC 20202-0124. Recommendations or comments may be hand-delivered until 4:30:00 p.m. (Eastern Time) on July 12, 2010. Please do not send applications to this address.

States that are not listed have chosen not to participate in the intergovernmental review process, and therefore do not have a State Single Point of Contact. If you are located within one of these States, you are exempt from this requirement.

General Education Provisions Act (GEPA) Section 427

Section 427 of GEPA affects applicants for new discretionary grant awards under this program. All applicants for new awards must include information in their applications to address this provision, summarized below, in order to receive funding under this program.

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This section allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation that you may address: *gender, race, national origin, color, disability, or age*. Based on local circumstances, you can determine whether these or other barriers may prevent your students, teachers, or others from equitable access or participation. Your description need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

NOTE: A general statement of an applicant's nondiscriminatory hiring policy is not sufficient to meet this requirement. Applicants must identify potential barriers and explain steps they will take to overcome these barriers.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the federal funds awarded to eliminate barriers it identifies.

Examples

The following examples help illustrate how an applicant may comply with section 427.

1. An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
2. An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audiotape or in Braille for students who are blind.
3. An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course might indicate how it tends to conduct "outreach" efforts to girls to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Public Reporting Burden

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for the GEPA 427 is OMB No. 1890-0007. The time required to complete GEPA 427 is estimated to average 1.5 hours per response, including the time to review instructions, search existing data sources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Office of Safe and Drug-Free Schools, 10th Floor, 550 12th Street, SW, Washington, DC 20202-6450.

VI. Appendices and Forms

- Sample EMHE Budget Narrative Justification
- Program-Specific Assurance form
- Partner Agreements directions
- Partner Agreements forms (3 pages)

Forms and Instructions for Standard Forms (included in hard copy booklets of this application package only. If submitting electronically, all forms are available online.)

- Application for Federal Assistance (Standard Form 424)
- Department of Education Supplemental Form for the Standard Form 424
- Department of Education Budget Information – Non-Construction Programs (ED Form 524)
- Assurances – Non-Construction Programs (Standard Form 424B)
- Disclosure of Lobbying Activities (Standard Form LLL)
- Certification Regarding Lobbying

Note: For hard copy submissions, grant application forms may be accessed at <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>

Sample EMHE Budget Narrative Justification

***Note:** We are providing this document as an example only. Applicants should not cut-and-paste this text into their own applications. Rather, applicants should refer to this as an example of the types of information and the level of detail that should be included in a budget justification. Then, each applicant should carefully create a budget justification that represents its own individual application, project activities, and needs.*

Summary of Budget Justification: This application is a consortia application that includes three campuses (Campus A, Campus B, and Campus C). The combined student enrollment of the three campuses is 8,350. Based on the EMHE application guidance, this application fits into the following category: Institutions of higher education (IHEs) with enrollment between 5,000 and 19,999 are estimated to need up to \$500,000 to implement their projects. This budget justification reflects expenses slightly above the estimated \$500,000 amount due to the complexity of this three-campus project. The lead IHE will maintain and lead all fiscal and management responsibilities for the project, including securing and managing all project staff. We itemized the budget using the U.S. Department of Education (ED) budget categories.

Description of Expense	ED Category Sub-Total Costs	Total Costs
<p>PERSONNEL</p> <p>Project Director (1.0 full-time equivalent - FTE)</p> <p>The Project Director (PD) will be employed by the lead IHE and will work 100% full-time on the project (1.0 FTE) throughout the two-year project period. It is expected that the PD will be responsible for convening all community and campus-based partner meetings and for leading the development of the revised emergency management plan for all three campuses participating in this consortia. The PD will receive an annual salary of \$75,000 with a 5% salary raise at the end of year one, pending performance evaluations.</p> <p>Calculation = Year One Salary + Year Two Salary inclusive of 5% raise Calculation = \$75,000 + ((\$75,000) + (75,000 *.05))</p>	\$ 153,750.00	\$ 153,750.00
<p>Graduate Assistants (2 assistants @ .25 FTE per assistant)</p> <p>Two Graduate Assistants (GA) will be hired to help the PD with grant implementation during the academic year (32 weeks per year). One GA will be assigned to help facilitate tabletop drills and exercises during the grant period and the other GA will be in charge of coordinating training events. GAs will work 20 hour/week during the academic year (32 weeks). GAs earn \$15.00/hr at our IHE.</p> <p>Calculation = 2 GAs * (20 hours/week * \$15.00/hour * 32 weeks) * 2 years</p>	\$ 38,400.00	\$ 38,400.00

<p>Administrative Assistant (.25 FTE)</p> <p>The Administrative Assistant will assist the Project Director by performing all clerical duties. The Administrative Assistant is expected to commit 25% time to the project throughout the 2-year project period. The Administrative Assistant receives a salary of \$40,000 and will not receive a raise at the end of the year as raises are bi-annual at our institution and this salary was just raised.</p> <p>Calculation = \$40,000 per year * .25 FTE * 2 years</p>	<p>\$ 20,000.00</p>	<p>\$ 20,000.00</p>
<p>Total Personnel Expenses for 2-year Project Period:</p>		<p>\$ 212,150.00</p>
<p>FRINGE BENEFITS</p> <p>Our IHE pays 100% medical, dental, vision, life, and disability for all full-time employees, and it is calculated at .30% of annual salary. Both the Project Director and the Administrative Assistant assigned to this grant will have full-time status with our IHE. No fringe benefits are paid to hourly employees, including the Graduate Assistants for this project.</p> <p>Calculation for Project Director Fringe Benefits = (\$75,000 + ((\$75,000) + (75,000 *.05))) * 30% benefits</p> <p>Calculation for Administrative Assistant Fringe Benefits = (\$40,000 per year * .25 FTE * 2 years) * 30% benefits</p>	<p>\$ 46,125.00</p> <p>\$ 6,000.00</p>	
<p>Total Fringe Benefits Expenses for 2-year Project Period:</p>		<p>\$ 52,125.00</p>
<p>TRAVEL</p> <p>Required New Project Directors Meeting in Washington, DC</p> <p>1) Funds are requested to send the Project Director to the required Project Director's meeting in Washington, DC, as per the application guidelines.</p> <p>Airfare to Washington, DC</p> <p>Hotel = 2 nights * 229 per night</p> <p>Ground Transportation</p> <p>Per Diem Estimate = (1 day * \$71 per diem) + (2 days * 53.25 per diem on travel days)</p> <p>Parking at home airport</p>	<p>\$ 500.00</p> <p>\$ 458.00</p> <p>\$ 50.00</p> <p>\$ 177.50</p> <p>\$ 50.00</p>	
<p>Required Meeting #2</p> <p>2) Funds are requested to send the Project Director and one additional IHE representative to Required Meeting #2, as per the application guidelines.</p> <p>Airfare to Major U.S. City = 2 people * \$500 per flight</p> <p>Hotel = 2 people * 4 nights * 250 per night</p> <p>Ground Transportation for 2 people</p> <p>Per Diem Estimate = (2 people * 2 days * \$71 per diem) + (2 people * 2 days * 53.25 per diem on travel days)</p> <p>Parking at home airport for 2 people</p>	<p>\$ 1,000.00</p> <p>\$ 2,000.00</p> <p>\$ 100.00</p> <p>\$ 497.00</p> <p>\$ 100.00</p>	<p>\$ 1,235.50</p>
		<p>\$ 3,697.00</p>

Local Travel		
2) Funds are requested for the Project Director to travel to each of the three campuses participating in our project four times during the 2-year project period. Mileage Costs = (4 trips per campus * 3 campuses * 50 miles round trip * \$0.50 cents per mile)	\$ 300.00	\$ 300.00
Total Travel Expenses for 2-year Project Period:		\$ 5,232.50
EQUIPMENT		
Emergency Notification System for Each Campus in our Three-Campus Consortium		
Each of our three campuses has identified communication as one of our primary gaps. Funds are requested to purchase and install an emergency notification system for each of the three campuses that will enable us to rapidly send emergency notifications to students, faculty, and staff via email, phone, and text in the case of an emergency. Research into available products shows that an average cost for a system like this equates to approximately \$1 per subscriber, per year. Campus A (2500 subscribers * 2 years * \$1 = \$5,000) Campus B (3100 subscribers * 2 years * \$1 = \$6,200) Campus C (2750 subscribers * 2 years * \$1 = \$5,500)	\$ 5,000.00 \$ 6,200.00 \$ 5,500.00	
Back-up Generators		\$ 16,700.00
Two of our three campuses have identified the need for a back-up generator on campus to assist with restoration of power in the case of a severe emergency. (The third campus already has one.) The generators will permit campuses to continue to provide power to residence halls in the face of frequent tornado activity in our communities. One generator for Campus A = \$13,000 One generator for Campus C = \$13,000	\$ 13,000.00 \$ 13,000.00	
		\$ 26,000.00
Total Equipment Expenses for 2-year Project Period:		\$ 42,700.00
SUPPLIES		
Office Supplies Needed to Support Grant Activities		
Laptop computer for graduate assistant work (1 laptop to be shared = \$1,500)	\$ 1,500.00	
Desktop computer for Project Director (1 desktop computer = \$1,500)	\$ 1,500.00	
Office products needed for EMHE grant trainings and activities, etc. (paper, pens, envelopes, markers, etc. estimated at \$100 per month * 24 months)	\$ 2,400.00	
All-in-one printer/scanner/fax machine for project staff	\$ 750.00	
		\$ 6,150.00

<p>Emergency Supply Kits for Primary Campus Facilities Each of our three campuses has 15 major facilities on campus. Funds are requested to provide an administrative emergency kit for each of the primary facilities at each campus.</p> <p>Rolling storage bin to store each kit (3 campuses * 15 facilities per campus * \$20/bin = \$900)</p> <p>First Aid kit for each kit (3 campuses * 15 facilities per campus * \$20/first aid kit = \$900)</p> <p>Hand crank radio for each kit (3 campuses * 15 facilities per campus * \$20/hand crank radio = \$900)</p>	<p>\$ 900.00</p> <p>\$ 900.00</p> <p>\$ 900.00</p>	
<p>Specific Emergency Supply Needs Per Campus As we wrote the application for this grant, each campus coordinated with our community partners to identify any gaps in emergency supplies existing on each campus. Though many items were identified, the items requested here were those items deemed as the highest priority for each campus covered by this project.</p> <p>1) Campus A has five laboratories that contain potentially dangerous chemicals. A priority emergency management need for this campus is to replace the locks on each of the doors for these five buildings.</p> <p>Replacement locks (5 facilities * 5 doors per facility * \$150 per lock = \$3,750)</p> <p>2) A priority emergency management need for Campus B is to be able to visually alert and notify students with hearing impairments. After researching options with other campuses, the purchase and installation of emergency alert LCD screens in strategic locations across campus was determined to be the most effective approach.</p> <p>LCD screens for 10 key locations on campus (10 LCDs * \$750 per screen = \$7,500)</p> <p>3) Campus C includes four multi-story buildings. Currently, there are a large number of mobility-impaired students attending Campus C. It was determined that the purchase of emergency evacuation chairs to assist these students in the case of an emergency is a priority need for this campus.</p> <p>Emergency evacuation chairs (4 multi-story buildings * \$750 per chair = \$3,000)</p>	<p>\$ 3,750.00</p> <p>\$ 7,500.00</p> <p>\$ 3,000.00</p>	<p>\$ 2,700.00</p> <p>\$ 14,250.00</p>
<p>Total Supplies Expenses for 2-year Project Period:</p>		<p>\$ 23,100.00</p>
<p>CONTRACTUAL Contract for Vulnerability Assessments "Train-the-Trainer" Services One of the primary activities of the proposed project is conducting vulnerability and risk assessments on each campus. Because the campuses involved in this project want to be able to continue to</p>		

<p>enhance our emergency preparedness efforts after the federal funding period has ended, we are proposing a "train the trainer" approach where we will contract with external providers to train our respective campus staff members on how to effectively conduct vulnerability assessments. Because the campuses vary in size and complexity, a different number of person-hours will be needed to complete a comprehensive assessment of each campus, and to train the staff on the approaches needed for various facilities at each campus. Estimates provided below are based on market research conducted with campuses of similar size and scope to those included in this application and are inclusive of assessor salary to conduct two to four facility assessments on each campus in a "train the trainer approach," support travel, including supplies. An RFP process will be used to identify the contractor.</p> <p>Campus A (20 hours * \$200 per hr * 1 assessor = \$4,000) \$ 4,000.00 Campus B (40 hrs * \$200 per hr * 1 assessor = 18,000) \$ 8,000.00 Campus C (30 hours * \$200 per hr * 1 assessor = \$6,000) \$ 6,000.00</p>		
<p>Contracts for Training and Exercises</p> <p>The primary training activities will include: conducting General Training on the revised emergency management plans for each campus, implementing one emergency exercise on each campus, and hiring a Behavioral Threat Assessment Expert to provide training to our threat assessment teams. One comprehensive General Training will be created and it will be offered three times on each campus. Threat Assessment training will be tailored to individual campus needs but a minimum of 20 hours of training will be provided per campus. Estimates provided below are based on market research conducted with campuses of similar size and scope to those included in this application. The costs below are inclusive of trainer salary, travel, and supplies. A bidding process will be used to identify the contractor(s) and a detailed list of deliverables will be included in the contract.</p> <p>Training to be conducted per campus (4 hrs per training * 3 campuses * 3 offerings per campus * 1 trainer * \$125 per hour) = \$9,000 \$ 4,500.00 Emergency exercise for Campus A ((\$1,000 supplies) + (\$125 per hour * 2 consultants * 50 hrs for planning and execution)) \$ 13,500.00 Emergency exercise for Campus B ((\$1,000 supplies) + (\$125 per hour * 2 consultants * 50 hrs for planning and execution)) \$ 13,500.00 Emergency exercise for Campus C ((\$1,000 supplies) + (\$125 per hour * 2 consultants * 50 hrs for planning and execution)) \$ 13,500.00 Threat Assessment team training per campus (20 hrs per training * 3 campuses * 1 trainer * \$200 per hour) = \$9,000 \$ 12,000.00</p>		<p>\$ 18,000.00</p>
		<p>\$ 57,000.00</p>

<p>Evaluation Contract</p> <p>Our project wants to ensure we have an independent evaluation of this grant. Accordingly, funds are being requested to secure an outside evaluator who will help all three campuses assess progress throughout the two-year project period. Estimates below are inclusive of all evaluator expenses (salary, travel, supplies, etc.)</p> <p>Calculation = \$150 per hour * 1 evaluator * 3 campuses * 60 hours per campus)</p>	\$ 27,000.00	\$ 27,000.00
<p>Total Contractual Expenses for 2-year Project Period:</p>		\$ 94,500.00
<p>OTHER</p> <p>First Aid/CPR/AED Training</p> <p>One of the primary goals of the EMHE grant is to increase the number of students, faculty, and staff trained in CPR and first aid on our campuses. Funds are requested to support training and certification.</p> <p>Participation in standard First Aid/CPR/AED course (\$70 per course * 3 campuses * 150 individuals per campus = \$31,500</p>	\$ 31,500.00	\$ 31,500.00
<p>Total Other Expenses for 2-year Project Period:</p>		\$ 31,500.00
<p>TOTAL DIRECT COSTS</p>		\$ 468,807.50
<p>INDIRECT COSTS</p> <p>The lead IHE's indirect cost rate agreement (included as an appendix in this application) specifies an indirect cost rate of 26% as applied to our base. The base included in our indirect cost rate agreement includes personnel and fringe benefits for calculation purposes.</p> <p>Calculation = 26% * (212,150+ 52,125)</p>	\$ 68,711.50	\$ 68,711.50
<p>TRAINING STIPENDS</p> <p>All three campuses in this consortia have committed to training staff and faculty during core working hours. In addition, all community partners will be sending staff to training and exercises during daytime hours so that no costs are being requested for training stipends.</p>	\$ -	\$ -
<p>TOTAL COST FOR PROPOSED 2-YEAR EMHE PROJECT</p> <p>Note: This calculation is based on the total direct costs, plus the total indirect costs, plus the total cost of training stipends.</p> <p>Calculation = \$468,807.50 + \$68,711.50 +\$ 0</p>		\$ 537,519.00

Program-Specific Assurance

If you are submitting an electronic application, you must print out the form below, complete, and either upload all signed forms to the e-Application Web site or fax it (along with the SF 424 and other forms requiring signatures) to the Office of Safe and Drug-Free Schools at (202) 485-0041 or (202) 245-7166 within (3) working days of the date on which you submitted your electronic application. You must indicate your PR/Award number in the upper right corner of the form and should send the fax to Attention: Tara Hill.

Please note: All forms must be signed and dated by the deadline date for this competition, and must be submitted within (3) working days of the date on which you submitted your electronic application, to be eligible.

As the duly Authorized Representative of this institution of higher education, I certify that the campus:

1. Has contacted the State and/or local emergency management agency and will coordinate emergency management efforts with the State and/or local Homeland Security Plan;
2. Will work with community partners to complete all current National Incident Management System (NIMS) requirements by the end of the grant period; and
3. Will use the grant period to create, or review and update, and sign, a memorandum of agreement (MOA) with each of the following four partners: local or State emergency management coordinating body, local government, primary off-campus public health provider, and primary off-campus mental health services provider.

Name of Institution of Higher Education

Applicant Campus (City, State)

Date Signed

Signature of Authorized Representative

Title

Partner Agreements (Directions)

To be considered for an EMHE grant award, **all institutions of higher education (eligible applicants) receiving services through this grant** must include signatures from the two required partners for this program: (1) a representative of the appropriate level of local or State government for the locality in which the campus is located and (2) a representative from local or State emergency management coordinating body for the locality in which the campus is based.

We have provided the following pages to help you obtain the necessary signatures. You may choose another format to obtain necessary signatures and descriptions of roles. **However, to be considered, you MUST have both partner signatures AND in any space where a signature is missing, an explanation must be provided for why a signature could not be included.**

Providing only signatures does NOT meet the requirements for this grant competition. In addition to providing signatures, the institution of higher education, as well as each partner, must detail its specific role and responsibility in strengthening and improving the emergency management planning efforts through the proposed EMHE project. **Applications that do not provide all three signatures and detailed descriptions of each partner's roles and responsibilities (or an explanation explaining their absence) will NOT BE READ.**

If you are submitting an electronic application, you must complete and upload all signed partner agreement forms to the e-Application Web site or fax them (along with the SF 424 and other forms requiring signatures) to the Office of Safe and Drug-Free Schools at (202) 485-0041 or (202) 245-7166 within (3) working days of the date on which you submitted your electronic application. You must indicate your PR/Award number in the upper right corner of each page of the fax and should send the fax to Attention: Tara Hill. **Please note:** All forms must be signed and dated by the deadline date for this competition, and the forms must be faxed within (3) working days of the date on which you submitted your electronic application, to be eligible.

NOTE: For consortium applications, each campus to be served by the grant must submit a complete set of partner agreements with appropriate signatures from their own Authorized Representative and the two required community partners.

Partner Agreements (page 1 of 3)

Required Signature of the Authorized Representative

Name of Institution of Higher Education: _____

Location of Campus (City, State): _____

Signature of the Authorized Representative: _____

Title of the Authorized Representative: _____

Date Signed: _____

Description of the applicant's role and responsibility in grant implementation and partner coordination for the EMHE grant project:

Partner Agreement 1: Local or State Government (page 2 of 3)

Name of Institution of Higher Education: _____

Below is a signature from a representative of the local or State government for the locality in which my campus is located:

Signature: _____

Name of Local/State Government: _____

Title of Signatory: _____

Date Signed: _____

Description of local/State government's roles and responsibilities in reviewing and improving the campus-based plan and supporting the EMHE grant project:

My IHE is unable to include this signature for the following reason(s):

**Partner Agreement 2: Local or State Emergency Management
Coordinating Body (page 3 of 3)**

Name of Institution of Higher Education: _____

Below is a signature from a representative of the local or State emergency management coordinating body for the locality in which my campus is located:

Signature: _____

Name of Emergency Management Coordinating Body:

Title of Signatory: _____

Date Signed: _____

Description local or State emergency management coordinating bodies roles and responsibilities in reviewing and improving the campus-based plan and supporting the EMHE grant project:

My IHE is unable to include this signature for the following reason(s):

VII. Final Application Submission Checklist

Before submitting your application, please review this list to ensure each step was completed according to the directions in this application package. Each application must include:

- Application for Federal Assistance (SF 424) completed according to the instructions, signed by the Authorized Representative, and including the nine-digit D-U-N-S Number and Tax Identification Number.
- Department of Education Supplemental Information Form for the SF 424 (inclusive of the proposed Project Director's time on the grant)
- Table of Contents
- Project Abstract (one page maximum, double-spaced)
- Project Narrative (responsive to all elements of the Absolute Priorities, grant requirements, and selection criteria; up to 25 pages double-spaced, 1-inch margins, at least 12-point font)
- Budget Information Form (ED Form 524)
- Detailed budget narrative/justification detailing all expenses included with all calculations double-checked for math errors and including Project Director time.
- All required forms (see below) are signed in black or blue ink and dated by an Authorized Representative prior to the closing date for this notice.
 - Program-Specific Assurance signed by the Authorized Representative for the IHE and not the Project Director (see page 126)
 - Partner Agreements signed by the Authorized Representative for the IHE and the two required partners for each participating campus (see pages 128-130).
 - Assurances, Non-Construction Programs (ED Form 424B)
 - Disclosure of Lobbying Activities (Standard Form–LLL)
 - **NOTE:** This form must be signed even if it is not applicable for your IHE.
 - Certification Regarding Lobbying (Formerly ED Form 80-0013)
- Narrative response to GEPA 427 that directly explains the barriers to implementation of the EMHE program on your campus and how you will address them
- Copy of letter to State Single Point of Contact, if applicable
- Proof of federally negotiated indirect cost rate, if claiming indirect costs
- (***For hard copy submissions.***) One signed original and two copies of the application, including all required forms and appendices plus one voluntarily submitted additional copy, are included and postmarked by the application deadline. All copies are unbound and each page is consecutively numbered.
- (***For electronic submissions.***) All required forms are signed and uploaded electronically with the application or faxed to (202) 485-0041 or (202) 245-7166 with your PR/Award number in the upper right-hand corner of each page.