



## COUNCIL ON SOCIAL WORK EDUCATION

### \* Required Information

#### Policy Practice in Field Education Initiative Cycle 3 Application

Thank you for your interest in the Policy Practice in Field Education Initiative. Complete the information below. If you will be applying for both grant programs, the select "both" on question 6. See the RFP for more details.

#### 1. Institution Information

\* Institution Name

Norfolk State University

\* Street Address

700 Park Ave

\* City

Norfolk

\* State

- ☐ Alabama
- ☐ Alaska
- ☐ Arizona
- ☐ Arkansas
- ☐ Armed Forces Asia
- ☐ Armed Forces Europe
- ☐ Armed Forces Pacific
- ☐ California
- ☐ Colorado
- ☐ Connecticut
- ☐ Delaware
- ☐ District of Columbia
- ☐ Florida
- ☐ Georgia
- ☐ Guam
- ☐ Hawaii
- ☐ Idaho
- ☐ Illinois
- ☐ Indiana
- ☐ Iowa
- ☐ Kansas
- ☐ Kentucky
- ☐ Louisiana
- ☐ Maine
- ☐ Maryland
- ☐ Massachusetts
- ☐ Michigan
- ☐ Minnesota
- ☐ Mississippi
- ☐ Missouri
- ☐ Montana

- ☐ Nebraska
- ☐ Nevada
- ☐ New Hampshire
- ☐ New Jersey
- ☐ New Mexico
- ☐ New York
- ☐ North Carolina
- ☐ North Dakota
- ☐ Ohio
- ☐ Oklahoma
- ☐ Oregon
- ☐ Pennsylvania
- ☐ Puerto Rico
- ☐ Rhode Island
- ☐ South Carolina
- ☐ South Dakota
- ☐ Tennessee
- ☐ Texas
- ☐ Utah
- ☐ Vermont
- ☒ Virginia
- ☐ Washington
- ☐ West Virginia
- ☐ Wisconsin
- ☐ Wyoming

## 2. Person Completing Application Form

- \* Position  
Assistant Professor
- \* Full Name  
Sharon T Alston
- \* Telephone  
(757) 823-2838
- \* Email Address  
stalston@nsu.edu

## 3. Primary Contact at Institution

- \* Position  
Assistant Professor
- \* Full Name  
Sharon T Alston
- \* Telephone  
(757) 823-2838
- \* Email Address  
stalston@nsu.edu

## \* 4. Institutional Auspice

- ☒ Public
- ☐ Private

## \* 5. What social work program levels does your institution offer

- ☐ Baccalaureate

- ☐ Masters
- ☒ Both

**\* 6. Which Grant Program are you applying for in this application**

- ☐ Field Placement Project
- ☐ Community Engagement Project
- ☒ Both

**Field Placement Project Application Grants will be made to social work programs to develop new or enhance existing field education policy practice opportunities. Please refer to the RFP for more details on program expectations**

**7. Field Placement Project Grant Amount Requested. Requests should be between \$10,000 – \$20,000.**

20,000

**8. Which of the following will be the focus of your placement project (select all that apply)?**

- ☒ Understand factors (historical, social, cultural, economic, organizational, environmental, and global) that influence social policy
- ☒ Analyze policies (organizational, local, state, and/or federal) and make programmatic recommendations
- ☒ Analyze, formulate, and advocate for policies that advance human rights and social and economic justice
- ☒ Conduct research that informs, evaluates, and/or leads to the creation of policy development
- ☐ Practice quantitative analysis
- ☒ Work alongside policy practitioners
- ☒ Write policy briefs, presentations, or position statements
- ☒ Be exposed to policy debate
- ☐ Participate in program evaluation
- ☒ Other (Please specify) Community Organization

**9. Please tell us about the policy placement site(s) you will use for this project. If you do not yet have the site, please tell us how you will go about creating this relationship(s) by the fall 2018 semester.**

Implementation sites include the City Department of Neighborhood Development, the Alzheimer's Association, Virginia Organizing, and the local Catholic Worker Organization. These sites encompass non-traditional placements within the seven cities of Eastern Virginia that engage in policy practice, advocacy, and community organizing. We have already established Memorandums of Understanding (MOU) with the potential partners and we expect fully executed MOUs by April, 2018. Our MSW students will begin these placements in Fall of 2018 and the BSW students will begin these placements Spring of 2019. Compatible with the goals of CSWE's Policy Practice in Field Education Initiative, these field opportunities will expand the current scope of policy practice opportunities within the school, and build practical student knowledge in the areas of community organizing, advocacy, research, legislation, and coalition building.

**10. Please describe your field placement project plan, including how the project will address one or more of the initiative goals (listed on p.1-2 of RFP), which students will be eligible to participate, expected outcomes, and sustainability beyond the funding. If the experience will differ by type of student (e.g., BSW and MSW, clinical and policy), then please describe how it will differ. [3 pages max.]**

(a) Upload Word documents or PDFs

ALSTON Sharon - Expanding Field Opportunities CSWEGrant 2018 - 1.0 EE-final.docx

(b)

No Attachment

**11. Please provide a budget for your project. Make sure to include any in-kind support that is being offered.**

(a) Upload Word files, PDFs, or Excel files

(b)

No Attachment

**Community Engagement Application Grants will be made to programs to create policy engagement experiences for all students enrolled in social work programs on local policy issues, such as community partnership projects, panel discussions, research and policy analysis, and discussions with local leaders. Please refer to the RFP for more details on program expectations.**

**12. Community Engagement Project Grant Amount Requested. Requests should be between \$8,000 - \$10,000.**

10,000

**13. Please describe your community engagement project plan, including how the project will address one or more of the initiative goals (listed on p.1-2 of RFP), which students will be expected to participate, and expected outcomes. If the experience will differ by type of student (e.g., BSW and MSW, clinical and policy), then please describe how it will differ. [3 pages max.]**

(a) Upload Word documents or PDFs

[ALSTON Sharon - Community Engagement Proposal for CSWE 2018 - 1.0 EE.docx](#)

(b)

No Attachment

**14. Please provide a budget for your project. Make sure to include any in-kind support that is being offered.**

(a) Upload Word files, PDFs, or Excel files

[Project Connect Budget.docx](#)

(b)

No Attachment

#:	_____
Date received:	_____
GA Assigned:	_____

## Notification of Intent to Submit (ITS) Proposal, White Paper (WP) or Letter of Intent (LoI)

This form is required by anyone intending to submit a proposal, including subcontractual efforts. Please complete this form in its entirety then forward to OSP.

### I. Submitter Information

Submission Type: Proposal    White Paper    Letter of Intent    Other: \_\_\_\_\_

Date Submitted: \_\_\_\_\_ Principal Investigator/Project Director: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Fax Number: \_\_\_\_\_ E-mail Address: \_\_\_\_\_

School/Unit: \_\_\_\_\_ Department/Center: \_\_\_\_\_

Title of Proposal, WP or LoI: \_\_\_\_\_

### II. Sponsor Information

Sponsor / Agency Name: \_\_\_\_\_ CFDA, BAA or Agency Ref. No.: \_\_\_\_\_

BAA/RFA/Opportunity Name or Title: \_\_\_\_\_

URL (Agency Guidelines): \_\_\_\_\_ Contact Name: \_\_\_\_\_

Sponsor / Agency Submission Deadline: \_\_\_\_\_ Your Intended Submission Date: \_\_\_\_\_

Submission Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Fax Number: \_\_\_\_\_ E-mail: \_\_\_\_\_

### III. Submission Information

Have you shared your intent to submit with your Department or Center Chair? Yes    No

Have you shared your intent to submit with your School or Unit? Yes    No

Is this a collaborative venture internal to NSU? Yes    No    Unsure

Is this a collaborative venture external to NSU? Yes    No    Unsure

Is this a limited submission opportunity? Yes    No    Unsure

Is cost sharing or matching cost required? Yes    No    Unsure

If yes, what is the minimal percentage and/or amount required? \_\_\_\_\_ % and/or \$ \_\_\_\_\_

Anticipated amount requesting? Sponsor \$ \_\_\_\_\_ NSU \$ \_\_\_\_\_ Other \$ \_\_\_\_\_

\_\_\_\_\_  
**Signature of PI / PD**

\_\_\_\_\_  
**Date**

Proposal # GA

OSP Submit Date(s)

Agency Date & Mode

# Office of Sponsored Programs · OSP

## Internal Approval Form (IAF)

**Final proposals are to be submitted to the NSU OSP in final format at least five working days prior to agency deadlines.**

Failure to meet this internal deadline jeopardizes the on-time submission of the proposal. A fully executed Internal Approval Form (IAF) must accompany all proposal submissions. This form / approval is not valid if not accompanied by a full proposal.

### I. Principal Investigator (PI) or Program Director (PD) Information

Name		Designation (PI / PD / Other)	
University Address to include Building	Cell Phone / Office Phone	Fax	E-mail
Department	College/School/Division	Citizenship Status (US Cit./Perm. Res.)	

### II. AGENCY / SPONSOR INFORMATION

CFDA/BAA/RFP/DOC#	Agency's O' aq *AU]] [ic} a A/a	Agency's O' aq *AU]] [ic} a A/a	Agency's O' aq *AU]] [ic} a A/a
Agency Name	Agency's O' aq *AU]] [ic} a A/a	Agency's O' aq *AU]] [ic} a A/a	Agency's O' aq *AU]] [ic} a A/a
Full Address	Phone Number	Agency's O' aq *AU]] [ic} a A/a	Agency's O' aq *AU]] [ic} a A/a

### III. PROPOSAL INFORMATION

Proposal Title			
Start Date	End Date:	Type of Funding (Grant/SubContract/MOU)	Type of Program Proposed (Research/Equip./Develop./Service/etc.)
Proposed Period of Performance			
A. Sponsor Request \$	B. NSU Cost Share Request (Match / In-kind, etc.)	C. Other Third Party Cost Share Request \$	Total Amount Requested (A+B+C)

**Brief Abstract:** A brief abstract or summary of your project MUST be attached to this IAF upon submission to OSP. List identified or potential external partners, collaborators, subawardees, etc.:

**Does** the program involve use of the following? Check all that apply. \*Additional reviews are required.

Human Subjects	Animals	Hazardous Materials	Subcontractors	Collaborations
Do you anticipate generating Intellectual Property?	Yes <input checked="" type="checkbox"/> No	Is space available for the duration of the program?	Yes <input checked="" type="checkbox"/> No	
Is additional equipment required in this program?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Does this program include any construction?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Does this program include any construction?	Yes* <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, approval from A. V. P. / Facilities Management is required.		

List Co-Principal Investigator(s) / Co-Director(s) who will participate in this effort.

\*Are there any spousal or familial relationships who will participate in this effort? If yes, disclose possible conflict of interest below.

Name	Citizenship Status	Familial Relationship / COI	Position in Program	Release Time or Percent of Effort (%)
				AY Sum
				AY Sum
				AY Sum

#### IV. BUDGET (SUMMARY)

Type of budget: Single Year Budget

Multiple Year Budget

If multiple, indicate number of years: \_\_\_\_\_

Are matching funds required by the sponsor? <sup>1</sup> Yes \_\_\_\_\_ No \_\_\_\_\_ Approved by: \_\_\_\_\_


<sup>1</sup> All NSU matching funds must be fully described in chart below as to amount, source and the IAF requires the approval of the appropriate party.

	Amount Requested from Sponsoring Agency	Requested from <u>Norfolk State University</u>				Amount Requested from Other 3rd Party	Total Amount Requested from all Sources	
		* Cash Match \$	&	Budget Code	In-Kind			&
Salaries & Wages			-			-		
Fringe Benefits			-			-		
Supplies & Materials			-			-		
Equipment			-			-		
Subawards			-			-		
Travel			-			-		
Contractual Services			-			-		
Consultants			-			-		
<b>Student</b> Tuition Cost			-			-		
<b>Student</b> Fees Cost								
<b>Student</b> Stipend Cost								
<b>Student</b> Room & Board Cost								
<b>Student</b> Travel Cost			-			-		
<sup>2</sup> Other NSU			-			-		
<sup>2</sup> Other Sponsor			-			-		
<b>Total Direct Cost</b>								
Indirect Cost @__%								
<b>Grand Total</b>								

<sup>2</sup> Other Sponsor and/or Other NSU : Attach additional page with details.

**A brief abstract or summary of your project MUST be attached to this IAF upon submission to OSP.**

To forward this form electronically, you must use the PDF version. For those without electronic capabilities, sign and route electronically for required signatures.

  
P/PPB

3/10/2021

Date

Click here to forward to a Department Head

Department Head/Supervisor

Date

Approved

Disapproved<sup>3</sup>

Click here to forward to a Dean / Director

Dean/Director

Date

Approved

Disapproved<sup>3</sup>

Click here to forward to the Office of Sponsored Programs

Office of Sponsored Programs

Date

Approved

Disapproved<sup>3</sup>

<sup>3</sup> Please forward to next signatory regardless of approval status.

#:	_____
Date received:	_____
GA Assigned:	_____

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Telephone Number:	Fax Number:	E-mail Address:	
School/Unit:	Department/Center:		
Title of Proposal, WP or LoI:			

### II. Sponsor Information

Sponsor / Agency Name:	CFDA, BAA or Agency Ref. No.:
BAA/RFA/Opportunity Name or Title:	
URL (Agency Guidelines):	Contact Name:
Sponsor / Agency Submission Deadline:	Your Intended Submission Date:
Submission Address:	
Telephone Number:	Fax Number:
	E-mail:

### III. Submission Information

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Have you shared your intent to submit with your School or Unit?	Yes	No
Is this a collaborative venture internal to NSU?	Yes	No
Is this a collaborative venture external to NSU?	Yes	No
Is this a limited submission opportunity?	Yes	No
Is cost sharing or matching cost required?	Yes	No
If yes, what is the minimal percentage and/or amount required?		% and/or \$
Anticipated amount requesting? Sponsor \$		NSU \$ Other \$

Sharon T Alston, PhD  
Signature of PI / PD

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of the Department Chairperson / Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of the Dean (if applicable to your area)

\_\_\_\_\_  
Date



# GRANT APPLICATION FORM

DATE: October 29, 2019

NAME: Dr. Sharon Alston TITLE: Assistant Professor

INSTITUTION: Norfolk State University

ADDRESS: 700 Park Avenue CITY: Norfolk,

PROVIDENCE/STATE: VA POSTAL/ZIP CODE: 23504

CONTACT NUMBER: 757-823-2838 EMAIL: stalston@nsu.edu

WEBSITE: www.nsu.edu

PROJECT TITLE: Assessment of High Impact Practices for Creating Pathways to Social Work Careers: Implications for Social Work Curriculum and Design

TOTAL PROJECT COST \$ \$10,000.00 AMOUNT SOUGHT: \$ 10,000

**FOR IRB USE ONLY INSTITUTIONAL RESEARCH BOARD (IRB) APPROVED: YES OR NO**

NAME: Paula R. D. Shaw TITLE: Director, Office of Sponsored Programs

APPROVAL NUMBER: IRB#19-14

SIGNATURE:

*Paula R D Shaw 10/29/19*

## Assessment of High Impact Practices for Creating Pathways to Social Work Careers: Implications for Social Work Curriculum and Design

The title of the proposed project is “Assessment of High Impact Practices for Creating Pathways to Social Work Careers: Implications for Social Work Curriculum and Design.” The proposed project will implement a High Impact Practices (HIPs) strategy titled “Project Connect,” hereafter HIPPC, and test its effectiveness in facilitating the acquisition of macro-level knowledge and skills required for students to engage in macro-level social work practice upon graduation. High Impact Practices (HIPs) are active-learning pedagogies in which students gain knowledge and skills by engaging in experiential learning activities that support and complement course work gained in traditional classroom settings (AACU, 2015). Specifically, students will participate in experiential learning activities on and off-campus and attend **four advanced training** workshops in macro-level skills. HIPPC will operate during the Fall of 2020 through May 2021. The program will conclude with a culminating Research and Policy Forum that will be held on the Norfolk State University campus.

Over the two semesters, students will attend their regular schedule of courses for the semester. In addition, they will engage in four advanced training workshops in macro-level practice and two field visits. All workshops and field visits will be completed during regular class time. The following is a list and description of activities:

- **Listening Campaigns:** Students will learn to create, enhance, and sustain a community with listening campaigns. Students will learn how to use listening campaigns to mobilize communities and how personal narratives obtained from listening campaigns are used as qualitative data to influence public policy and to create change.
- **Structural Dialogue Method (SDM):** SDM is an innovative, engaging, evidence-based, five-stage pedagogical approach to conflict resolution. Students will be trained in the use of SDM for community engagement. All attendees who complete requirements will receive certification in SDM.
- **Policy and Position Papers:** Students will learn the art of writing policy and position papers. This workshop teaches students how to select and use empirical evidence to support, validate, and examine the strengths and weaknesses of a position, evaluate possible solutions, and suggest courses of action. Each student will participate in and present his or her paper at a simulated public policy forum with social work professionals currently engaged in macro-level practice.
- **Research and Policy Analysis:** Students will learn advanced skills in accessing data and researching policies. Each student will produce a policy analysis report and submit their research to the National Association of Social Workers VA Chapter for a presentation at their annual conference.
- **Field Visits:** Students will attend and observe community forums, resident council, and town hall meetings at a location in the community to be determined by faculty.

The proposed project builds on the PI’s previous work in the scholarship of teaching and learning of connecting the classroom and workforce and evaluating the impact on student learning. By utilizing experiential learning activities to incorporate macro-level content in the current curriculum, the proposed project can increase the probability of students’ successful transition to the workforce as qualified social work practitioners. Through their participation in HIPPC, students will develop

advanced skills and competence in policy advocacy, research, and evaluation, all of which are required skills to engage in macro-level social work practice for the twenty-first century.

### **Research Methodology**

The proposed study will take place in The Ethelyn R. Strong School of Social Work at Norfolk State University and will employ a mixed-method concurrent pre-test post-test experimental research design. The PI will implement and evaluate HIPPC in clinical policy and research practice courses in the Fall of 2020 and the Spring of 2021. In addition to the standard curriculum, students in each course will engage in experiential learning activities and advanced training both on and off-campus. Students will also plan and execute a macro-level project around a social justice issue (to be determined in collaboration with the instructor). The following research questions will be explored: 1) How effective is HIPPC at preparing students with the advanced skills in macro-level practice? 2) What are students' perceptions/attitudes about HIPPC as an instructional design? 3) What skills do students report they have acquired through the use of HIPPC? 4) How prepared are students to engage in macro-level social work practice upon completion of the first year of their two-year program?

### **Measurement, Data Collection, and Procedures**

Using a self-administered survey, data will be collected from a convenience sample of Social Work students enrolled in both undergraduate and graduate research methods and clinical policy practice courses in the Fall of 2020 and the Spring of 2021. (Final sample size will be determined by course enrollment). The survey to be used is the Petracchi and Zastrow (2010) assessment of the social work core competencies required by the Council on Social Work Education's (CSWE) (the accrediting entity for schools of social work) Educational Policy and Academic Standards (EPAS). The competencies are the requisite entry-level skills for graduates to engage in professional social work practice. The PI will use the scale to assess how HIPPC helps students to achieve the nine core competencies for macro-level practice. The full scale has nine subscales; each sub-scale measures one of the core competencies, and each comprises two to five items on a five-point Likert scale, with 1 indicating extremely ineffective and 5 indicating extremely effective. Higher scores indicate a higher degree of students' perception of effectiveness in helping to acquire knowledge and application of macro-level content and skills. The qualitative section of the questionnaire requires students to share their perceptions of how HIPPC contributed to their learning and what macro-level practice skills they have acquired. The second measure of impact on learning will be a program evaluation report for research courses and a policy statement and personal testimony presentation for the clinical policy course. The PI will also collect demographic and categorical data such as age, gender, ethnicity, enrollment status, and course enrolled to assess for differences in learning based on the identified categories.

At the beginning of the fall and spring semesters, students will receive the survey (pre-test). Students will participate in HIPPC during the Fall of 2020 and the Spring of 2021. At the conclusion of HIPPC, students will receive the post-test to assess changes in their level of knowledge of macro-level practices. In addition, this research will identify specific skills students have learned because of participating in HIPPC, and what are their overall perceptions of the HIPPC as an instructional design. Also, as part of the analysis, the PI will evaluate the quality of the student's assignments. It is anticipated that 80% of students will achieve a grade of B or higher on their respective assignments. Researchers intend to disseminate the findings via conference presentations and publications in social work and other professional journals. All results will be used to make improvements in the implementation of HIPPC and in the social work curriculum.

The Norfolk State University Ethelyn R. Strong School of Social Work's (ERSSSW) mission is to "provide social work education programs that prepare students with competence to develop and deliver services that strengthen and/or empower individuals, families, groups, organizations, and communities." The school has BSW, MSW, and Ph.D. programs comprising over 600 students. NSU programs are heavily clinical with a curriculum that focuses primarily on direct practice knowledge and skills with individuals. However, the profession of social work projects the need for macro social work practitioners (policymakers, researchers, and evaluators) who are qualified to engage in social work practice for the twenty-first century. Through this project, NSU students will be prepared with the requisite skills required to compete for jobs with students who graduate from institutions that provide macro-level content.

Professional development is a major focus of this project. The PI's goal is to become a tenured faculty member and contribute to the empirical literature on the scholarship of teaching and learning. Having opportunities to evaluate teaching and demonstrate the ability to be an effective teacher is essential to favorable evaluations. As a woman of color employed by an HBCU with limited resources, this grant will allow further research on teaching methods and their impact on student learning outcomes. It will also allow the collection of preliminary data to be presented at professional conferences and published in peer-reviewed social work and other disciplinary journals. In addition, the PI can utilize the data to secure extramural funding for additional research, all of which can help to advance the PI's career.

Identifying effective instructional curriculum that achieves learning outcomes for students and that also prepares them to enter the workforce upon graduation is another focus. If the PI can validate HIPPC as a reliable and valid instructional curriculum that prepares students for the workforce, the results may be used to secure extramural funding to scale up the project across disciplines such as education, nursing, and engineering. Student learning is an additional focus of this project. Students enter into programs of higher education with a desire and expectation to gain knowledge and skills that will help them advance in their professional careers. Gaining insight into how students learn and under what conditions could help to provide a more appropriate curriculum that would better meet the educational needs of all students.

Professional development for all faculty is another impact on the academic context. The results from this project will be shared with the broader academic community through professional development trainings and workshops. Through the workshops, faculty can learn how to create and implement similar projects in their respective disciplines and assess the impact it has on their students.

ERSSSW has a long-standing relationship with public and private organizations in the area and has utilized social work organizations as learning spaces for students. The PI, Dr. Sharon T. Alston, is a full-time tenure-track faculty member in the social work program. The PI has a private office with privacy to focus on all components of the proposed project. In addition, there is access to a conference room to facilitate meetings as needed and to auditoriums to conduct the policy forum, workshops, and training sessions. The PI enjoys the full support of the Office of Sponsored Programs, the department responsible for oversight of all grants as well as the Department Chair and the Dean of the ERSSSW. This institutional support ensures the success of the proposed project.

### Project Activities and Timeline

**March 2020- May 2021** During this time, the team will prepare for project implementation, specifically to reproduce all training materials and develop any additional materials to align with the goals of the courses under observation. All faculty that are teaching sections of the research and policy practice course will be trained on the implementation of the experiential learning activities offered through HIPPC. In addition, the PI will solidify all community meeting locations with social service organizations that employ graduates of social work programs.

	Fall 2020						Spring 2021				
Project Activities <b>*All activities are accompanied with a class discussion and course assignments*</b>	March to May 2020	August 2020	Sept 2020	Oct 2020	Nov 2020	Dec 2020	Jan 2021	Feb 2021	March 2021	April 2021	May 2021
Designing learning activities and training faculty	X										
Introduction of HIPPC to the class/overview of class Administer and analyze Pre-test		X					X				
Listening Campaigns			X					X			
Policy and Position Papers				X					X		
Structural Dialogue Method					X					X	
Research and Policy Analysis						X					X
Evaluation of HIPPC activities		X	X	X	X	X	X	X	X	X	X
Administer and analysis of Post-test						X					X
Field Visits		X				X	X				X
Dissemination and Faculty Development workshops				X	X	X			X	X	X

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### Project Budget

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#### Budget Item, Requested Amount and Justification – Total Requested \$10,000.00

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##### **\$2,744.00 Supplies and Equipment**

Funds to purchase required materials for two trainings and four workshops (100 Training Manuals, and additional education materials) and to purchase refreshments for the policy forums and academic meetings for faculty. No Equipment is requested.

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##### **\$750.00 Travel Reimbursement**

Funds will be used to reimburse for transportation to community meetings for students and faculty for the two-year period. Funds will be used to cover the cost of student and faculty travel to and from the field visits and other research related travel using the local mileage reimbursement rate.

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##### **\$2,500.00 Research Related Stipends**

Funds will be used for compensating 5 faculty members at a rate of \$500.00 for implementing Project Connect in their course during the fall of 2020 and spring of 2021.

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##### **\$1000.00 Faculty Development Training**

Funds will be used to purchase light refreshments for NSU faculty who attend the faculty development training on active learning pedagogy.

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**In Kind** The use of NSU office spaces, conference rooms, auditoriums and equipment.

The facilities at NSU we will use to conduct the workshops and trainings and to hold the policy forum are available at no cost to this project. Dr. Alston has committed 25% of time over the summer to prepare for implementation of Project Connect in Fall of 2019

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##### **\$3,006.00 Indirect Cost**

These funds cover the administrative costs to Norfolk State University to administer activities related to the policy practice initiative and are tabulated @43% Modified Total Direct Costs.

SHARON T ALSTON, PhD, MSW, BSW

## **CURRICULA VITAE**

12156 Abbey Glen Court

Woodbridge, VA 22192

Phone: (703) 861-2713

[Drsalston@gmail.com](mailto:Drsalston@gmail.com)

### ***Education***

May 2009: ***Doctor of Philosophy in Social Work***

**Dissertation:** *Future Aspirations and African-American Youth: An Exploration of Aspirations as a Protective Factor for Positive Youth Development of African-American Youth in Public Housing*

Howard University School of Social Work, Washington DC

May 2009: ***Graduate Teaching Certificate in College and University Faculty Preparation***

Howard University, Washington, DC

December 2002: ***Master of Social Work Social Service Management***

Howard University School of Social Work, Washington DC

May 2001: ***Bachelor of Arts – Social Work***

George Mason University, Fairfax, VA

### ***Grants and Fellowships***

April 2017- Present **Interdisciplinary Research Leader Fellow**

**Robert Wood Johnson Foundation \$350,000**

April 2018- Policy Practice in Social Work Education: **Council on Social Work Education**

**\$10,000**

### ***Teaching Interests***

- |  |  |
|--|--|
| • Research Methods                         | • Selected Issues in Adolescence Development |
| • Human Behavior in the Social Environment | • Program Evaluation                         |
| • Juvenile Delinquency Prevention          | • Social Service Management                  |

### ***Teaching Experience***

August 2017- Present: Assistant Professor- Ethelyn R. Strong School of Social Work Master of Social Work Program, Norfolk State University. Course: **Research in Social Welfare, Human Behavior and the Social Environment, Approaches to Group Work**



### *Teaching Experience Continued*

August 2014 – May 2017: Assistant Professor – University of the District of Columbia  
 Course: **Research in Social Welfare, Data Analysis Lab, Human Behavior and the Social Environment, Contemporary Youth, Mental Health and Social Problems, Approaches to Group Work**

January 2014 – August 2014: Adjunct Faculty – University of the District of Columbia  
 Course: **Research in Social Welfare and Statistics Lab**

January 2011 – Present: Adjunct Faculty – *George Mason University* Graduate School  
 Course: Ethics and Legal issues in Human Services, **Juvenile Justice and Delinquency Prevention, Introduction to Social Work, Human Behavior and the Social Environment, Senior Practicum Faculty Liaison, Research Methods for Social Workers, Communication and Technology for Social Workers**

January 2011 – May 2012: Adjunct Faculty – *Morgan State University* Graduate School  
 Course: **Juvenile Delinquency Prevention**

August 2006 – August 2009: Teaching Associate – *Howard University* School of Social Work  
 Course: **Research Methods for Social Workers and Faculty Roles and Responsibilities**

### *Research Interests*

#### **Children and Families**

- Aspirations of African American Youth
- Delinquency and Prevention
- Gender Differences in Social Development
- Improving Student Learning in Higher Education
- The Scholarship of Teaching & Learning
- Positive Youth Development

### *Research Experience*

July 2015- 2016 **Lead Field Director**

**Urban Institute-** Needs assessment of Families in public housing: Exploring the needs of families in public housing in Washington DC

September 2010 – October 2014 **Project Director**

Foreclosure and Migration into the Rental Housing Market: An assessment of adolescents' wellbeing following foreclosure in the District of Columbia, University of Illinois at Chicago, Chicago, Illinois. Exploring the psychological and physiological effects of foreclose on adolescents in foreclosure households.



### ***Research Experience Continued***

May 2009 – October 2010: **Program Evaluator**

Young Ladies of Tomorrow, Washington, DC

Develop Instrument, protocol and conduct data analysis to evaluate the effectiveness of the prevention program for adolescent girls DC involved in the juvenile justice system

May 2008 – Present: **Program Evaluator**

Peace thru Culture, Washington, DC

*Develop Instrument, protocol and conduct data analysis to evaluate the effectiveness of the cultural educational program for inner city youth*

May 2007- July 2008: **Co-Principal Investigator**

Context Matters Research Study, School of Social Work, Howard University

*Exposure to Community Hazards and Violence and Adolescents' Mental Health and Health-risk Behavior in Washington DC, Philadelphia and New York City Public Housing, Exploring the impact of neighborhood influences on adolescents' well being*

October 2005 – May 2009: **Research Assistant**

Learning Communities for STEM Academic Achievement, Graduate School, Howard University

*Exploring the use of learning communities in student learning in STEM across four HBCU*

*Campuses Xavier University, Talladega College, Jackson State University, Howard University*

### ***Social Work Practice Experience***

August 2001 –2008: **Home Based Therapist**

Prince William County Social Services, *Prince William County, VA*

August 1997 – 2013: **Social Worker**

Downtown Cluster of Congregation Homeless Services Unit, *Washington, DC*

March 1996 – May 1997 **Senior Assessment Counselor**

Samaritan Village INC, Residential Substance Abuse Facility, *Jamaica, NY*

March 1995 – May 1996 **Senior Counselor**

Day Top Village INC, Residential Substance Abuse Facility, *Far Rockaway, NY*

Feb 1989 – March 1995 **Supervisor of Resident Managers /Senior Counselor**

Addicts Rehabilitation Center, *New York, NY*

## ***Publications***

### **Refereed Journal Articles**

- Alston, S.**, Moore, C., Thomas, M., (2015). Strategies for enhancing online education in social work education. *Journal on Human Behavior in the Social Environment (in Press)*
- Freeman, K. E., **Alston, S.**, & Winborne, D. G. (2008). Do learning communities enhance the quality of students' learning and motivation in STEM? *The Journal of Negro Education* 77, 227-240
- Taylor, O., McGowan, J., & **Alston, S.** (2008). The effects of learning communities on achievement in STEM fields, *The Journal of Negro Education* 77, 190-202

### **Manuscripts in Progress**

- Alston, S., & Birore, C. (in progress). Predictors of delinquent behavior among youth in public housing
- Alston, S. Abrefay-Gyan, T. (in progress). Correlates of Aspirations among youth in public housing
- Alston, S (in progress) Predictor of futures aspirations among African-American youth in public housing
- Alston, S. & Cuellar, M. (in progress). Social determinants of class membership of risk and resilience among African-American youth in public housing
- Alston, S., Sessoms, C., & Norwood, A. (in progress) Culturally Responsive Pedagogy: An Inclusive Practice (**Book Chapter**)
- Alston, S., Ericksen, E., (in progress) High impact Practices in social work education

### ***Conference and Professional Presentations***

- Alston, S.** (2017) Student learning all colors and styles. Association of Baccalaureate Social Work Program Directors Annual Conference
- Alston, S.**, Chatman, M., Hylton, I., (2017). Assessing the use of restorative justice, mindfulness and resilience in reducing violence among African-American high school students. Interdisciplinary Research Leaders Convening Conference. Minneapolis, Minnesota
- Alston, S** & Cuellar, M (2017). Exploring risk and resilience of African-American youth residing in public housing 2017 Society for Social Work Research Annual Conference
- Vakalahi, H., **Alston, S.**, Countee-Gilliam, C., Evans, D., Davison, D., & Wilson, D., (2017). Women of Color Writing Retreats: Experiences and Outcomes 2017 Council on Social Work Education Annual Program Meeting
- Henley, M. & **Alston, S.** (2016). Preparing students for excellence. 2016 Council on Social Work Education Annual Program Meeting
- Alston, S.** (2016). Contemporary Youth: Risk and resilience. District of Columbia Department of Parks and Recreations.
- Alston, S.** (2015) Aspirations of African-American youth in public housing. Council on Social Work Education Annual Conference, Denver Colorado

- Freeman, K. E., **Alston, S.**, Farr, J (2008). *Do learning communities enhance the quality of students' learning and motivation in STEM?* American Association of Educational Research conference March, 2008
- Taylor, O., McGowan, J., & **Alston, S.** (2008). *The success of learning communities in increasing student STEM achievement.* American Association of Educational Research conference March, 2008
- Freeman, K. E., Taylor, O., McGowan, J., Bramlett, D., Bacon, A., & **Alston, S.**, (2007). *Learning communities for STEM academic achievement: A promising pedagogical reform.* Fourteen National HBCU Faculty Development Symposium October, 2007
- Alston, S.** (2007) The Utility of Learning Communities in Higher Education, Xavier University, New Orleans, LA November, 2007
- Alston, S.** (2007) The Advantages of Working in Learning Communities, Jackson State University, Jackson Mississippi November, 2007

### *Service*

#### **Committee Appointments**

- 2018–present: Member Ethelyn R Strong School of Social Work Compliance Committee
- 2018–present: Member Ethelyn R Strong School of Social Work Curriculum Sub-Committee
- 2017–2018: Member of MSW Admissions Committee. Ethelyn School of Social Work
- 2017–Present: National Association of Social Workers (NASW) Member
- 2015–2017: National Association of Social Workers (NASW): Member and Vice President of Conferences DC Chapter
- 2014–Present: Peace thru Culture: Board Member
- 2015–2016: *Member*, Division Performance and Evaluation Committee University of the District of Columbia College of Arts and Sciences
- 2014–2017: *Member*, Curriculum Committee University of the District of Columbia College of Arts and Sciences
- 2014–2017: *Member*, Outcome Assessment Committee University of the District of Columbia College of Arts and Sciences
- 2013–Present: Program Coordinator/Consultant Activation Foundation
- 2007–2008: *Member*, MSW Field Instruction, Howard University School of Social Work
- 2006–2008: *Member*, Preparing Future Faculty Program, Howard University Graduate School
- 2006 – 2007: *Member*, Doctoral Education, Howard University School of Social Work

### *Editorial Boards/Reviewer*

<i>February 2016 -Present</i>	Sage Publications
<i>March 2016- Present</i>	Council on Social Work Education
<i>January 2016 -Present</i>	Journal of Behavioral Health Services and Science
<i>April 2013-2016</i>	Grant Reviewer, DC Youth Investment Trust
<i>September 2010-September</i>	Proposal Reviewer, American Educational Research Association
<i>August 2002</i>	Grant Reviewer, United Way of Washington, DC

### *Professional Affiliations*

- Council on Social Work Education (CSWE) Member
- National Association of Social Workers (NASW) Board Member VA Chapter
- Society for Social Work Research (SSWR) Member Association for Community Organization and Social Administration (ACOSA) Member

# Exploring and Promoting Health and Racial Equity

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*Sociological Initiatives Foundation*

## ***Norfolk State University***

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Dr. DoVeanna Fulton  
700 Park Ave  
Norfolk, Virginia 23504

stalston@nsu.edu  
O: 7578232838

## ***Dr. Sharon Theresa Alston***

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700 Park Ave  
Norfolk, Virginia 23504

stalston@nsu.edu  
M: 703-867-2885

# LOI Form

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## *Concept Application*

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### **Project Name\***

Exploring and Promoting Health and Racial Equity

### **Amount Requested\***

\$20,000.00

### **Organizational Budget\***

Put a dollar amount of the projected organizational budget of the lead organization, fiduciary, or financial intermediary, department. Leave blank if you are a university.

This number is used as proxy indicator of nonprofit organizational size.

\$48,057,930.00

### **Organizational Background and Mission\***

Briefly summarize your organization's mission and background.

Founded in 1935 Norfolk State University, a comprehensive urban public institution, is committed to transforming students' lives through exemplary teaching, research and service. The University empowers its students to turn their aspirations into reality and achieve their full potential as well-rounded and resourceful citizens and leaders for the 21st century. Norfolk State University is committed to outstanding signature academic programs, innovative research, and community engagement opportunities. We are dedicated to fostering a culture of excellence in all facets of the University through the highest educational standards for student achievement, stellar faculty teaching, innovative research, dedicated service, and creative co-curricular activities. We are a historically Black University and we are committed to support the residents of Norfolk Virginia.

### **Research Question\***

The research question you pose is one of the most important element of your design because it specifies the kind(s) of information—your data—you are seeking. It should be related to the outcomes, or the purposes, for which the information will be used. It is important to avoid the scattershot approach which carelessly presents a laundry list of information sought, but omits the fundamental objective—to target what you specifically want to know and/or what kinds of relationships or connections you are trying to figure out.

A list of example of SIF funded research questions or objective is available at: <http://www.sifoundation.org/faqs/>

The aims of this research are to assess the effectiveness of Norfolk Virginia's Peoples First Choice Neighborhood (PFCNI) housing policies during the pandemic and the degree to which the implementation of housing policies affects families being relocated from public housing developments to fair market value communities. Two research questions guide this project:

1. How does the implementation of the PFCNI housing promote racial equity as measured by access to place-based resources for low income families transitioning into mixed-income communities?

2. What strategies are effective at promoting health equity among minority and low-income families while being relocated to fair market value communities during COVID-19

## Summary of Social Issue\*

At the beginning of 2020, the city of Norfolk began moving residents out of the low-income public housing of St. Paul's communities and relocating them into neighborhoods with less poverty rates. As a result, the 2,200 families residing in the three of the seven remaining public housing communities will be forced to relocate. The process of moving can be stressful for families particularly for families with limited financial and human resources. Further exacerbating the challenges associated with relocating, is Covid-19. Today, many of the residents of St. Paul which are economically and socially disadvantage are now grappling with issues of both health and housing. Health inequalities already exist among residents in St. Paul's. For example, residents within the St. Paul's community have a median household income of \$12,838 and a life expectancy of 61.5 years, which is the 15th lowest life expectancy Census Tract in the country.

## Project Methods\*

**Research Design-** this study proposes a community based participatory research strategy using a cross sectional mixed-methods survey research design. Specifically, we will collect quantitative data from participants through a self-administered/computer assisted survey and collect qualitative data through a listening session/focus group. **Population-**The target population for this research are residents from the St. Paul's community in Norfolk Virginia who are currently residing in the public housing developments and who are either in the relocation process or will be relocating through the choice neighborhood initiative program.

**Recruitment and inclusion criteria-** using residents locators to disseminate flyers in and around the St. Paul's quadrant asking for residents to participate in the project. We will recruit 100 individuals ages 18 and over and who demonstrate capacity to participate in the study. Capacity is demonstrated by the individual's ability to explain to the researcher the purpose of the study and what is expected of their participation.

**Sampling** Using a convenient sampling method, those residents who meet the inclusion criteria and who consent to participate in the study will be invited to participate. If we do not reach 100 residents, we will employ a snowball sampling technique to access additional participants. **Procedures and data collection-** Each participant will complete a questionnaire and participate in a 60-minute listening session. All residents who complete the survey and attend the listening campaign will receive a gift card of 25\$. The Qualtrics Software survey will be sent to participants electronically. The listening session will be conducted virtually using video conferencing (zoom or Microsoft Teams) and all listening session will be recorded for transcription. Confidentiality of personal data is ensured. Any information learned from this study which might identify a particular participant will remain confidential to the extent allowed by law and we will only disclose information about a participant with their written permission. All records and recordings will be stored in a locked file cabinet in a locked room on the campus of Norfolk State University. Only the principal investigator and members of the research team will have access to these records. When information learned from this study is published, it will not identify any participant by name and we will only use broad classifications such as age, gender, race.

## Summary of Strategy\*

Beyond doing the research, what is your plan to achieve your goal?

Most applicants identify their community organizing or advocacy goal and summarize how they will achieve this goal.

This project seeks funding to partner with the Garden of Hope Community Development Corporation, a non-profit community organization in Norfolk Virginia, to meaningfully engage residents of the St Paul's community in a listening campaign to identify mechanisms of structural racism that impact access to resources for low income, Black, Indigenous and People of Color (BIPOC). The listening campaign will be a series of meetings either virtually or in person using social distancing and personal protective equipment. Specifically, we will explore how Covid-19 has impacted resident's health, financial resources, their ability to relocate, and identify strategies residents can use to mobilize and elevate community voices to gain access to influence public policy. A final goal of this project is for the residents disseminate the results of the listening campaigns at the Norfolk Housing Redevelopment Authority Monthly board meeting where further decision about the relocation process will be made.

The results of this research have the potential to meaningfully affect issues of racial equity. Racial equality as an outcome is often overlooked when policies are created, but social science research can include community members' voices to capture their unique experiences. By sharing our results, we help government agencies, social service providers, and housing authorities understand how negative racial impacts of housing and other social welfare policies further marginalize racial minorities. By incorporating community voices, we actively engage those most affected by health disparities in the identification, design, implementation, and evaluation of promising solutions to health inequality (RWJF, 2017). By sharing community voices, we can advocate for the elimination of racial inequalities and insist policy makers reconsider how they incorporate community members' voices in decision-making related to housing and health care policies. In doing so we help health care providers, and housing authorities understand how negative racial impacts of housing and other social welfare policies coupled with vulnerabilities in health care further marginalize racial minorities. We hope that policy makers can use resident narratives to eliminate negative racial impacts and advance equity thereby creating healthier and equitable communities for all people.

### **Who was involved in defining the research questions?\***

The research questions were developed in collaboration from community organizations (The United Way, Garden of Hope Community Development Corporation), St. Paul's community residents and social work students at Norfolk State University. We met with community members to explore what questions would be important to research and answer.

### **Who was involved in designing the methodology?\***

The research strategy was developed with input from community organizations (The United Way, Garden of Hope Community Development Corporation), St. Paul's community residents and social work students at Norfolk State University. We met with community partners to discuss and design the research strategy. We were clear that the research should be conducted in collaboration with the community and for the residents of the community. As a result we decided on community-based participatory research

### **Who will be involved in collecting the data?\***

The data collection team will include St. Paul's community residents and social work students of Norfolk State University. We were clear that the research should be conducted in collaboration with the community and for the residents of the community. We will recruit and train residents to participate in the data collection process. We will recruit at least one resident from the three housing developments in which the PFCNI policy is implemented.

### **Who will be involved in analyzing the data?\***

This project is a community-based participatory research project. Residents and community members may not have the skills to engage in the data analysis, however we will include the community in the



discussion of the analysis. We will also be sure to include data that is of interest to the community and provide reports that are nontechnical and easy for members of the community to comprehend.

### **Who will be involved in acting on the data?\***

Part of "acting on the data" is dissemination. A goal of our dissemination plan is to share evidence of the impacts housing policies have on people of color and low-income groups in formats stakeholders can translate into action. In addition to the principal investigator, we will include community partners in decisions about what and where information about the project will be disseminated. Our audience will be community advocates, policymakers, housing authorities, and grassroots organizations.

## File Attachment Summary

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### *Applicant File Uploads*

*No files were uploaded*

# UNIVERSITY OF MINNESOTA

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*Twin Cities Campus*

*Division Epidemiology & Community Health  
School of Public Health*

*Suite 300 West Bank Office Building  
1300 South Second Street, Suite 300  
Minneapolis, MN 55454-1015  
Office: 612-624-1818  
Fax: 612-624-0315*

October 26, 2020

Dear Ms. Paula Shaw,

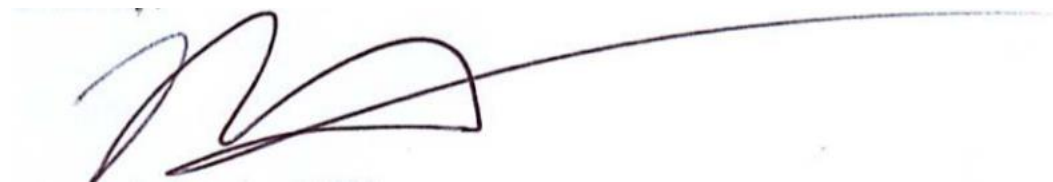
Congratulations to Dr. Sharon Alton on being selected as a grant recipient for the Interdisciplinary Research Leaders (IRL) Health Equity Project Grant in the award amount of \$10,000. This letter will provide clarification around some of the details of the award.

Funds can be moved around within the \$10,000 award. Approval is not required for any reallocations or budget modifications. This can be done at the discretion of the Principal Investigator, Dr. Sharon Alston.

Funds do not need to be spent by December 31, 2020. We recognize that the timeline for the disbursement of these funds was ambitious and spending down the entire \$10,000 by the end of 2020 will not be possible. We are okay if funds are spent in 2021. Regarding the one-page summary of what was done with the funds that is due to the IRL National Program Office by January 15, 2021 – if funds have not been completely spent down, this can be a progress report/update. A final one-page summary will be required once the project has been completed (TBD in 2021).

Please feel free to let me know if you have any questions.

Sincerely,

A handwritten signature in dark ink, appearing to be 'Mandy LaBreche', with a long, sweeping horizontal line extending to the right.

Mandy LaBreche, MPH

IRL Associate Director of Operations

[labre018@umn.edu](mailto:labre018@umn.edu)



Sharon Alston &lt;drsalston@gmail.com&gt;

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**Emerging Poverty Scholars Fellowship Notification 2019–2020**

1 message

**IRP Apply** <irpapply@ssc.wisc.edu>

Tue, Sep 3, 2019 at 4:51 PM

To: "drsalston@gmail.com" &lt;drsalston@gmail.com&gt;

Dear Sharon:

Thank you for submitting a proposal to the Institute for Research on Poverty (IRP)'s Emerging Poverty Scholars Fellowship program, supported by The JPB Foundation.

We received a large number of outstanding applications in this competition, and it was difficult to choose just two fellows from such an impressive pool of candidates. Following our evaluation process that involved six individuals, including junior and senior faculty and administrators from IRP and the U.S. Collaborative of Poverty Centers (CPC), we regret to inform you that you did not receive a fellowship.

Our reviews took into consideration scholarly potential, the plan for using fellowship funds, and the plan for using the experience to benefit others in the future. The fact that we are not able to offer you an award despite your high-quality application reflects the reality that we were able to fund less than 7% of the applications we received.

We appreciate your interest in our Emerging Poverty Scholars program and encourage you to re-apply next year, when we will run a similar competition, also funded by The JPB Foundation. You may also consider applying for IRP's Scholars-In-Residence program (<https://www.irp.wisc.edu/scholars-in-residence-program/>). We wish you every success in your future endeavors.

Very best wishes,

Hilary M. Shager, Ph.D.  
Associate Director, Programs & Management  
Institute for Research on Poverty  
University of Wisconsin-Madison



**Institute for  
Research on  
Poverty**

UNIVERSITY OF WISCONSIN-MADISON

3439 William H. Sewell Social Sciences Building

[1180 Observatory Drive](#) | Madison, WI 53706-1320[irpapply@ssc.wisc.edu](mailto:irpapply@ssc.wisc.edu) | [irp.wisc.edu](http://irp.wisc.edu)

**Alston, Sharon T.**

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**From:** Mebane, Felicia E.  
**Sent:** Thursday, December 8, 2022 1:29 PM  
**Subject:** RFP Submission Confirmation

Hello Colleagues,

Thank you for submitting your proposal for the CPHI/CEMHD/SPHI RFP.

Before reviewing the details of each, I confirm that I have received your completed form.

Felicia

\*\*\*\*\*

**Felicia E. Mebane, PhD, MSPH**  
Executive Director (I)  
Center for Public Health Initiatives at NSU  
NGE 405  
Norfolk State University  
(757) 278-4620  
[Public Health Initiatives at NSU](#)





At the beginning of 2020, the city of Norfolk began moving residents out of the low-income public housing of St. Paul's communities and relocating them into neighborhoods with less poverty rates. As a result, the 2,200 families residing in the three of the seven remaining public housing communities will be forced to relocate. The process of moving can be stressful for families particularly for families with limited financial and human resources. Further exacerbating the challenges associated with relocating, is Covid-19. Today, many of the residents of St. Paul which are economically and socially disadvantage are now grappling with issues of both health and housing.

Health inequalities already exist among residents in St. Paul's. For example, residents within the St. Paul's community have a median household income of \$12,838 and a life expectancy of 61.5 years, which is the 15th lowest life expectancy Census Tract in the country. According to Robert Wood Johnson Foundation (2017), "achieving health equity requires societal actions to remove obstacles to health and increase opportunities to be healthier for everyone, focusing particularly on those who face the greatest social obstacles and have worse health" (p.8). They further assert that achieving health equity requires engaging excluded or marginalized groups in identifying and addressing their health equity goals. This project seeks funding to partner with the Garden of Hope Community Development Corporation, a non-profit community organization in Norfolk Virginia, to meaningfully engage residents of the St Paul's community in a listening campaign to identify mechanisms of structural racism that impact access to resources for low income, Black, Indigenous and People of Color (BIPOC). The listening campaign will be a series of meetings either virtually or in person using social distancing and personal protective equipment. Specifically, we will explore how Covid-19 has impacted resident's health, financial resources, their ability to relocate, and identify strategies residents can use to mobilize and elevate community voices to gain access to influence public policy. A final goal of this project is for the residents disseminate the results of the listening campaigns at the Norfolk Housing Redevelopment Authority Monthly board meeting where further decision about the relocation process will be made.

By incorporating community voices, we actively engage those most affected by health disparities in the identification, design, implementation, and evaluation of promising solutions to health inequality (RWJF, 2017). By sharing community voices, we can advocate for the elimination of racial inequalities and insist policy makers reconsider how they incorporate community members' voices in decision-making related to housing and health care policies. In doing so we help health care providers, and housing authorities understand how negative racial impacts of housing and other social welfare policies coupled with vulnerabilities in health care further marginalize racial minorities. We hope that policy makers can use resident narratives to eliminate negative racial impacts and advance equity thereby creating healthier and equitable communities for all people.

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Project Budget

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**Budget Item, Requested Amount and Justification – Total Requested \$10,000.00**

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**\$2,500.00 Supplies and Equipment**

Funds to purchase required materials for four workshops (four webcams and four tablets to record residents listening campaigns) and to purchase refreshments for residents

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**\$2,524.00 Travel Reimbursement** Funds will be used to reimburse for transportation to community meetings for residents. Funds will be used to cover the cost of resident's travel to and from the community meetings and other research related travel using the local mileage reimbursement rate

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**\$2,000.00 Research Related Stipends**

Funds will be used for compensating four community residents for facilitating listening campaigns at a rate of \$500.00 each. This rate is used to avoid impact resident's income and subsequently increasing their rental payments

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**\$2,500.00 Faculty Development Training**

Funds will be used for incentives for residents who participate in the listening campaigns. 25\$ per residents

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**\$476.00 Indirect Cost**

These funds cover the administrative costs to Norfolk State University to administer activities related to the policy practice initiative and are tabulated @5% TDC.



## FACULTY DEVELOPMENT APPLICATION FORM

(Please include official supporting documentation with application.  
Incomplete applications will be returned.)

**Please Note: If applicants travel without receiving an approval letter for faculty development funds from the Office of Faculty Development, the Office of Faculty Development will not assume responsibility for any funds incurred.**

**Please check the desired request and provide the associated professional title for the effort for which you are seeking support.**

(Double click on the appropriate check box and select "Checked")

- |                          |                                  |       |
|--------------------------|----------------------------------|-------|
| <input type="checkbox"/> | Conference/Workshop Attendance   | _____ |
| <input type="checkbox"/> | Summer Research Support          | _____ |
| <input type="checkbox"/> | New Faculty Release Time Support | _____ |
| <input type="checkbox"/> | Doctoral Tuition Assistance      | _____ |
| <input type="checkbox"/> | Other:                           | _____ |

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Rank: \_\_\_\_\_

Department: \_\_\_\_\_

College/School: \_\_\_\_\_

E-mail: \_\_\_\_\_

Preferred Telephone Number: \_\_\_\_\_

Department Number: \_\_\_\_\_

Fax Number: \_\_\_\_\_

Full-Time Faculty ☐ Yes ☐ No \_\_\_\_\_

Dates Covered by Request \_\_\_\_\_

Describe the activity, effort, or event for which you are seeking support. For conference/workshop attendance, **please include the name of the conference and location.**

**A. What is your role during the activity, effort, or event? Please check the appropriate box(es) and explain.** (Double click on the appropriate check box and select "Checked")

Presentation of Research ☐ \_\_\_\_\_



Chair of Session	<input type="checkbox"/>	_____
Attendee	<input type="checkbox"/>	_____
Governance/Official	<input type="checkbox"/>	_____
Doctoral Studies	<input type="checkbox"/>	_____
Continuing Education	<input type="checkbox"/>	_____
Principal Investigator	<input type="checkbox"/>	_____
Other (specify)	<input type="checkbox"/>	_____

**B. How will your participation in this activity or event impact Norfolk State University? (Limit this section to 450 characters. If desired, you may submit a separate document. Link your statement to one of the goals in the University's Strategic Plan, <https://www.nsu.edu/Assets/websites/president/pdf/Strategic-Summary.pdf> .**

**C. Explain how you plan to use the requested faculty development support to improve student learning outcomes, retention, and/or graduation rates. (Limit this section to one paragraph that is measureable.) Limit to 450 characters.**

**D. Funds are being requested in the amount of:** \$ \_\_\_\_\_

**Please itemize. (within Travel Guidelines)**

Doctoral Tuition Assistance (related to discipline)	\$ _____
Registration Fees	\$ _____
Travel (Airfare, State or *Personal Vehicle)	\$ _____
Lodging ( \$ _____ per night) @ _____	\$ _____
Meals (per diem rate \$ _____ ) @ _____	\$ _____
Release Time Support (25 percent course reduction)	\$ _____
Summer Research Support	\$ _____
Workshop fees	\$ _____
Other (specify)	\$ _____

**\*Note: Prior approval is needed from Fleet Management for use of personal vehicle.**

**E. Please include the following required documents with the application as appropriate and check the applicable boxes below. Your application will be reviewed ONLY if the appropriate supporting documentation is included.**

(Double click on the appropriate check box and select "Checked")

<input type="checkbox"/>	Conference Information
<input type="checkbox"/>	Letter of Invitation or Presentation Acceptance Letter
<input type="checkbox"/>	Abstract
<input type="checkbox"/>	Admissions Letter (Graduate School—Letter of Acceptance)
<input type="checkbox"/>	Course Descriptions for Specific Course Enrollment
<input type="checkbox"/>	Doctoral Plan of Study
<input type="checkbox"/>	One-Page Proposal for Release Time Support
<input type="checkbox"/>	Three-Page Narrative and One-Page Budget for Summer Research Support
<input type="checkbox"/>	Other (Specify)

I certify that the information herein is correct and accurate and the documents presented herein are authentic. My signature certifies my intent to direct, adhere to and implement this request and to comply with all the policy requirements of Norfolk State University. I understand that, if approved, this application will become part of the terms and conditions extended on my behalf.

**F. Signature**

\_\_\_\_\_  
Applicant

\_\_\_\_\_  
Date

**G. Approvals:** *(Double click on the appropriate check box and select "Checked")*

☐ Approved      ☐ Disapproved

\_\_\_\_\_  
Department Head

\_\_\_\_\_  
Date

☐ Approved      ☐ Disapproved

\_\_\_\_\_  
Dean

\_\_\_\_\_  
Date

**FOR ADMINISTRATIVE PURPOSES ONLY**

**Request has been:**      ☐ Approved

Not to Exceed      \$  
\_\_\_\_\_

**Request has been:**      ☐ Disapproved

Reason(s):

- ☐ The request does not fall within the guidelines outlined in the 30.026 Faculty Development Policy
- ☐ The request was not fully executed.
- ☐ The request requires travel outside the contiguous boundaries of the United States. If the use of Title III funds is being requested, prior approval is needed.
- ☐ Funding for this type of request has been completely expended.
- ☐ Other \_\_\_\_\_

\_\_\_\_\_  
Provost and Vice President for Academic Affairs or Designee

\_\_\_\_\_  
Date

**NOTE: Faculty must present a reimbursement form and all original receipts (keep copies) within five days of the return from an activity or event.**

#:	_____
Date received:	_____
GA Assigned:	_____

## Notification of Intent to Submit (ITS) Proposal, White Paper (WP) or Letter of Intent (LoI)

This form is required by anyone intending to submit a proposal, including subcontractual efforts. Please complete this form in its entirety then forward to OSP.

<b>I. Submitter Information</b>	Submission Type: Proposal	White Paper	Letter of Intent	Other:
Date Submitted:	Principal Investigator/Project Director:			
Telephone Number:	Fax Number:	E-mail Address:		
School/Unit:	Department/Center:			
Title of Proposal, WP or LoI:				

### II. Sponsor Information

Sponsor / Agency Name:	CFDA, BAA or Agency Ref. No.:
BAA/RFA/Opportunity Name or Title:	
URL (Agency Guidelines):	Contact Name:
Sponsor / Agency Submission Deadline:	Your Intended Submission Date:
Submission Address:	
Telephone Number:	Fax Number:
	E-mail:

### III. Submission Information

Have you shared your intent to submit with your Department or Center Chair?	Yes	No
Have you shared your intent to submit with your School or Unit?	Yes	No
Is this a collaborative venture internal to NSU?	Yes	No
Is this a collaborative venture external to NSU?	Yes	No
Is this a limited submission opportunity?	Yes	No
Is cost sharing or matching cost required?	Yes	No
If yes, what is the minimal percentage and/or amount required?		% and/or \$
Anticipated amount requesting?	Sponsor \$	NSU \$
		Other \$

*Sharon T Alston*  
Signature of PI / PD

\_\_\_\_\_  
Date



**MEMORANDUM**

To: Dr. Sharon Alston  
School of Social Work

From: Paula R. D. Shaw, Director *PRDS*

Copy to: Ms. Karla Amaya-Gordon, Assistant Vice President of Finance/University Controller  
Ms. Tracy Caldwell-Gore, Financial Services Manager  
Dr. Elizabeth Dungee-Anderson, Dean, School of Social Work  
Ms. Veronica Goodman, Assistant Director

Re: ***New Award***  
***University of Minnesota Grant Award Number: None Listed***  
***Norfolk State University Award Number: TBD***

Date: December 21, 2020

Congratulations! The University has received notification that a grant entitled “**Interdisciplinary Research Leaders (IRL) Health Equity Project Grant**” was awarded by the University of Minnesota (UMN) in the amount of **\$10,000.00** for the project period September 08, 2020 through September 07, 2021.

Enclosed is your copy of the award documentation needed to initiate the process to establish your grant account number.

**The Office of Sponsored Programs is your point of contact and authorized official for processing pre-award activities including proposals and sponsor interactions, and all post award program matters to include scheduling a post award meeting for this new award within the next five days.**

Please bring your Administrative Assistant or staff who will be assisting you with your project. OSP should also be contacted for no cost extensions, key personnel changes, modifications, sub-agreements, and submission of all interim, progress and final program reports.

The Grants and Contracts Accounting Office (GCA) is the post award unit that you will contact regarding all fiscal post award concerns. Their extensions are **3-2376, 3-8856 or 3-8946**. To activate these funds, it is required that you contact the appropriate GCA Accountant to secure and complete required forms in advance of the above-referenced meeting. Please contact them right away to inform them of your type of award: research, training, education, etc.

To obtain access to the Colleague Financials system for data entry and approval of your project you will need to complete the following forms: (1) Resource Authorization Request Form (2) Colleague Financial Signature Authorization Form and (3) Colleague Access Request Form. If you are a first time project recipient then you will be required to fill out forms one through three. If you currently have a project then you will only need to complete form two. The forms can be found at the following link:

<https://www.nsu.edu/its/forms>. For questions about the forms contact Denee Harris at 823-2353.

Once again, congratulations on your recent award and if you have questions about this new effort, please do not hesitate to contact us in the Office of Sponsored Programs for guidance and/or support.

Enclosure

# UNIVERSITY OF MINNESOTA

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*Twin Cities Campus*

*Division Epidemiology & Community Health  
School of Public Health*

*Suite 300 West Bank Office Building  
1300 South Second Street, Suite 300  
Minneapolis, MN 55454-1015  
Office: 612-624-1818  
Fax: 612-624-0315*

October 26, 2020

Dear Ms. Paula Shaw,

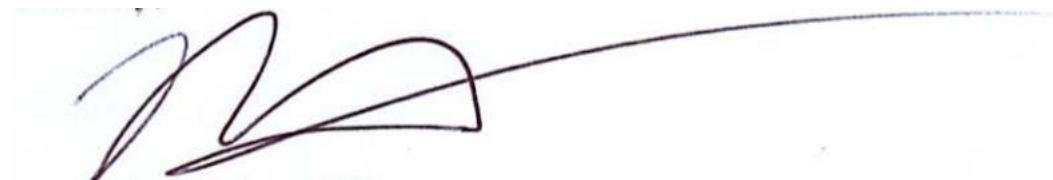
Congratulations to Dr. Sharon Alton on being selected as a grant recipient for the Interdisciplinary Research Leaders (IRL) Health Equity Project Grant in the award amount of \$10,000. This letter will provide clarification around some of the details of the award.

Funds can be moved around within the \$10,000 award. Approval is not required for any reallocations or budget modifications. This can be done at the discretion of the Principal Investigator, Dr. Sharon Alston.

Funds do not need to be spent by December 31, 2020. We recognize that the timeline for the disbursement of these funds was ambitious and spending down the entire \$10,000 by the end of 2020 will not be possible. We are okay if funds are spent in 2021. Regarding the one-page summary of what was done with the funds that is due to the IRL National Program Office by January 15, 2021 – if funds have not been completely spent down, this can be a progress report/update. A final one-page summary will be required once the project has been completed (TBD in 2021).

Please feel free to let me know if you have any questions.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Mandy LaBreche', with a long horizontal flourish extending to the right.

Mandy LaBreche, MPH

IRL Associate Director of Operations

[labre018@umn.edu](mailto:labre018@umn.edu)



At the beginning of 2020, the city of Norfolk began moving residents out of the low-income public housing of St. Paul's communities and relocating them into neighborhoods with less poverty rates. As a result, the 2,200 families residing in the three of the seven remaining public housing communities will be forced to relocate. The process of moving can be stressful for families particularly for families with limited financial and human resources. Further exacerbating the challenges associated with relocating, is Covid-19. Today, many of the residents of St. Paul which are economically and socially disadvantage are now grappling with issues of both health and housing.

Health inequalities already exist among residents in St. Paul's. For example, residents within the St. Paul's community have a median household income of \$12,838 and a life expectancy of 61.5 years, which is the 15th lowest life expectancy Census Tract in the country. According to Robert Wood Johnson Foundation (2017), "achieving health equity requires societal actions to remove obstacles to health and increase opportunities to be healthier for everyone, focusing particularly on those who face the greatest social obstacles and have worse health" (p.8). They further assert that achieving health equity requires engaging excluded or marginalized groups in identifying and addressing their health equity goals. This project seeks funding to partner with the Garden of Hope Community Development Corporation, a non-profit community organization in Norfolk Virginia, to meaningfully engage residents of the St Paul's community in a listening campaign to identify mechanisms of structural racism that impact access to resources for low income, Black, Indigenous and People of Color (BIPOC). The listening campaign will be a series of meetings either virtually or in person using social distancing and personal protective equipment. Specifically, we will explore how Covid-19 has impacted resident's health, financial resources, their ability to relocate, and identify strategies residents can use to mobilize and elevate community voices to gain access to influence public policy. A final goal of this project is for the residents disseminate the results of the listening campaigns at the Norfolk Housing Redevelopment Authority Monthly board meeting where further decision about the relocation process will be made.

By incorporating community voices, we actively engage those most affected by health disparities in the identification, design, implementation, and evaluation of promising solutions to health inequality (RWJF, 2017). By sharing community voices, we can advocate for the elimination of racial inequalities and insist policy makers reconsider how they incorporate community members' voices in decision-making related to housing and health care policies. In doing so we help health care providers, and housing authorities understand how negative racial impacts of housing and other social welfare policies coupled with vulnerabilities in health care further marginalize racial minorities. We hope that policy makers can use resident narratives to eliminate negative racial impacts and advance equity thereby creating healthier and equitable communities for all people.

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Project Budget

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**Budget Item, Requested Amount and Justification – Total Requested \$10,000.00**

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**\$2,500.00 Supplies and Equipment**

Funds to purchase required materials for four workshops (four webcams and four tablets to record residents listening campaigns) and to purchase refreshments for residents

---

**\$2,524.00 Travel Reimbursement** Funds will be used to reimburse for transportation to community meetings for residents. Funds will be used to cover the cost of resident's travel to and from the community meetings and other research related travel using the local mileage reimbursement rate

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**\$2,000.00 Research Related Stipends**

Funds will be used for compensating four community residents for facilitating listening campaigns at a rate of \$500.00 each. This rate is used to avoid impact resident's income and subsequently increasing their rental payments

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**\$2,500.00 Faculty Development Training**

Funds will be used for incentives for residents who participate in the listening campaigns. 25\$ per residents

---

**\$476.00 Indirect Cost**

These funds cover the administrative costs to Norfolk State University to administer activities related to the policy practice initiative and are tabulated @5% TDC.





## TABLE OF CONTENTS

Please make sure all pages in the uploaded PDF are numbered

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## PROJECT SUMMARY

State the project's broad, long-term objectives, and specific aims. Describe the project and its implications for advancing health equity. If applicable, concisely describe the research design and methods for achieving these goals. This abstract is meant to serve as a succinct and accurate description of the proposed work when separated from the application and will be posted on our website if the project is funded (suggested length of 200-300 words).

### **Project Summary:**

The Research Collaborative for Creating Positive Pathways is being established to develop a research team and research agenda to address the health and mental health disparities of residents of the Diggs Town housing community located in Norfolk, VA. We seek to answer the questions: What are effective strategies to address poverty-related factors that create health disparities in Diggs Town, and how can the evidenced strategies be scaled up in other low-income, minority communities in Norfolk, VA?

The collaborative partnership will address the question by building and sustaining a research partnership between NSU and NRHA to identify and address the health priorities for the Diggs Town community. Together, we will pursue a joint research agenda to eliminate and combat the poverty-related causes of health disparities for residents of Diggs Town and the broader community.

This collaboration identifies poverty and lack of equitable distribution of resources as the root causes of health disparities. The aim of the partnership award is to build and sustain a formal collaboration between NSU and NRHA to collectively address the health and mental health needs of the residents of Norfolk, VA. This will be accomplished with four milestones:

**Milestone 1:** Develop strategic plan. We will have planning meetings to clarify the division of labor and the terms of the collaboration. **Milestone 2:** Conduct a needs assessment to assess the assets and gaps in health resources that exist in the community. **Milestone 3:** Develop a research methodology to include measurement instruments and data collection protocol which will be a part of the final research proposal that we will submit for funding. **Milestone 4:** Build a research infrastructure that can sustain beyond the funding from this grant award and develop a competitive proposal for funding from the Jeffress mechanism and other mechanisms focused on health equity.

### **Performance Site(s)** (organization/institution, city, state):

The performance site will be Norfolk State University located at 700 Park Ave, Norfolk VA, 23504 and the Diggs Town Community located at 619 Vernon Drive, Norfolk, VA 23523

## ORGANIZATION AND COLLABORATOR(S) PROFILES

**a. The mission and structure:** Norfolk State University, a comprehensive urban public institution, is committed to transforming students' lives through exemplary teaching, research, and service. Offering a supportive academic and culturally diverse environment for all, the University empowers its students to turn their aspirations into reality and achieve their full potential as well-rounded and resourceful citizens and leaders for the twenty-first century. The Provost and Vice President of Academic Affairs provide internal accountability. The project is housed at the School of Social Work, which is led by the Dean, to whom Sharon Alston directly reports. As the Principal Investigator, Sharon Alston will oversee all project activities and staff.

b. Dr. Sharon Alston is an Assistant Professor at NSU Ethelyn R. Strong School of Social Work who teaches research methods and program evaluation. She has the requisite skills to help NRHA devise a research plan that we will be submitted for additional funding to support research activities that advance health equity. Dr. Alston was the director of two major research projects that sought to explore the psychological and physiological responses to stress. In addition, she explored how the ecological context in which people live has significantly impacted residents' health and mental health. She supervised the data collection of residents in seven public housing communities. Dr. Alston also cultivated relationships with community residents and staff of the Housing Authority that resulted in increased cooperation and trust between the research team and the community.

c. At Norfolk State University, equity occurs when an organization provides equitable access to its services, benefits, and opportunities when systems and structures facilitate full participation by all members and where members are treated equitably and fairly and are recognized for their contributions. The key ingredients are equitable access, participation in decision-making processes, and equal attention to the needs and aspirations of all involved parties. NSU's Office of Institutional Equity's charge is to remind each other daily not only what our laws are but also what Norfolk State University's strong collective spirit of fairness demands. We respect the dignity and value of each human being in our community and support the sharing of different values and perspectives.

d. NSU is an HBCU with over 1,600 employees, of which are 852 full-time employees. The organization comprises a cadre of qualified professionals with expertise in health, education, social work, and sciences. There are approximately 346 males and 506 females. The age ranges from 21 to 85, with the average being 52. There are 651 African American, 127 Caucasian, and 17 Latino employees. These demographics reflect the diversity of the institution. Drs. Alston and Howard are the primary staff for the collaborative. They are both African American women who recognize and understand the unique challenges poor people and people of color face and continue to experience and how these unique experiences can be exacerbated under urban living conditions. They have a particular interest in individuals who have been historically marginalized and oppressed. They recognize how these culturally specific experiences influence human behavior and healthy development across the life span. They also recognize the importance of affirming the existence, strengths, and capacities of people of color and the protected class. It is with these values that they have a dedicated interest and desire to engage in social science research that explores and works to eliminate the social and health disparities in this country and promote the health and well-being of people who are poor, low-income, and of color.

a. **The mission and structure:** Founded in 1940, Norfolk Redevelopment and Housing Authority (NRHA) is Virginia's largest redevelopment and housing authority and is a national leader in real estate development and property management. Our mission is to provide quality housing opportunities that foster sustainable mixed-income communities. The NRHA Executive Team plans, organizes, and executes the organization's operations strategy. The Executive Director and four key officers of each division meet regularly to discuss and confirm operational plans, establish organization priorities, set performance standards, coordinate projects between divisions, review progress toward organization and division goals, approve new procedures, and assign project and program responsibilities. The community engagement division is responsible for providing human service programs to the residents of NRHA.

b. Ms. Kimberly Thomas has a Master's in Public Administration and is the Chief Community Engagement Officer. She has over nine years of experience with the NRHA and more than twenty years of affordable housing supportive services experience. She has been committed to improving the lives of the residents through her innovation in acquiring needed resources for residents. Her more recent efforts involved the creation of the agency's Community Engagement Division, focusing on programs that elevate residents through employment, education, and empowerment programs and resources. Ms. Thomas is working to create opportunities for residents to improve their financial status and move families to self-sufficiency.

Also included on the team is Ms. Kendra Parker, the duly elected president of the Tenant Management Cooperation (TMC) of Diggs Town. Ms. Parker is a long-term resident of the Diggs Town community, and she has volunteered to serve as the TMC President for the past three years. Her primary role is to serve as the liaison between the NRHA and the residents of Diggs Town. She continues to dedicate time to working with the residents of Diggs Town to resolve their immediate and most urgent concerns.

c. NRHA Community Engagement Office, through their TMC, incorporates the voice of community residents. The TMC meets regularly with NRHA staff to advocate for the residents. In addition, they provide input on the decisions that impact the residents' lives. NRHA will continue to include the TMC presidents in the current collaboration as well as solicit other residents to serve on the Collaborative Advisory Board.

d. NRHA's exceptional staff of 350 works with Norfolk residents to continually renew and revitalize the city in which they live. The Community Engagement Division of NRHA comprises a chief engagement officer who is an African America woman with several years of experience working with communities like the residents of Diggs Town. There are fourteen staff members, of which five are male, and nine are female. Thirteen are African American, and one is Caucasian. In addition, Ms. Parker, who is also a woman of color, is a current resident of the Diggs Town community. As noted, many of the residents of Diggs Town are people of color, and these demographics reflect the community impacted by this partnership proposal.

Internal Revenue Service

Department of the Treasury

Index Nos.: 0115.00-00  
0170.00-00

P.O. Box 7604  
Ben Franklin Station  
Washington, DC 20044

Mrs. Clementine S. Cone,  
Assistant Vice President  
for Finance/Comptroller  
Norfolk State University  
2401 Corprew Avenue  
Norfolk, VA 23504

Person to Contact:  
James W.C. Canup  
Telephone Number:  
(202) 566-3287  
Refer Reply to:  
CC:FI&P:3 TR-31-1741-88  
Date:

30 MAY 1989

LEGEND:

U = Norfolk State University

X = Commonwealth of Virginia

Dear Mrs. Cone:

This is in response to your private letter ruling request dated March 14, 1988, and subsequent submissions requesting rulings on behalf of U. Specifically, you have requested rulings that for Federal income tax purposes: 1) the income of U is excludable from gross income under section 115 of the Internal Revenue Code; and 2) contributions to U will be allowed as deductions to the donors under section 170 of the Code.

U is a corporation established by the state legislature of X for the purpose of establishing and maintaining a university. U is administered by a board of visitors appointed by the governor and confirmed by the state legislature of X. X has delegated certain powers (such as the right to confer degrees, appoint a president, expend funds, and make all provisions for teachers, staff members, and agents) to the board of visitors of U. U has the power to sue and be sued in its own name.

U receives appropriations from the state legislature for its capital outlay projects and operational expenses. In addition, U may receive gifts, grants, devises, or bequests to be held for purposes designated by the donors or for the general purposes of U. U has limited powers to issue bonds for certain specified purposes. According to decisions rendered by the supreme court of X, U is a public corporation, not created for private ends, purposes, or functions.

Section 115 of the Code states that gross income does not include income derived from any public utility or the exercise of any essential governmental function and accruing to a State or any political subdivision thereof, or the District of Columbia.

The Service has determined that Congress did not intend to have the Federal income tax laws apply to income derived directly by a state or a political subdivision of a state. G.C.M. 14407, XIV-1 C.B. 103 (1935), superceded by Rev. Rul. 71-131, 1971-1 C.B. 28. Likewise, income derived directly by an organization that is an integral part of a state or political subdivision is not subject to Federal tax. Rev. Rul. 77-261, 1977-2 C.B. 45, clarified by Rev. Rul. 78-316, 1978-2 C.B. 304.

The determinative question as to whether an entity has the status of a political subdivision is whether it has been delegated any of a state's sovereign powers. The three generally acknowledged sovereign powers are the police power, the power to tax, and the power of eminent domain. Estate of Shamberg, 3 T.C. 131, 143, aff'd 144 F.2d 998 (2nd Cir. 1944), cert. denied 323 U.S. 792 (1944). U has not demonstrated that it possesses any of these powers. Therefore, U is not a political subdivision of X. We concur with U's determination that it is an entity separate and apart from X. Accordingly, we conclude that U is not an integral part of a state.

Therefore, since U is neither a political subdivision nor an integral part of a state, we must determine whether 1) U's income is derived from the exercise of an essential governmental function, and 2) U's income accrues to a state or political subdivision of a state, in order for U's income to be free from federal income tax.

In this case, X has developed a statutory scheme to provide for the creation and operation of state supported institutions of higher learning such as U. The establishment of state universities is an essential governmental function of a state within the scope of section 115 of the Code. Further the income of U does not accrue to the benefit of any private individual or corporation.

Therefore, based on the facts presented, we hold that U's income is excluded from gross income under section 115 of the Code.

Section 170(a) of the Code provides, subject to certain limitations, a deduction for contributions and gifts to or for the use of organizations described in section 170(c), payment of which is made within the taxable year.

Section 170(c)(1) of the Code defines the term "charitable contribution" to include contributions or gifts to or for the use of a state, a possession of the United States, or any political subdivision of any of the foregoing, or the United States, or the District of Columbia, but only if the contribution or gift is made for exclusively public purposes.

Deductible contributions include not only those contributions made directly to governmental units described in section 170(c)(1) but also contributions made to instrumentalities of states and political subdivisions. See Rev. Rul. 75-359, 1975-2 C.B. 79.

In order to determine whether an organization is an instrumentality of a state or of a political subdivision of a state, the following factors are relevant:

- (1) whether it is used for a governmental purpose and performs a governmental function;
- (2) whether performance of its function is on behalf of one or more states or political subdivisions;
- (3) whether there are any private interests involved, or whether the states or political subdivisions involved have the powers and interests of any owner;
- (4) whether control and supervision of the organization is vested in public authority or authorities;
- (5) if express or implied statutory authority is necessary for the creation and/or use of such an instrumentality, and whether such authority exists; and
- (6) the degree of financial autonomy and the source of its operating funds.

See Rev. Rul. 57-128, 1957-1 C.B. 311.

In this case, U was created under express statutory authority for educational purposes. U is managed by a board of visitors whose members are appointed by the governor and confirmed by the state legislature of X. U remains under the control of the state legislature and may exercise only such powers as expressly confirmed by statute. Therefore, X maintains control over U.

Based on the information submitted, we conclude that U is an instrumentality of a state. We also conclude that U is serving an exclusively public purpose by exercising the essential governmental function of operating a state institution of higher learning. Therefore, contributions and gifts to U are deductible under section 170(c)(1) of the Code.

This letter ruling is addressed solely to the taxpayer who requested it. Section 6110(j)(3) of the Code provides that this letter ruling may not be used or cited as precedent.

Sincerely yours,

Assistant Chief Counsel  
(Financial Institutions &  
Products)

By Alice M. Bennett  
Alice M. Bennett  
Chief, Branch 3

Enclosure:

Copy for section 6110 purposes



## Proposal

**Background and Significance:** Norfolk State University (NSU) and the Community Engagement Division of the Norfolk Redevelopment and Housing Authority (NRHA) seek funding to build a sustainable research partnership. We seek to answer the questions: What are effective strategies to address poverty-related factors that create health disparities in Diggs Town, and how can the evidenced strategies be scaled up in other low-income, minority communities in Norfolk, VA?

This collaboration identifies poverty and lack of equitable distribution of resources as the root causes of health disparities. Diggs Town is a census tract identified by the USDA as a food desert and by the Health Resources and Services Administration (HRSA) as a health care shortage area. According to Census data from 2020, 35% of the residents have an income at least 125 percent below the Federal poverty level. The average household income is \$13,907.50. Seventy-one percent of the residents receive SNAP benefits. With limited income, residents reside in areas of concentrated poverty and have lower levels of social connections. These social determinants lead to poor health outcomes. For example, forty-five percent of the residents are obese, 47% have high blood pressure, and 25% are without health insurance. The residents have a life expectancy of 61.5 years, which is the 15th lowest life expectancy for all Census tracts in the country.

Diggs Town is a 323-unit housing community located in Norfolk, VA. It is home to 955 residents, one hundred percent of who are African American. There are 500 children under the age of 18, 407 residents aged 18 and older, and 48 residents over the age of 55. The average age of the head-of-household is 42. This description reflects a low-income community of color with limited health resources.

The collaborative partnership will address the question by building and sustaining a research partnership between NSU and NRHA to identify and address the health priorities for the Diggs Town community. Together, we will pursue a joint research agenda to eliminate and combat the poverty-related causes of health disparities for residents of Diggs Town and the broader community. NRHA provides innovative programs to address the community's human service needs (economic security and youth services). However, our preliminary survey of Diggs residents revealed that, in the past year, their health and mental health has either become worse or remained the same.

NSU and NRHA have previously partnered on other service projects in the community. NSU has an active MOU with NRHA to provide internships for our field placement students. Many NRHA communities are within a five-mile radius from NSU, and many of its residents attend NSU. It will be a favorable collaboration that is mutually beneficial to both organizations and the community. NSU has expertise in research methodology and ethics; NRHA has the access and influence to engage the community. NRHA staff lack the technical skills and research infrastructure for an independent venture, which is where NSU comes in. Both organizations have a personal stake in learning about the needs of Diggs Town and building their capacity to meet them.

The strengths of this collaboration are Dr. Alston's strong background in research, particularly related to public housing, and Dr. Howard's clinically trained research expertise in trauma and adverse experiences. They are social workers by training and are uniquely prepared to address the social determinants of health. NRHA is a staple in the community dedicated to supporting the residents of Norfolk, VA since 1940. NSU and NRHA are committed to carrying out this project but lack the funding to do so, and this grant will strengthen their ability to achieve the project goals.

NSU is a teaching university. Part of the funds will be used to "buy out" a course each semester of the project so that Drs. Alston and Howard can dedicate time to the activities associated with the partnership. In addition, the funding will support NRHA's efforts to involve the community in the project.

Other needs include stipends for the residents to participate actively in the partnership meetings, travel to NSU and other locations, and purchase materials and meeting supplies.

**Goals, Aims, and Objectives** The aim of the partnership award is to build and sustain a formal collaboration between NSU and NRHA to collectively address the health and mental health needs of the residents of Norfolk, VA. This will be accomplished with four milestones: **Milestone 1:** Develop strategic plan. We will have planning meetings to clarify the division of labor and the terms of the collaboration. We will also develop short and long-term goals for the partnership. **Milestone 2:** Conduct a needs assessment to assess the assets and gaps in health resources that exist in the Diggs Town community. **Milestone 3:** Develop a research methodology to include measurement instruments and data collection protocol which will include as part of the final research proposal that we will submit for funding in year-two. **Milestone 4:** Build a research infrastructure that can sustain beyond the funding from this grant award and develop a competitive proposal for funding from the Jeffress mechanism and other mechanisms focused on health equity.

The stated goals will support collaboration, and monthly training will be provided to all team members. In addition, the team will meet regularly to discuss progress made toward all goals and address challenges in real-time. We will also seek the input from and participation of the Advisory Board in creating research design and building capacity for the partner organizations and the Diggs Town community.

**This partnership will meaningfully collaborate with residents of the Diggs Town community.**

First, we will host community meetings with residents of Diggs Town to solicit their input and hear any concerns they may have about the partnership. We will describe and explain the purpose of the partnership and its advantages to the residents and stakeholders. We will use this time to solicit residents to serve on the Advisory Board as official team members and, where appropriate, incorporate their advice and recommendations into all decisions.

**Potential Impact** The immediate benefit for the community is to be empowered to set health priorities for their community and to be able to share their insight that informs policies and practices that affect their lives. Another benefit is through our dissemination plan. We will bring awareness of the community's health needs to the public to secure immediate resources for the residents. NRHA staff will benefit significantly by developing their research infrastructure. NRHA staff will participate in training related to participatory research, needs assessment, community development, and root causes analysis for health disparities. As a result, with NRHA's new understanding of participatory research and greater community buy-in, we will be poised to develop a competitive research proposal for submission by the end of this two-year funding period.

The final product will be a fully developed research proposal that we will submit for research funding. If we successfully secure research funds, we can use the research results to advocate for the elimination of health inequalities and insist policymakers reconsider how they incorporate community members' voices in decision-making related to social determinants of health.

The main goal of our dissemination plan is to educate the public and legislature about the impact poverty has on the health minorities and low-income groups. We want to share innovative and culturally relevant strategies that reduce negative impacts (concentrated poverty and limited resources) and increase positive impacts (health equity, mental health, gainful employment) for families and communities. We believe this will make health equity a shared value among members of the public and private sectors. We categorize our dissemination plan into four distinct, essential, interrelated strategies (awareness, engagement, advocacy, and action). We plan to build from awareness to action, bringing

awareness of health disparities to the larger community to mobilize community members to act. Increasing awareness among members of both the public and private sectors will increase our constituency and support for advocacy and actions that are relevant and appropriate for our research agenda.

Our primary audience is the staff of housing authorities, government officials, and community members. We recognize these audiences as key stakeholders who have the authority to make decisions that influence policies, programs, and services for families residing in concentrated poverty and in areas with health care shortages.

Our secondary, yet equally important audience, is the staff of social welfare organizations, academicians, and health care providers. We will provide them with key findings and empirical evidence to develop health care and other related policies that reflect the health and needs of the community/population/residents.

Objective	Rationale	Target Audience	Communication Tool
<b>Awareness</b>	To emphasize the need to address upstream root causes of health disparities and vulnerabilities	Local stakeholders (community and districts, community boards of health)	Informational webinars, press releases, community organization newsletters
<b>Engagement</b>	Data from partnership meetings should be used to inform real-world policy decisions related to health	Policymakers and practitioners (both health and mental health)	Presentations at policy conferences; small community meetings, webinars
<b>Advocacy</b>	Publicly advocating for policy changes that increase resources for low-income and marginalized communities helps garner support for implementing new policies that reflect the needs of communities for which they are intended to serve. policies	Policymakers, researchers, academicians	Technical report; presentations at research conferences such as SSWR, CSWE, ACOSA, and NRHA;
<b>Action</b>	Through awareness, engagement, and advocacy, we can mobilize people to action	Policymakers, stakeholders and practitioners, researchers	All the above

## TIMELINE

**Milestone 1** - Strategic Plan. Planning for the partnership

**Milestone 2** - Needs assessment: Assessments of assets and gap in health resources

**Milestone 3** - Develop research methodology

**Milestone 4** - Build a research infrastructure for sustainability

Milestone 1			
Activities	Time Frame	People Responsible	Intended Outcome(s)
Identify mutual expectations and division of labor	06/22	Full team	Clearly define roles and responsibilities
Community engagement kick-off meeting	09/22	Full team	Community buy-in
Develop an advisory board	2/22	Full team	Advisory Board of 6 residents and 3 community stakeholders
Milestone 2			
Activities	Time Frame	People Responsible	Intended Outcome(s)
Protocol for needs assessment	01/23	Full team	Conduct needs assessment
Analyze data	03/23	Full team	Comprehensive report of the needs and opportunities for services
Dissemination of preliminary results	06/03	Full team	Increase community awareness and engagement
Milestone 3			
Activities	Time Frame	People Responsible	Intended Outcome(s)
Planning meeting; sharpen and refine the research problem and research question to be answered	07/23	Full team	Short and long-term research goals
Create and pilot test survey instrument	10/23	Full team	Valid and reliable measurement instruments for data collection
Develop data collection protocol	12/23	Full team	Study methodology for final proposal
Milestone 4			
Activities	Time Frame	People Responsible	Intended Outcome(s)
Review progress of partnership and conduct SWOT analysis	01/24	Full team	Comprehensive assessment of the strengths and potential obstacles for implementation
Train all team members in CBPR and responsible conduct for research	03/24	Full team	A fully trained research team
Write the full research proposal on health disparities	06/24	Full team	A competitive research proposal to be submitted for full funding

March 24, 2022

Sharon Alston, PhD, MSW  
Assistant Professor  
Norfolk State University  
700 Park Ave  
Norfolk Virginia, 23540

***Subject: Jeffress Trust Awards Program in Research Advancing Health Equity***

*A program of the Thomas F. and Kate Miller Jeffress Memorial Trust with support from the Hazel Thorpe Carman and George Gay Carman Trust Bank of America, N.A., Trustee*

Dr. Alston,

I am pleased to support your collaboration proposal between Norfolk State University (NSU) and the Community Engagement Division of the Norfolk Housing Redevelopment Authority (NRHA) seeking funding to build a sustainable research partnership under the ***Jeffress Trust Awards Program in Research Advancing Health Equity***, A program of the Thomas F. and Kate Miller Jeffress Memorial Trust with support from the Hazel Thorpe Carman and George Gay Carman Trust Bank of America, N.A., Trustee.

As you seek to answer the questions: What are effective strategies to address poverty-related factors that create health disparities in Diggs Town, and how can the evidenced strategies be scaled up in other low-income, minority communities in Norfolk VA, this aligns with the values of Norfolk State and the greater Norfolk community.

Norfolk State University is a comprehensive urban public institution committed to transforming students' lives through exemplary teaching, research and service. Offering a supportive academic and culturally diverse environment for all, the University empowers its students to turn their aspirations into reality and achieve their full potential as well rounded, resourceful citizens and leaders for the 21st century.

Moreover, Norfolk State University seeks to be the center of intellectual thought providing solutions to community problems by empowering its citizens in the areas of health disparities and social upward mobility. Whether it is through our Center for Public Health Initiatives at NSU, our health partnerships that provide vital resources to the community to combat health and wellness disparities, such as vaccination clinics, NSU partnerships and research provide the opportunity to leverage our resources and scholars for transformational impact.

*We see the future in you.*

Therefore, the collaboration proposal between Norfolk State University (NSU) and the Community Engagement Division of the Norfolk Housing Redevelopment Authority (NRHA) seeking funding to build a sustainable research partnership under the Jeffress Trust Awards Program in Research Advancing Health Equity, is in true alignment with NSU's community values and initiatives.

Without hesitation, I am pleased to support this collaboration proposal between Norfolk State University (NSU) and the Community Engagement Division of the Norfolk Housing Redevelopment Authority (NRHA), seeking funding to build a sustainable research partnership under the Jeffress Trust Awards Program in Research Advancing Health Equity, A program of the Thomas F. and Kate Miller Jeffress Memorial Trust with support from the Hazel Thorpe Carman and George Gay Carman Trust Bank of America, N.A., Trustee. **It is my hope that the selection committee give this proposal full consideration for funding.**

If you have any questions, please do not hesitate to contact me at ewclaville@nsu.edu or at the number above.

I remain,

*Eric W. Claville*

Eric W. Claville, J.D., M.L.I.S.

Director

The Center for African American Public Policy (CAAmPP) Norfolk State University

Email: ewclaville@nsu.edu

Kendra Parker  
1601 Greenleaf Dr.  
Norfolk, VA 23523

March 21, 2022

Norfolk State University  
Sharon Alston, PhD  
Ethelyn R. Strong School of Social Work  
700 Park Ave  
Norfolk, VA 23504

Dear Dr. Sharon Alston,

As the duly elected president of the Tenant Management Cooperation (TMC) of Diggs Town, I fully support your application for the Jeffress Trust Awards Program in Research Advancing Health Equity.

I am also a longtime resident of Diggs Town. I have volunteered to serve on the TMC for the past three years, and I am the current president. I will happily serve as the liaison for the cooperative between NSU and NRHA. I believe this collaboration will improve the lives of the residents of Diggs Town. I have personal experience with NSU and NRHA, and I am confident they will serve our community well. I will continue to be a dedicated to serving my community faithfully as the liaison.

Best Regards,

*Kendra Parker*

Kendra Parker  
President  
TMC of Diggs Town

March 23, 2023  
Norfolk State University  
Sharon Alston, PhD  
Ethelyn R. Strong School of Social Work  
700 Park Ave  
Norfolk, VA 23504

Dear Dr. Alston:

Norfolk Redevelopment and Housing Authority (NRHA) is fully committed to collaborating with and actively participating in the development of a research team and research agenda to address the physical and mental health disparities of residents of the Diggs Town; a low-income public housing and project based voucher community. The ability to recognize potential opportunities to assist and refer residents to higher levels of care is essential to our staff. This collective impact approach will exponentially improve the outcomes of the over 300 public housing families that we serve in this community. This partnership will fill a tremendous void in our case management continuum by building an evidence-based needs assessment that can guide us on our efforts to support programming and resources in this community.

While NRHA does provide supportive services programs to our six family communities and six elderly and disabled mid-rises (approximately 3,500 total households), we recognize that the current funding sources do not allow us to effectively meet the needs of our residents as they relate to health disparities. Addressing the lack of economic development in the city in our high-poverty areas, the reduced life expectancy of residents in these communities and the lack of community amenities that support healthier lifestyles all contribute to the necessity of this research project. In the end, NRHA is committed to identifying the collective impact strategies to address the well-being of our residents. This potential project will level the academia, research and, eventually, the resources needed to address the multitude of barriers that plague our communities.

In addition, we are pleased that this evidence-based research will allow NRHA to continue our efforts of achieving our vision of providing quality housing choices in neighborhoods that are desirable and supported.

We look forward to working with Norfolk State University to advocate and empower our residents.

Sincerely,

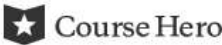
A handwritten signature in black ink, appearing to read 'K. Thomas', with a stylized flourish extending from the end.

Kimberly Thomas  
Chief Community Engagement Officer



## Reference

- US Census Bureau (2016-2020). ACS Poverty status in the past 12 months. Retrieved from <https://data.census.gov/cedsci/table?q=Poverty%20&tid=ACSST5Y2020.S1701>
- U.S. Department of Agriculture ERS. (2021). USDA Food Access Research Atlas. Retrieved from <https://www.ers.usda.gov/data-products/food-access-research-atlas/go-to-the-atlas/>
- Health Resources and Services Administration. (n.d.). Find shortage areas. Retrieved from <https://data.hrsa.gov/tools/shortage-area>
- NSU. (n.d.). Norfolk State University. Retrieved from [www.nsu.edu](http://www.nsu.edu)
- NRHA. (n.d.). Norfolk Redevelopment and Housing Authority. Retrieved from <https://www.nrha.us>



# Course Hero Teaching Grants



## Application Review

Registration  
ID 1309787

Registration ID 1309787

- 1. Application Pages
- 2. Review
- 3. Confirmation

Your session will automatically time out at **3:17:21pm** Central Time if no action is taken. Any action (saving information or choosing a new page) will reset this timer.

Please review the application information you have entered below. If any section has incomplete or incorrect information, **click the "Edit Your Information" link** in that section. Fields that are incorrect or incomplete will be listed at the top. When all application data is complete and acceptable, the **"Lock and Submit Application"** button will display at the bottom of this page. If you don't see the "Lock and Submit Application" button, review all sections for missing information.

After you have carefully reviewed your application to verify all information is complete and correct, **click the "Lock and Submit Application" button. Please note:** After you lock and submit your application, you will not be able to make any changes to your application.

It is strongly recommended that you print a copy of your completed application for your records, **click the "Send to Printer" link** at the bottom of this page. Keep the copy as your record of the information you submitted. After submitting the form electronically, you will have no further access to your application account or your application data.

### Profile Details

#### Identifying Information

Username: stalston1  
Name: Sharon T Alston  
Date of Birth: 09/07/1966

#### Contact Information

12156 Abbey Glen Court  
Woodbridge, VA 22192  
stalston@nsu.edu  
703-867-2885

#### Other Profile Information

Ethnicity: Black / African American

### Application Questions & Answers

#### Institution Information

Question	Answer
* Teaching status	Full-time Faculty
* School issued email	stalston@nsu.edu
* School name	Norfolk State University
* School type	4-year college or university
* School website URL	www.nsu.edu

#### Class Information

Question	Answer
* Are you an instructor of record for the class that will include the funded project?	Yes
* Are you teaching this class during the Fall 2022 term?	Yes
* Department/Program	Social Work
* Class level	Graduate level
* Class size	1-50
Course title or number (if known)	SWK-697
* Mode of teaching	In person only

#### Project Information

Question	Answer
* Describe the proposed class project.	Social workers provide invaluable services to vulnerable populations and communities. However, the tools (psychosocial histories and needs assessments) currently used by social workers to assess community needs are dated. Geographical information system (GIS) mapping is an innovative technology that uses spatial information to analyze a specific location. GIS can help social workers identify risk and protective factors of

large communities in a short time making assessment of problems more efficient and effective. The proposed project is using GIS for conducting social work research. The students enrolled in a research methods course will utilize GIS to map the social determinants of health of socially vulnerable communities. Using the GIS mapping, students will identify the environmental risk of living in socially vulnerable communities and develop intervention strategies to respond to the risk. Students will then develop a digital report for data visualization.

By the end of the course students will be able to:

1. Classify social determinant of health of socially vulnerable communities by zip codes
2. Analyze communities using geospatial technologies
3. Use technology to present data visually
4. Compare and contrast GIS and traditional methods of assessing communities

The project supports digital learning as students will have hands on experience with ArcGIS. Students will receive training in the use of GIS to achieve learning outcomes. They will practice using GIS to create maps local communities and then engage in a research project of their choice. Using Digital learning resources such as GIS provide opportunities for instructors to promote student engagement in the teaching and learning process. Although digital learning is not new to higher education, it has not been widely used in social work. Norfolk State University is a HBCU with limited resources. Our students are predominantly African American and have limited experience with digital learning such as GIS. This project will provide an invaluable learning experience for our students. This project can access how to actively engage students in digital learning to achieve learning outcomes, particularly for our students with diverse learning styles and needs.

Using digital learning students become active learners. They will actively engage with information and think critically about the spatial data. Further, they will make independent decisions about what aspects on communities they wish to explore. For example, some may wish to explore the presence of fast-food restaurants and absence of health food stores, others may explore and compare the rates of violence among two different communities. Still others may want to explore number of abandon buildings or liquor stores and pathways for youth to schools as risk factors for youth.

The project also fosters inclusive learning as GIS is an effective strategy for all learners to include visual, auditory, verbal, logical and social learners as well as those learners with disabilities. Finally, the class project is student centered as assignments will be designed around students learning needs and interest. Students will have increase autonomy in determining what variables they wish to explore.

\* Describe the learning objectives of your class project.

\* Describe how this project will support digital learning.

\* Describe how you envision the impact of this class project on active, inclusive, and student-centered learning.

\* How many students do you anticipate will be involved with the project? 15-25

#### Project Budget

Question	Answer
* Specify the funding amount you are requesting to complete your project, up to \$2,000 maximum.	2000
* Briefly describe how you will use the grant funds for your project. (e.g., cost of equipment or technology)	The Norfolk State University has recently acquired a subscription of the ArcGIS. Our students are new to the software and will need training. The funds will be used to purchase GIS training materials for each student. In addition, the funds will be used to host the community dissemination of findings using digital visualizations. We will purchase a portable projector to display the presentations of results to the community.

#### Certification and Signature

Question	Answer
I would like to have to have a Course Hero educator account created for me to access a library of discipline-specific resources.	Checked
* How did you hear about this program?	Course Hero email
* Applicant's Signature	Sharon Alston
* Date	05/24/2022

#### Certification

I certify I understand all requirements for the Course Hero Teaching Grants. My application data has been reviewed and is complete and accurate to the best of my knowledge. By clicking the *Lock and Submit Application* button below, I understand no further changes can be made to the data. Data will be reviewed by Scholarship America for the purposes of this program.

Corrected : 12/06/2021

## COVER SHEET FOR PROPOSAL TO THE NATIONAL SCIENCE FOUNDATION

PROGRAM ANNOUNCEMENT/SOLICITATION NO./DUE DATE		<input type="checkbox"/> Special Exception to Deadline Date Policy		FOR NSF USE ONLY	
NSF 21-613		12/06/21		NSF PROPOSAL NUMBER	
FOR CONSIDERATION BY NSF ORGANIZATION UNIT(S) (Indicate the most specific unit known, i.e. program, division, etc.)				2209139	
ICER - CoPe-Coastlines and People					
DATE RECEIVED	NUMBER OF COPIES	DIVISION ASSIGNED	FUND CODE	DUNS# (Data Universal Numbering System)	FILE LOCATION
12/06/2021	1	06010000 ICER	097Y	065391526	12/06/2021 4:32pm
EMPLOYER IDENTIFICATION NUMBER (EIN) OR TAXPAYER IDENTIFICATION NUMBER (TIN)		SHOW PREVIOUS AWARD NO. IF THIS IS <input type="checkbox"/> A RENEWAL <input type="checkbox"/> AN ACCOMPLISHMENT-BASED RENEWAL		IS THIS PROPOSAL BEING SUBMITTED TO ANOTHER FEDERAL AGENCY? YES <input type="checkbox"/> NO <input type="checkbox"/> IF YES, LIST ACRONYM(S)	
546001796					
NAME OF ORGANIZATION TO WHICH AWARD SHOULD BE MADE		ADDRESS OF Awardee ORGANIZATION, INCLUDING 9 DIGIT ZIP CODE			
University of Virginia Main Campus		University of Virginia Main Campus P.O. Box 400195			
AWARDEE ORGANIZATION CODE (IF KNOWN)		Charlottesville,VA.229044195			
0037457000					
NAME OF PRIMARY PLACE OF PERF		ADDRESS OF PRIMARY PLACE OF PERF, INCLUDING 9 DIGIT ZIP CODE			
University of Virginia Main Campus		University of Virginia Main Campus 151 Engineer's Way Charlottesville ,VA ,229044259 ,US.			
IS Awardee ORGANIZATION (Check All That Apply)		<input type="checkbox"/> SMALL BUSINESS <input type="checkbox"/> FOR-PROFIT ORGANIZATION		<input type="checkbox"/> MINORITY BUSINESS <input type="checkbox"/> WOMAN-OWNED BUSINESS <input type="checkbox"/> IF THIS IS A PRELIMINARY PROPOSAL THEN CHECK HERE	
TITLE OF PROPOSED PROJECT Focused CoPe: Enhancing Resilience and Equity in Urban Coastal Communities through the Co-Generation of Community Capitals					
REQUESTED AMOUNT	PROPOSED DURATION (1-60 MONTHS)	REQUESTED STARTING DATE	SHOW RELATED PRELIMINARY PROPOSAL NO. IF APPLICABLE		
\$ 5,000,000	60 months	07/01/22			
THIS PROPOSAL INCLUDES ANY OF THE ITEMS LISTED BELOW					
<input type="checkbox"/> BEGINNING INVESTIGATOR					
<input type="checkbox"/> DISCLOSURE OF LOBBYING ACTIVITIES					
<input type="checkbox"/> PROPRIETARY & PRIVILEGED INFORMATION					
<input type="checkbox"/> HISTORIC PLACES					
<input type="checkbox"/> VERTEBRATE ANIMALS IACUC App. Date _____					
PHS Animal Welfare Assurance Number _____					
<input checked="" type="checkbox"/> TYPE OF PROPOSAL Research					
<input checked="" type="checkbox"/> HUMAN SUBJECTS Human Subjects Assurance Number FWA 00006183					
Exemption Subsection _____ or IRB App. Date Pending					
<input type="checkbox"/> FUNDING OF INT'L BRANCH CAMPUS OF U.S IHE					
<input type="checkbox"/> FUNDING OF FOREIGN ORGANIZATION OR FOREIGN INDIVIDUAL					
<input type="checkbox"/> INTERNATIONAL ACTIVITIES: COUNTRY/COUNTRIES INVOLVED					
<input checked="" type="checkbox"/> COLLABORATIVE STATUS					
A collaborative proposal from one organization (PAPPG II.D.3.a)					
PI/PD DEPARTMENT		PI/PD POSTAL ADDRESS			
Engineering Systems and Environment		151 Engineer's Way PO Box 400747 Charlottesville,VA 22904 United States			
PI/PD FAX NUMBER					
434-982-2951					
NAMES (TYPED)	High Degree	Yr of Degree	Telephone Number	Email Address	
PI/PD NAME					
Jonathan L Goodall	PhD	2005	434-243-5019	goodall@virginia.edu	
CO-PI/PD					
SHARON ALSTON	PhD	2009	703-867-2885	stalston@nsu.edu	
CO-PI/PD					
Phoebe A Crisman	MArch	1991	434-924-1006	pc4v@virginia.edu	
CO-PI/PD					
Ashley N Haines	PhD	2001	757-823-8600	anhaines@nsu.edu	
CO-PI/PD					
Jennifer J Roe	PhD	2009	434-982-4567	jjr4b@virginia.edu	

## CERTIFICATION PAGE

### Certification for Authorized Organizational Representative (or Equivalent)

By electronically signing and submitting this proposal, the Authorized Organizational Representative (AOR) is: (1) certifying that statements made herein are true and complete to the best of his/her knowledge; and (2) agreeing to accept the obligation to comply with NSF award terms and conditions if an award is made as a result of this application. Further, the applicant is hereby providing certifications regarding conflict of interest (when applicable), flood hazard insurance (when applicable), responsible conduct of research, and organizational support as set forth in the NSF Proposal & Award Policies & Procedures Guide (PAPPG). Willful provision of false information in this application and its supporting documents or in reports required under an ensuing award is a criminal offense (U. S. Code, Title 18, §1001).

### Certification Regarding Conflict of Interest

The AOR is required to complete certifications stating that the organization has implemented and is enforcing a written policy on conflicts of interest (COI), consistent with the provisions of PAPPG Chapter IXA; and that, to the best of his/her knowledge, all financial disclosures required by the conflict of interest policy were made; and that conflicts of interest, if any, were, or prior to the organizations expenditure of any funds under the award, will be, satisfactorily managed, reduced or eliminated in accordance with the organizations conflict of interest policy. Conflicts that cannot be satisfactorily managed, reduced or eliminated and research that proceeds without the imposition of conditions or restrictions when a conflict of interest exists, must be disclosed to NSF via use of the Notifications and Requests Module in FastLane.

### Certification Regarding Flood Hazard Insurance

Two sections of the National Flood Insurance Act of 1968 (42 USC §4012a and §4106) bar Federal agencies from giving financial assistance for acquisition or construction purposes in any area identified by the Federal Emergency Management Agency (FEMA) as having special flood hazards unless the:

- (1) community in which that area is located participates in the national flood insurance program; and
- (2) building (and any related equipment) is covered by adequate flood insurance.

By electronically signing the Certification Pages, the Authorized Organizational Representative (or equivalent) located in FEMA-designated special flood hazard areas is certifying that adequate flood insurance has been or will be obtained in the following situations:

- (1) for NSF grants for the construction of a building or facility, regardless of the dollar amount of the grant; and
- (2) for other NSF grants when more than \$25,000 has been budgeted in the proposal for repair, alteration or improvement (construction) of a building or facility.

### Certification Regarding Responsible Conduct of Research (RCR)

(This certification is not applicable to conference proposals.)

By electronically signing the Certification Pages, the Authorized Organizational Representative is certifying that, in accordance with the NSF Proposal & Award Policies & Procedures Guide, Chapter IX.B., the institution has a plan in place to provide appropriate training and oversight in the responsible and ethical conduct of research to undergraduates, graduate students and postdoctoral researchers who will be supported by NSF to conduct research.

The AOR shall require that the language of this certification be included in any award documents for all subawards at all tiers.

### Certification Regarding Organizational Support

By electronically signing the Certification Pages, the Authorized Organizational Representative (or equivalent) is certifying that there is organizational support for the proposal as required by Section 526 of the America COMPETES Reauthorization Act of 2010. This support extends to the portion of the proposal developed to satisfy the Broader Impacts Review Criterion as well as the Intellectual Merit Review Criterion, and any additional review criteria specified in the solicitation. Organizational support will be made available, as described in the proposal, in order to address the broader impacts and intellectual merit activities to be undertaken.

### Certification Regarding Dual Use Research of Concern

By electronically signing the certification pages, the Authorized Organizational Representative is certifying that the organization will be or is in compliance with all aspects of the United States Government Policy for Institutional Oversight of Life Sciences Dual Use Research of Concern.

### Certification Regarding the Meeting Organizer's Written Policy or Code-of-Conduct that Addresses Sexual Harassment, Other Forms of Harassment, and Sexual Assault

(This certification is only applicable to travel proposals)

By electronically signing the Cover Sheet, the AOR is certifying that prior to the proposer's participation in the meeting, the proposer will assure that the meeting organizer has a written policy or code-of-conduct that addresses sexual harassment, other forms of harassment, and sexual assault, and that includes clear and accessible means of reporting violations of the policy or code-of-conduct. The policy or code-of-conduct must address the method for making a complaint as well as how any complaints received during the meeting will be resolved. The proposer is not required to submit the meeting organizer's policy or code-of-conduct for review by NSF.

### Certification Regarding Family Leave Status (or equivalent)

(This certification is only applicable to career-life balance supplemental funding requests)

By electronically signing the certification pages, the Authorized Organizational Representative hereby certifies that the request for a technician (or equivalent) is because the (PI/co-PI/senior personnel/ NSF Graduate Research Fellow/postdoctoral researcher/graduate student) is, or will be, on family leave status (or equivalent) from the organization in accordance with the organization's policies. The Authorized Organizational Representative also affirms that the organization is able to fill the position for which funding is being requested, in an appropriate timeframe.

AUTHORIZED ORGANIZATIONAL REPRESENTATIVE		SIGNATURE	DATE
NAME <b>Stephen Cornelison</b>		<b>Electronic Signature</b>	<b>Dec 6 2021 3:07PM</b>
TELEPHONE NUMBER <b>434-982-1834</b>	EMAIL ADDRESS <b>sc6bt@virginia.edu</b>	FAX NUMBER	