



**Homeland
Security**

**Department of Homeland Security
Campus Resilience Pilot Program
Opportunity Overview and Proposal Instructions**

OVERVIEW INFORMATION

Issued By	
U.S. Department of Homeland Security (DHS) Federal Emergency Management Agency (FEMA) in conjunction with the U.S. Immigration and Customs Enforcement (ICE) Student and Exchange Visitor Program (SEVP), and DHS Office of Academic Engagement (OAE).	
Campus Resilience Pilot Program (CR Pilot)	
Application Start Date:	2/01/2013
Application Submission Deadline Date:	2/22/2013 at 5:00 p.m. EST
Anticipated Selection Date:	3/08/2013
Anticipated Pilot Sites Announcement Date:	3/15/2013

PROPOSAL SUBMISSION PROCESS & ELIGIBILITY

Opportunity Category
Select the applicable opportunity category: <input type="checkbox"/> Discretionary <input type="checkbox"/> Mandatory <input checked="" type="checkbox"/> Competitive <input type="checkbox"/> Non-competitive <input type="checkbox"/> Sole Source (Requires Awarding Office Pre-Approval and Explanation)
CR Pilot sites will be selected based on evaluation criteria described in Section V.
Completed proposals should be emailed to David.Ashley@fema.dhs.gov by 5:00 p.m. EST on Friday, February 22, 2013. Only electronic submissions will be accepted. Please reference “Campus Resilience Pilot Program” in the subject line. The file size limit is 5MB. Please submit in Adobe Acrobat or Microsoft Word formats. An email acknowledgement of received submission will be sent upon receipt.
The following entities are eligible to apply for participation in the CR Pilot: <ul style="list-style-type: none">• Not-for-profit accredited public and state controlled institutions of higher education• Not-for-profit accredited private institutions of higher education Additional information should be provided under Full Announcement, Section III, Eligibility Criteria.
Select the applicable requirement: <input type="checkbox"/> Cost Match <input type="checkbox"/> Cost Share <input checked="" type="checkbox"/> None Required
There is no funding associated with this opportunity. To facilitate participation in the CR Pilot, it is expected that selected pilot sites will provide the following in-kind services and capabilities: <ul style="list-style-type: none">• Meeting space for a maximum of 50 people• Audio/visual support including but not limited to:<ul style="list-style-type: none">○ Microphones○ Internet access○ Phone and/or video conferencing• Logistics support to facilitate meetings (e.g., reserving meeting space, room set up)• Printing/copying of meeting materials, if required

FULL ANNOUNCEMENT

I. Opportunity Description

Program Overview and Background

PROGRAM OVERVIEW:

The U.S. Department of Homeland Security’s (DHS) Federal Emergency Management Agency (FEMA), U.S. Immigration and Customs Enforcement (ICE) Student and Exchange Visitor Program (SEVP), and Office of Academic Engagement (OAE) are developing a web-enabled Campus Resilience (CR) system which will provide practical and immediately useable processes and tools to a wide array of campus communities. The CR system will be developed through targeted community engagement with **six selected university and college campuses** via the Campus Resilience Pilot Program (CR Pilot). With a final goal of making America’s campuses more resilient, the CR Pilot must include these elements: (1) promote FEMA’s Whole Community philosophy, (2) draw upon existing DHS resources and also those originating from the Department of Education (ED) and the Department of Justice (DOJ), and (3) assist American schools¹ to proactively assess and plan for major man-made or natural incidents.

Selected pilot sites will be expected to support a series of campus community engagement sessions to inform and refine the CR system, working with DHS personnel and the DHS contractor, the Meridian Institute’s Community and Regional Resilience Institute (CARRI). CARRI will deploy the CR system and associated tools at pilot sites and launch community engagement efforts to refine the CR system and test its credibility. Pilot sites will be expected to support community engagement efforts both substantively, by providing insights and input on their campuses, and logistically, by facilitating the engagement sessions. Further, pilot sites will be expected to demonstrate commitment from the highest ranking campus official (e.g. University President, Chancellor).

BACKGROUND:

DHS has made significant investments in systems, processes and tools to promote the [Whole Community](#) philosophy and resilience in U.S. communities, including academic communities. U.S. post-secondary schools provide academics, lodging, meals, security, law enforcement, and often fire services. Schools can be urban, suburban, rural, large, medium, or small in size. When school officials prepare for and respond to disasters, their efforts can impact the larger community beyond campus boundaries. A resilient campus fully addresses the needs of its members during natural or man-made disasters and crises by following the phases of national preparedness: protection, prevention, mitigation, response and recovery.

Additionally, a resilient campus will need to incorporate the unique needs of distinct student populations, such as those of international students. When a crisis occurs, school officials must be able to quickly communicate with these students and help manage their individual situations. Likewise, international students need to know how to maintain their immigration status and other

¹The CR Pilot seeks pilot sites in diverse geographic, cultural, and socio-economic areas, including rural and remote areas, areas near industrial parks, power plants, and combustibles; government facilities; other areas deemed “high risk, limited resource.”

timely information about their options. There may be instances in which an international student is a victim of an event or an alleged perpetrator. Understanding the school’s role and accompanying rules for communication can lead to swifter and more efficient resolution by the appropriate authorities.

The CR Pilot seeks to build upon the best practices, lessons learned, and resources already in practice through a diverse (e.g., geographic location, school size) group of pilot sites.

II. Period of Performance

Period of Performance	
Available Funding:	\$0
Projected number of Pilot Sites:	6
Projected Start Date(s):	3/15/2013
Projected End Date(s):	12/31/2013

III. Eligibility Information

Eligibility Criteria
<p>Participation in the CR Pilot is restricted to not-for-profit accredited public and state controlled institutions of higher education and not-for-profit accredited private institutions of higher education in the United States.</p> <p>Specifically, applicants:</p> <ul style="list-style-type: none"> • Must be accredited by a regional accrediting body recognized by the U.S. Department of Education • Must be certified by ICE SEVP to enroll international/nonimmigrant students
<p>Applications which are (1) not received by the deadline, or which (2) do not address the purpose of this announcement, or which (3) do not substantially comply with the application submission instructions and requirements in this announcement will not be considered, and the involved institutions will be notified of the non-consideration by email.</p>

IV. Instructions for Applicants

Instructions
<p>Applicants should read all instructions carefully and respond to all required information, detailed in Section V. All applications should be single spaced in 12 point Times New Roman font, with 1 inch margins on all sides. Tables and graphics must be in 10 point font or larger.</p> <p>Please adhere to the following page limits. All sections are mandatory:</p> <ol style="list-style-type: none"> 1. Cover Page: 1 page including name of institution, contact information, and title of opportunity, “Campus Resilience Pilot Program” 2. Letter of Commitment: 2 page letter signed by the institution’s highest ranking official (e.g., University President, Chancellor) detailing commitment to successful participation in the CR Pilot (Please Note: Signature requirement may not be delegated) 3. Institution Background: See Attachment 1 4. Rationale for Participation: 2 pages 5. Existing Campus Resilience Efforts: 3 pages 6. Suggested Performance Measures: 1 page <p>Additional information on the requirements of each section can be found in Section V.</p>

V. Selection Process and Application Review Information

Selection Process
<p>DHS will use a panel review process to select the six pilot sites. The reviewers will include: (1) DHS personnel representing, but not limited to FEMA, ICE SEVP, and OAE, (2) intergovernmental Subject Matter Experts (SMEs), representatives from the Meridian Institute’s CARRI, and others as deemed necessary. The sections below provide additional detail on the selection process.</p> <p>DHS Participants</p> <p>The DHS participants will represent FEMA, ICE SEVP, OAE and other relevant entities. The panelists will have expertise and/or experience in the areas of: 1) campus resilience, 2) emergency preparedness and management, 3) law enforcement, 4) international students, and 5) outreach to the academic community.</p> <p>The DHS participants will focus on, among other things, demographics, performance measures, and the commitment of the institution to successful participation in the CR Pilot. Commitment includes, but is not limited to, support from the highest ranking institution official; plans for providing faculty, staff, and students to support the pilot; and provision of meeting space and supporting infrastructure such as audio visual equipment.</p> <p>SME Participants</p> <p>The SME participants will represent selected intergovernmental peers, academics, and non-profit institutions. The SME participants will have expertise and/or experience in the areas of: 1) campus resilience, 2) emergency preparedness and management, 3) law enforcement, and 4) international students.</p>

The SME participants will focus on, among other things, maturity of existing campus resilience efforts and projected benefits to the pilot sites.

All participants will review each proposal. With the exception of those deemed to have a conflict of interest, all participants will have access to all proposals. Reviewers will rate applications using numerical ratings of 1 to 5 (poor to excellent) as noted in the Evaluation section below.

Reviewers will consider the proposals in terms of strengths and weaknesses for the information provided in accordance with the Application Information section below. Reviewers will rate each proposal using the following scale: 1=Poor, 2=Fair, 3=Good, 4=Very Good and 5=Excellent.

- 1 (poor): A proposal where weaknesses far outweigh strengths.
- 2 (fair): A proposal with strengths and weaknesses approximately equal.
- 3 (good): A proposal where there are more strengths than weaknesses.
- 4 (very good): A proposal with many strengths and few weaknesses.
- 5 (excellent): A proposal where strengths far outweigh weaknesses.

The application information (detailed in the next section) will be evaluated in the following order of importance:

- 1. Letter of Commitment
- 2. Institution Background
- 3. Rationale for Participation
- 4. Existing Campus Resilience Efforts
- 5. Suggested Performance Measures

Application Information

Applicants must provide the following information to be considered:

1. Letter of Commitment (Limit 2 pages). In a letter signed by your institution’s highest ranking official, please describe your plan for the following:
 - a. Engaging the right people in a meaningful manner
 - b. Ensuring participation from the highest levels
 - c. Identifying the right people for involvement in the pilot
 - d. Dedicating faculty, staff, and student time including a primary and alternate point of contact
 - e. Securing meeting space

2. Institution Background. Please complete the form in Attachment 1 and submit with your response.

3. Rationale for Participation (Limit 2 pages). Please explain how being selected for the CR Pilot will benefit your campus community and/or enhance the maturity of existing campus resilience efforts.

4. Existing Campus Resilience Efforts (Limit 3 pages). DHS acknowledges that many academic institutions have already taken steps to create resilient campus communities while others’ efforts may be in the beginning or maturing stages. Please describe your existing campus resilience efforts by addressing the following:
 - a. Scope of efforts, goals, and objectives
 - b. Resources/level of effort (people, time, money)
 - c. Achievements (e.g., enhanced capabilities) and identified best practices
 - d. Involvement of the following stakeholders:

Utilities	Donors	Finance
Food services	Students	Accreditation organization
Security services	International students	Housing
Health services	Parents	Public safety/security
Transportation	Alumni	Federal, local, tribal government
Housing		Board of Trustees
Development		Purchased services
Staff, faculty		Transportation
Records		Local residents
IT		Public health
Athletics/Special events		Local media
Public relations		

5. Suggested Performance Measures (Limit 1 page). DHS is interested in your thoughts on how to determine the impact of the CR Pilot. Please discuss how you would measure short and long term results of your participation in this program.

VI. Definitions

Definitions
<p>Resilience.</p> <p>The ability to adapt to changing conditions and withstand and rapidly recover from disruption due to emergencies.²</p> <p>Campus.</p> <p>(1) Any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution’s educational purposes, including residence halls; and</p> <p>(2) Any building or property that is within or reasonably contiguous to the area in paragraph (1) of this definition, that is owned by the institution but controlled by another person, is frequently used by students, and supports institutional purposes (such as a food or other retail vendor).³</p> <p>Campus Community.</p> <p>Employees, students, and any other individual, paid or unpaid, engaged in activities on the campus at the time of the emergency.</p>

VII. Pilot Site Selection

Notice of Selected Pilot Sites
All applicants will receive a letter from DHS announcing whether they have been selected as a pilot site for the CR Pilot. The letter will be sent to the point of contact listed in the application.

VIII. DHS FEMA Contact Information

Contact and Resource Information
<p>For more information on this opportunity or questions on the application process, please contact:</p> <p>David Ashley 202-646-2971 David.Ashley@fema.dhs.gov</p> <p>Questions will be accepted until Tuesday, February 19, 2013, 5:00 p.m. EST.</p>

²[Presidential Policy Directive 8: National Preparedness](#)

³[34 CFR 668.46\(a\)](#)

DHS CR Pilot Attachment 1: Institution Background	
1. Institution Name	
2. Primary Contact Information	Name: Position: Phone: Email:
3. Type of Institution	<input type="checkbox"/> Public <input type="checkbox"/> Private
4. Accrediting Body	Regional: National:
5. ICE SEVP Certification	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. Highest Degree Conferred	<input type="checkbox"/> Associate <input type="checkbox"/> Bachelor <input type="checkbox"/> Master <input type="checkbox"/> Ph.D.
7. Primary Campus Location	Street: City: State:
7.a. Total Number of Campuses	
8. Number of Campuses to be Assessed	
9. Total Student Population	
9.a. Total International Student Population	
10. Average Weekday Population of Campus/Campuses being Assessed	
11. Maximum Special Event Population	
11.a Type of Special Events	<input type="checkbox"/> Academic Nature <input type="checkbox"/> Athletics <input type="checkbox"/> Non-Academic Other:

12. Can you accommodate a meeting space for 50+ people?	<input type="checkbox"/> Yes <input type="checkbox"/> No																					
12.a Check any Audio/Visual Support Items you can provide: <ul style="list-style-type: none"> <input type="checkbox"/> Microphones <input type="checkbox"/> Internet access <input type="checkbox"/> Phone and/or video conferencing <input type="checkbox"/> Extra Space <input type="checkbox"/> Extra Space Other 																						
13. If applicable, check which designation applies to your institution:																						
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #0070C0; color: white;"> <th style="width: 10%;"></th> <th style="width: 40%;">Designation</th> <th style="width: 50%;">Reference to the Higher Education Act of 1965, As Amended</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Historically Black College or University</td> <td style="text-align: center;">20 U.S.C. 1061</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Predominantly Black Institution</td> <td style="text-align: center;">20 U.S.C. 1059e</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Hispanic-Serving Institution</td> <td style="text-align: center;">20 U.S.C. 1101a</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Tribal College or University</td> <td style="text-align: center;">20 U.S.C. 1059c</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Asian American and Native American Pacific Islander-Serving Institution</td> <td style="text-align: center;">20 U.S.C. 1059g</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Alaska Native and Native Hawaiian-Serving Institution</td> <td style="text-align: center;">20 U.S.C. 1059d</td> </tr> </tbody> </table>			Designation	Reference to the Higher Education Act of 1965, As Amended	<input type="checkbox"/>	Historically Black College or University	20 U.S.C. 1061	<input type="checkbox"/>	Predominantly Black Institution	20 U.S.C. 1059e	<input type="checkbox"/>	Hispanic-Serving Institution	20 U.S.C. 1101a	<input type="checkbox"/>	Tribal College or University	20 U.S.C. 1059c	<input type="checkbox"/>	Asian American and Native American Pacific Islander-Serving Institution	20 U.S.C. 1059g	<input type="checkbox"/>	Alaska Native and Native Hawaiian-Serving Institution	20 U.S.C. 1059d
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14. List the top 5 hazards facing your institution.																						
1. 2. 3. 4. 5.																						

15. Please describe the last major incident/disaster on campus in the last 10 years.

16. Indicate if any of the following are located on campus:

- Major public venues (stadiums, conference center, hotel, arenas, etc.)
- Radiological lab or facility
- Hazardous waste or medical waste storage or disposal facility
- Research institution
- Chemical lab or facility
- Federal and/or state designated critical infrastructure
- Biohazard lab or facility
- Live animal lab or facility
- High risk flood zones (A or V zones) with threatened infrastructure
- Other special facility(ies) or high-risk hazards

If you selected other high-risk hazards, please explain: