

A RESOURCE ADVANCEMENT AGENDA TO SUPPORT AGING INTERNSHIPS AND SCHOLARSHIP IN SCHOOLS AND DEPARTMENTS OF SOCIAL WORK

*A monograph of the Gerontological Task Force of the National Association of
Deans and Directors of Schools of Social Work*

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Introduction

The purpose of this overview is to survey the range of resources that may be tapped in the development of teaching, student support, and research resources in aging. When considered strategically, these resources may be combined over time to create school or university-based programs with high visibility and impact.

Across the country, schools and departments of social work have worked to ensure that students are prepared to specialize in services for and with the aging population. Concentrations or specializations in aging have emerged mainly through the historic investments of the John A. Hartford Foundation. To date, over \$75 million dollars have been provided by the foundation to create a number of initiatives to advance geriatric social work education. These include the Hartford Practicum Partnerships in Aging Education (HPPAE), the Hartford Faculty Scholars program (faculty fellowships), and the Hartford Doctoral Fellows program (doctoral student fellowships.) In addition, curricular innovations have been funded through the John A. Hartford Foundation grants to the National Center for Gerontological Social Work Education (Gero-Ed Center) in the Council on Social Work Education.

To continue and build the academic momentum engendered by the Foundation's initial grants, schools and departments must develop a vision of what will be accomplished through the aging programs. This vision, in turn, can be translated to a broader audience of public and private funders, university colleagues, legislators, alumni, and other constituencies. The process calls for collaboration, willingness to innovate, marketing skill, and continuous assessment of alternatives. Funding options are plentiful, but demand understanding in all cases of the provider or donor.

As demographic shifts continue, new services, policies and research will be required to ensure that the aging population receives adequate, inclusive, and evidence-based services. Schools and departments of social work are uniquely positioned to train students, and test and evaluate innovations. But as with all funding in the United States, there is no single source to advance this process – only a patchwork of organizations and private possibilities from local to national. Use of social work skills in assessment, planning, and relationship building will be key to developing these opportunities.

Private Sector Opportunities

Foundations: A Brief Overview

The private sector includes national foundations, family foundations, community foundations, non-profit federated funding groups, for-profit companies, and gifts from private donors. Access to the private sector is universal but by definition can be more personalized and

require more “homework.” While the public sector tends to be more rule-bound and bureaucratic, the processes involved in private sector solicitations are sometimes more politicized and informal.

Foundations play a unique role in funding programs for the aging. They typically offer start-up or non-renewing support for new initiatives or fill in gaps not covered by public programs. Consequently, they represent an excellent resource for projects, testing of training materials, internship support as part of new partnership efforts, or for initiatives designed to stimulate longer-term support from government or other sectors.

We are fortunate in the United States to have thousands of foundations, most of which can be found in *The Foundation Directory* (<http://foundationcenter.org/>). They vary in size from very small, private family foundations to the large organizations such as the Ford Foundation that are international in scope and highly professionalized. The larger the foundation, the more public its purposes, interests, and record of giving are. Clearly, before applying to any foundation, it is important to frame a relevant request. If a foundation has historically supported programs for infants, for example, it is highly unlikely to consider stipends for students in the field of aging no matter how meritorious the proposal.

Foundations also vary widely in their willingness to sponsor research. With some exceptions, most are more interested in demonstrations with a small evaluation component, services that produce a direct and immediate benefit in the community, or other practical outcomes. Consequently, while a foundation proposal may in fact have implicit research aims, the application should be framed to emphasize the benefits to human welfare and the reduction of serious social problems. The results should be tangible and observable.

Many foundations also like to see that the projects they sponsor are attractive to other donors or government agencies. They hope that these projects will be sustainable over time even after the foundation support ends because of the interest of others. Project requests are therefore strengthened when applicants show that they have current in-kind or cash contributions from other partners or expect over the project period to develop these commitments. A concern with sustainability is of value to faculty, students, and foundations alike, because the real strength of an idea lies in its repeated application and development over time. Social change and improvement in the lives of aging people is accomplished through cumulative effects, not one-time experiments.

National Foundations

The largest foundation dedicated exclusively to the field of academic geriatric education is the *John A. Hartford Foundation* (<http://www.jhartfound.org/>). It has made historic and transformational investments in education for social work, medicine, nursing, and multidisciplinary teams, offering a variety of grants, scholarships and fellowships. This foundation has been an excellent resource for universities interested in securing funding and/or materials for the advancement of scholarship in aging. Updated information on new funding programs can be found on the website.

Other foundations, such as the *William Randolph Hearst Foundation* (<http://hearstfdn.org/>), support a variety of programs in education, health, culture and social

services, including a range of direct service programs from domestic violence and child abuse prevention to programs for youth development and older adults. While the Hearst Foundations do not explicitly cite elder services as one of their core programs, the social service program section in their Annual Report includes services for elders. Several schools of social work have received endowments from the Hearst Foundations for students' stipends in their HPPAE projects.

The *National Arthritis Foundation* (www.arthritis.org) and other foundations that address health problems especially associated with the aging process such as Alzheimer's disease are important targets for support. Although some are especially interested in the bio-chemical and medical research areas, others will be responsive to projects that address grief, loss, recovery, family interventions, empowerment, health disparities, community awareness and other topics of special interest to social workers. *The Foundation Directory* is a good guide to these groups.

Another excellent funding source to explore is the *Robert Wood Johnson Foundation* (<http://www.rwif.org/>). With the mission to "improve care for all Americans" and a goal "to help our society transform itself for the better," this foundation is willing to support social work programs designed to provide health services to elders. Since grants from this foundation are focused on projects that create health improvements, collaboration with local health organizations may be required. Robert Wood Johnson has also funded elder-friendly communities.

By extension, there is almost no sector of the foundation world that does not have potential for interest in aging. The effects of long term unemployment and labor market re-entry, delayed retirement, the role of grandparents in care for disabled veterans and parentless grandchildren, cultural competency in work with immigrant communities, treatment of depression, substance use and abuse and a host of other topics all lend themselves to proposals to specialized foundations. It is important to examine the record of giving by any of these organizations and if possible, to talk with their program officers, to determine how a proposal can best be framed.

Community Foundations

Community foundations are dedicated to the betterment of the local region. They generally have smaller endowments than major foundations but are at the same time more knowledgeable about their geographic area. They offer grant and scholarship opportunities for students, community partnerships to help non-profits meet the needs of the community, and support for research to help test new service delivery models. It should be noted the community foundations vary widely in the scope of their interests and their approach to support. As with all foundations, the perspective of the foundation can best be learned through conversation with the program officers or executive director.

Federated Organizations

Traditional Non-Profit Funding Organizations

The *United Way* (<http://liveunited.org/>) is a federated national organization with representation in nearly all American communities. Funding priorities and patterns vary from

sponsored projects to operational support for long-established on-going programs. In some areas, because of public awareness or demographic characteristics, services for the aging receive significant attention. In most cases, student stipends or research project funding is acquired by an individual United Way-funded agency through a budget modification or expansion. The request must be approved by the United Way Board of Directors and depends on the success of the United Way appeal. Local United Way organizations often will join with other sponsors to make a project possible, so the partnership strategy is always a good one.

The Jewish Federation of America (www.jewishfederations.org/) operates on a similar basis, with local organizations designating specific groups for support both here and in Israel. The Jewish Federation is notable for its long-standing assistance to outstanding programs for the aged, both in nursing home care and community services. They have been investing in student stipends for those interested in Jewish communal services. Models for priority setting and funding differ across the country, but there is usually a professional staff member responsible for planning who represents a good initial point of contact. The national website includes links to local Jewish Federations that may want to partner with a local university to increase funding for needed elder services.

The American Association of Retired Persons (AARP) (www.aarp.org/) is an interesting resource. The AARP serves as a well-known advocacy group in Congress for the elderly, has itself sponsored a number of products for older people ranging from insurance policies to magazine subscriptions, and has been a strong sponsor of educational programs at the university level. Some investments have been substantial, including program endowment. The organization has directly sponsored research in addition to direct service projects that benefit low income elderly. It also has an interest in policy analysis and program design.

The Corporate Sector

Historically, schools of social work have turned to the public or private, non-for-profit sectors in seeking resources for student stipends, research, scholarships, and other forms of aid. However, the for-profit sector also bears consideration, especially since for-profit companies now have responsibility for services to the elderly and disadvantaged in all the health and human services. *Private for-profit companies* operate nursing homes, hospitals, prisons, schools, educational programs, recreational centers, counseling centers, and employment and job search firms, among others. Equally important, they own central services in banking, insurance, and homeownership that impact almost every elderly American. Recently, some schools of social work have been exploring with private companies the possibilities for student stipends and new forms of non-traditional employment as a way of bringing a social work perspective to bear on private sector behavior. Banks, in particular, have shown an interest in the assistance that social workers are able to provide in work with elderly customers who may have dementia or need intervention to function more competently in their own interests. Prevention of financial fraud and abuse among elders is another central concern of banks.

Individual Private Donors

Individual gifts from private donors may be one of the most enduring and important sources of support for aging programs, student scholarships, faculty chairs, and other initiatives.

Schools and departments must call upon a set of personal and professional skills that are related, but different, from those required in work with other private sector entities.

Not all people are philanthropic, but if an individual's actions or outlook suggests that he/she might be inclined to give to others, then this person becomes a "prospect." Usually, it falls to the dean or director of a school to move the prospect to the point of making a gift. This involves helping the potential donor talk about his/her passions, think about alternatives for a gift, make a choice, and commit. The art is to find a point of real connection between the vision for aging research and student training that the school or department has conceptualized and a donor's interests.

While there are many motivations for private giving, donors have frequently reported that they want to know they have made a difference. This means that deans, directors, or faculty must work especially hard to define results, outcomes to be expected from scholarship, research, or other forms of support.

Leadership in aging involves private fund-raising to supplement public and foundation funding, as a means of establishing permanent legacies through endowments, and as a way of promoting deeper community investment in educational outcomes. The most effective fund-raising is done by deans and directors who have a compelling vision to offer of what can be accomplished, what can be changed, by a gift. At the same time, appeals have to be organized around an understanding of donor desires and life experience. Sensitivity to the donor's own personal history is a central requirement for success.

Fund-raising is a continuous task. In the best of circumstances, a dean or director would accumulate a list of about one hundred prospects and expect to make about fifteen calls, visits, or written communications each week. A college or university's foundation office is generally able to provide back-up through research on prospects, a history of prior contacts, and other help. In this respect, research on a donor's capacity to give is a critical first step. A donor's record of giving offers important clues as to what may be reasonably expected in the future and the amount that might reasonably be requested as a gift. Some potential donors cannot be approached without permission from the President or Provost's office; others have already been cultivated extensively by competing academic units. While it is wise to be cautious, gain necessary approvals where centrally required, and respect one's colleagues, it is equally true that no one "owns" a donor. Even when a prospect says, "No," after being approached, it is best just to assume that he or she meant, "Not now," and continue working on the relationship.

Virtually all schools and departments of social work have local advisory committees, but it is rare for these bodies to be dedicated to fund-raising or the identification of private donors. These committees are helpful resources for other reasons, bringing historical understanding and continuity, political support, networks within the practice community, and legitimization. A fund-raising or campaign sub-committee can be added to a standing advisory group, providing a dean or director with the best of both worlds. In most cases, where significant fund-raising goals have been set, it is also advantageous to expand the standing advisory group itself, to include new, wealthy, development-oriented members. However structured, the school or department's academic leader cannot make much progress without real assistance from committees of this kind. This allows the dean or director to move from fund-raising to friend-raising.

Fund-raising with private donors will also demand improved communications and public relations strategies. This means at a minimum bringing carefully written background materials such as program information, graphs, testimonials, packets, faculty articles, and Internet references. These can be simple and straightforward, without costly production, but professional in appearance. These supplement the relationship, help reinforce description of the school or department's vision, and heighten credibility.

There are many sources of private individual giving. Parents and students should not be overlooked in their potential for support, at least for the period of time the student is enrolled at the school. It can be difficult to identify wealthy parents at the point of admission, but they can be extremely generous, especially if their daughter or son has enjoyed a positive experience in the program. On the other hand, once the student has graduated, parents rapidly turn to other interests and may be much more unresponsive if approached. Parents are more likely to come forward if they are made aware of program needs through an active and public campaign for support by the school or department. When this is done well, parents will often independently approach the dean or director and offer to make a contribution. Fundraisers and public events in which parents are involved can therefore be quite useful.

Faculty who have been honored and generously supported in their own careers at a university often wish to reciprocate through current giving or as part of their estate. *Alumni*, too, have treasured memories of their experience as a graduate or undergraduate student, especially in fields like social work. Alumni are now targeted much more aggressively by both public and private universities, but a surprising number have also never been contacted. Some will follow the activities of their school and university for years without ever indicating their interest, but if called or invited to campus, will readily open themselves to the idea of giving.

Other donors associated with the university or community outside the school may prove to be extremely important. These individuals may have family members who have been affected by Alzheimer's disease, cancer, or other problems associated with aging, or they may themselves be entering old age. Some have had loving grandparents. Whatever the source of their motivation, they may be drawn to university programs focused on the elderly. Identification of these donors will not typically occur through relationships within social work circles, but requires participation in other organizations like the Chamber of Commerce, local philanthropic or fraternal groups, and other interest groups. The right kind of advisory committee for a school can also help a dean or director move into new and promising networks.

Public Sector Opportunities

Federal Government Organizations and Programs

The *Department of Veterans Affairs* (<http://www.va.gov/>) is the largest integrated health care system in the United States, with over 150 hospitals and other community-based programs. Second only to Social Security, it expends nearly \$130 billion dollars every year for veteran's pensions, prosthetic devices, and other cash and in-kind benefits. It is also one of the largest employers of social workers in the United States. The Veterans Administration has traditionally offered stipends to social work students and offers many opportunities for work with aging persons through hospital-based care, veteran's nursing homes, and other community-based services. Relationships with the Veterans Administration are preeminently local and require

outreach by the School, sustained positive personal relationships, and understanding of mental and physical disabilities.

For many schools and universities, *AmeriCorps* (<http://www.americorps.gov/>) can be a strategic source of funding. A school may apply to become an AmeriCorps site. AmeriCorps is a national program focused on promotion of community service. AmeriCorps members donate up to two years of part-time or full-time service to volunteer in their locality. Members are placed in local organizations that address a variety of needs from education and tutoring programs for youth to improved housing and health care. Programs such as AmeriCorps VISTA focus on poverty reduction and are closely allied in purpose with schools of social work. For those schools and departments approved as AmeriCorps sites, stipends can be paid to students who are placed at the site for their internships. Alternatively, schools and departments may also opt to partner with existing AmeriCorps sites. Many field placement sites have AmeriCorps-funded positions, and interns at these then become part of the AmeriCorps program. Funding for interns flows directly from the AmeriCorps program to the field placement site, with some students receiving stipends directly and other, tuition reimbursements.

Some schools and departments are exploring *Medicaid* (Title XIX of the Social Security Act) funding for student stipends and related services to the aging. It is not clear how Medicaid will be impacted by health care reforms, but it will, in all cases, remain a fundamentally important source of services for aging persons in poverty. Federal Medicaid funds are matched by the state legislatures in varying amounts and implemented according to guidelines that, like the funding levels, differ from state to state. Each county and state has different interpretations of what options may be implemented. Medicaid funds may, in some instances, be used to pay for services provided by social work interns and some portions of faculty activity. Like child welfare funds under Title IV-E of the Social Security Act, Medicaid funds must be matched from university indirect costs. Some schools may charge a fee for services while other will explore the use of funds from the administrative clause of Medicaid (see Valentine, 2005).

State and Local Government Programs

State and local governments are deeply affected by aging in society, largely through their administrative and fiscal responsibility for the Medicaid program. The majority of all Medicaid expenditures are allocated for long term care of the aging and disabled and increasingly for the care of aging persons in the prison system. While these issues trouble legislators, they are also concerned about their voting constituencies. In some states, the elderly constitute a significant part of those likely to come to the polls. Legislators need program and policy ideas, constituent services, and persons who can effectively interpret their actions to the public. Student placements in legislative offices can often yield significant rewards by helping elected representatives understand possibilities for new program options, increasing constituent satisfaction, and bringing social work to the table in a vitally important arena. Some internship placements in state and local government carry stipends, but in the cases where they do not, subsequent employment opportunities and the rich networking that students can develop are sometimes even more worthwhile.

State and local governments should also be considered as a valuable partner in funding collaborations. When funding is received from another public or private source, faculty should consider this as an ideal time to approach the legislature to request additional funds. Legislative

engagement in programs can be greatly enhanced by use of a matching funds approach. Legislators, like foundations, are often much more apt to fund a project when there is private money already invested. A private/public funding model can be an excellent means of pulling together funding in the amount needed to build a HPPAE program, especially student stipends.

Legislators and other funders will be much more responsive when funds are requested to address an unmet need. For example, were a school to be funded by a community donor for an initiative that would tackle growing rates of HIV/AIDS among aging people, that would represent an ideal moment to work with legislative contacts in the state or county's health and human services office around approval for matching government funds. Ceremonies and press conferences can be strategic means of nurturing the relationship with government officials and marketing the aging program to other potential funders.

State and local agencies have historically served as a source for student stipends and research grants, although not to the same degree in aging as in more traditional areas like child welfare services. Mental health systems have recently recognized that mentally ill elderly with other co-occurring disorders represent one of the highest single sources of cost. Child welfare agencies have been examining foster grandparenting and other forms of kinship care involving the elderly with a view to improving outcomes of care. The prison and probation systems are overwhelmed with challenges presented by aging offenders. Schools and departments can offer model prisoner reentry programs for the aging and other new program ideas, together with interns as a primary component of the workforce. With the emphasis on integrative and coordinated care, disease self-management, behavioral health and other new themes in the field of gerontology and geriatric social work, there is fresh receptivity to alternatives in community-based services. State and community agencies can be approached through different channels and in new ways for support.

University Support

The level of potential university support for aging programs depends in part on size, endowment, history, institutional culture, leadership priorities, and in the case of public institutions, legislative will. In larger universities, the general direction of resource flows currently is toward the bio-medical sciences and engineering, with some exceptions. Universities are also expected to be the economic engines for their state, so professions that build intellectual capital or reduce threats to well-being remain in high demand.

University support is often available in several ways – through “seed grants” for small research projects; university fellowships or grants to highly qualified students; subsidized faculty lines; grants for travel and professional training; sabbatical grants; and prizes or awards for scholarly achievement. It is important not to underestimate the need for competing for these resources, however small, and establishing for university constituencies the excellence of the school or department in the area of aging. This reputational effect makes it easier to approach the deans of other schools, the provost, the president, or members of the Board of Trustees (or Regents) for their advice on program development.

Other resources for program development include joint appointments of faculty involving key departments such as Family Medicine, recruitment of outstanding faculty in aging with explicit financial support from the provost's office, and prestigious awards such as designation of

a Fulbright Chair in the school. All of these actions raise the profile of the school and help to generate presidential, legislative, and development office support. Having students speak at university gatherings about their work helps to promote the agenda and need for more investments. Showcasing the service needs in the community along with the research being conducted is also important.

The *university foundation* or the development officer of the school or department can add powerfully to success in program development. Schools and departments have had mixed results in gaining attention, however. The degree to which university foundations can be helpful depends on a number of factors. First, the school or department must be able to describe a concrete need with a specified cost, showing clear impacts if a gift is made. “More social workers” or “more awareness,” for example, is not a sufficient description. If there are more social workers trained to assist the elderly, what will happen? Each proposal will have its own answer, but the answer must be there. Second, a relationship must be built with the foundation through the active interest of the dean, director, or faculty member, and use should be made of the foundation’s ability to assess donor prospects. Third, the school or department should work with the foundation to set a realistic timetable for fund raising.

Research Funding

Overview

Research funding may be broadly classified into five categories:

- 1) multi-year, federally funded, thematic, interdisciplinary projects;
- 2) state and local research and evaluation projects;
- 3) foundation-supported research;
- 4) studies supported by private business and industry, notably pharmaceutical companies or other health-related firms in the case of aging studies;
- 5) individual research and scholarship that may or may not have external support outside the university.

The types of research conducted by any school or department should reflect the mission of their institution as well as the vision of the school’s research-active faculty. Multi-year, federally supported projects through the National Institutes of Health provide the most generous resources, but are at the same time, the most competitive with current funding rates as low as five percent of all submissions.

Building a strong research agenda in the field of aging is a long-term objective that requires faculty leadership, a defined focus, clear priorities, university and school or department infrastructure support, and ideally, a PhD and post-doctoral training program. Even where some of these elements are lacking, schools and departments can create evaluation units that serve the needs of key state, county, and neighborhood organizations. Scholarship of other kinds through publication of books, op ed pieces for a national audience, and symposia also represent notable contributions.

Establishing a Research Center on Aging

Often the development of a HPPAE program helps to generate research opportunities. These in turn may create more practice and services research field placements for HPPAE students along with expanding faculty research opportunities. The dynamic interplay among aging education, field placement innovations and research in aging may advance an aging research agenda in your school or department.

When considering if your school or department should create a research center for aging, there are several issues to be addressed: *mission, faculty and university support, community and external resources*. Sometimes a center will focus on aging exclusively but it also could be expanded to be intergenerational in scope. Creating a center that fills a void can be advantageous for your school or department.

From the beginning, it is vital to be clear about the mission and the vision of the emerging center. As aging related policy and service issues change at the local, state and federal level, it is also important to have a solid foundation and knowledge about how much the center will be willing to shift its core mission. For that reason a broad vision and mission may be inclusive of the opportunities that will emerge. This is because the aging agenda invites new paradigms, policies, services and practices to advance what Peter Ducker calls building the “next society”.

Framing an inclusive mission for the center helps to ensure its relevance. While it is important for a research center to stay grounded in its mission and focus, garnering research funds is an interactive process between researchers; policy makers; local, state and national agencies; private foundations; service providers; clients; and caregivers. To survive and thrive, a research center on aging needs to stay relevant and engaged with the important stakeholders who will help support both basic as well as applied research.

When creating a research center, it is also necessary to ask what resources and supports you have for its seed funds and sustainability. Who and how many faculty members do you have with interest and expertise to be part of this center? Some centers survive with only one faculty member leading the center. Larger research centers with well-established missions tend to have the support of a number of diverse research faculty and related stakeholders. Often faculty will not identify their expertise as having relevance to gerontological research. Yet many faculty have an intergenerational perspective and they may bring new ideas to the gerontological research agenda.

Positioning your center to be a critical “investment site” for the University may help with seed, bridging funds or core sustaining funding. Your University might to consider co-funding an aging grants developer with your state or county aging agency to secure new grant funded services and research.

Having structural supports in place can also help ensure the success of an emerging aging research center. For example, having a statistician within your department or university along with help from a university survey center can leverage key research resources.

The background knowledge and resources of your faculty are also important to consider, not only in the creation of the center, but also on the size of the center. As a research center increases in size, more time and energy will have to be spent on administrative duties. If the center consists of more than one or two faculty, it will be necessary for the director to have the administrative skills to oversee a growing budget and staff. This is a choice issue: keeping the center small so less time is spent on administrative duties or building a larger center, with a director with the administrative skills to effectively oversee staff, grants management, marketing, doctoral student supports, research oriented field placements for HPPAE students, budget issues, technology concerns, etc. Exploring the options with a number of other center directors nationally may help refine the choices and issues as each may have different models and structures.

An alternative option is to explore affiliating with an existing center. The Dean or Director may help set the tone for a collaborative agenda to expand a University wide interdisciplinary center in which social work contributions are potentially enriching, scholarly, high impact features.

The creation of a research center can strategically position a school or department to have better access to community building as well as basic and applied grants and resources. Research centers can offer high profiles for the aging agenda which is often something that some funders seek.

Research Funding

Funding options include federal, state and county grants as well as funds through foundations, businesses, nonprofit sectors and individual donations.

Federal/National Level

At the federal level, researchers have the option to explore grants through federal agencies such as the Department of Health and Human Services <http://www.hhs.gov/grants/> funding grants for a wide range of aging agendas. Through the department's website, researchers can type in key words and review federally supported grant opportunities. In addition, they can review prior grant awards as well as tips for submitting a federal grant proposal. While researchers may also explore agencies such as the National Institutes of Health, reviewing other grant opportunities may open up an array of innovative and collaborative opportunities. For example, the National Institute on Aging <http://www.nia.nih.gov/GrantsAndTraining/> also offers innovative grant opportunities. Similarly the Administration on Aging, <http://www.aoa.gov/AoARoot/Index.aspx>, in the Department of Health and Human Services, is an additional resource for aging-interested researchers. With the vision of "ensuring the continuation of a vibrant aging services network at State, Territory, local and Tribal levels through funding of lower-cost, non-medical services and supports" (<http://www.aoa.gov/AoARoot/About/index.aspx>) the potential overlap with a social work research center is clear. The Health Resources and Services Administration <http://www.hrsa.gov/grants/index.html>, with HHS offers a number of significant grants such as in rural health. Given the fact that aging agendas involve co-occurring risk factors, the Substance Abuse and Mental Health Services Administration,

<http://www.samhsa.gov/index.aspx>, is also a potential option for aging related research grants. Similarly, the National Cancer Institute (www.cancer.gov) can also be a valuable resource for potential grant opportunities.

State and County Levels

Each state has an office or department on aging. The Older American's Act established the creation of grants to states for aging research, services and supports. While the Administration on Aging administers these funds, researchers may also want to attempt to access these funds through the state agencies. Therefore, outreach to state officials helps position researchers to be better aligned with the policy and practice priorities of their state. The state departments of health, mental health, disabilities, housing, TANF, labor as well as addictions may also be key resources for research and related grants on aging. Moreover, research and community building agendas such as elder friendly communities, Neighborhood or Naturally Occurring Retirement Communities (NNORCs or NORCS), financial literacy and fraud protection are often championed by legislators. Thus outreach to legislative branches and to committees on aging will parallel the work with state agencies.

County offices of the aging, Area Agencies on Aging as well as Health and Medicaid departments may have a keen interest in developing new services and research. These partnerships may be key in designing state wide initiatives and may provide supports for research and demonstration projects as well as students with field placements.

Foundations

Foundations can be an excellent source of funding. In addition to providing funding for the creation and sustainability of student internships and related educational programs, many provide research grant opportunities.

Research offices in colleges and universities can help with the search for appropriate grants. The online foundation directory, <http://fconline.foundationcenter.org/>, lists thousands of corporate donors and foundations. Some sites and foundation directories charge fees, so cultivating contacts within the field may be a more cost effective way of finding grants.

Local Resources and Corporations

While federal and state level grant opportunities may offer large grants, it is important not to discount a university's local resources. Businesses, such as banks, may also be a resource for research grants and demonstration projects.

When working with local resources it is often very helpful to be flexible and inventive. Perhaps there is a local agency looking to implement and test an innovative service. Collaborating with this agency to apply for a local county grant to implement and evaluate the service might be an alternative way to meet the needs in your local area while building your research portfolio and track record.

Individual Donors

Key donors may want to be aligned with new research and thus be a helpful addition to an aging research center and its high impact agendas. Deans and Directors cultivate meaningful relationships with donors around their visions for improved knowledge and services. A high impact research agenda may also be one that university development officers can market with other donors.

Tips and Strategies for Research Center Creation and Maintenance

Establish relationships at foundations. Some foundations have long term relationships with faculty researchers so cultivating relationships can be very beneficial.

Support faculty to serve on review panels for foundations. This allows them to see what grants are being advanced and deepens relationships with funders.

Build partnerships with other departments and universities. Consortia and collaboratives can bolster applications with multiple stakeholders contributing in some way to a grant or ensuring that the reach is broad and deep.

Help faculty members find mentors. Someone who can help faculty by reviewing their draft proposals, introducing them to stakeholders and funders can be asset when creating a research center.

Align your work with funder's interests. Faculty and development officer review of what funders, such as charitable foundations, have funded in the past and the amount they have funded. This information will help inform relevant applications.

Engage with the aging community. This may involve the Dean, Director or faculty member serving on local, state or national committees and taskforces. Participating in national and state aging conferences is also key as policy makers and other stakeholders attend. A research center, that can serve as an intellectual/scientific arm as new agendas unfold for public policy, is essential to policy making.

Consider collaborating with other departments, schools or universities on the grant application. Collaborations are often attractive to funders as they see impact and a potential multiplier effect with cross-disciplinary investments.

Be prepared to grow and shrink. A research center's development is rarely linear. The size is largely reflective of the current resources and opportunities as well as the level of past success.

Addressing significant administrative and management duties involved. As a center grows, more time and energy will need to go into managing staff, budgets, resources, equipment, students, space and coordinating with the university's budget and pre- and post-award offices. The Dean or Director may invest in supporting some of the pre- and post-award supports or seek funds from the university. In some cases shared staff, for example, with a state agency may also

help to maximize fund seeking and research grants. Some state and county agencies lack the research infrastructure that is possible when collaborating with the university. Thus positioning a center to serve as a resource to the agency may also open up access to more grants. Many grants written at the University will not come to the research center but to a public or private agency with a subcontract to the research center for evaluation. The Dean or Director will be a key broker for some of these partnerships.

Appendix: Funding Opportunities for Gerontological Social Work Education and Research

Note that this is an adaptation of the work of Michael Mancini from a paper prepared in 2002.

The purpose of this section is to provide more details on some of the federal agency and related grant funding sources for aging research, education and training. While many of the relevant funding announcements may change over time, the lists below illustrate the kind of sources that may be promising for social work. Moreover, given the Affordable Care Act (ACA), grant sources may grow involving demonstration projects for new managed care models as well as cost effective, health and behavioral health services.

Department of Health and Human Services

Comprehensive Geriatric Education Program (CGEP)

Programs and initiatives are developed and implemented in coordination with programs under section 753 of the Public Health Service Act. This program funds schools and training programs that train individuals in providing geriatric care, develop and disseminate curricula relating to the treatment of the health problems of elderly individuals, train faculty members in geriatrics, or provide continuing education to individuals who provide geriatric care.

Information and applications for the program can be obtained online at:
<http://bhpr.hrsa.gov/grants/geriatricsalliedhealth/cgep.html>

For more information regarding this grant program, please contact:

Joan Weiss, PhD, RN, CRNP
jweiss@hrsa.gov
(301) 443-7121

Geriatric Education Centers (GEC)

Section 753(a) of the Public Health Service Act authorizes money to be made available in the form of grants to support the development of collaborative arrangements involving several health professionals, schools and healthcare facilities called 'Geriatric Education Centers' (GEC). The Act specifies professionals who may be eligible for these grants which include: allopathic physicians, osteopathic physicians, dentists, optometrists, podiatrists, pharmacists, nurses, nurse practitioners, PAs, chiropractors, clinical psychologists, health administrators and allied health professionals including professional counselors and social workers.

The grant program is designed to strengthen the multidisciplinary training of health professionals in the diagnosis, treatment, and prevention of disease and other health concerns of the elderly. The goal of the GEC is to provide services and foster collaborative relationships among members of the educational community of the health professions.

Grants may be made to accredited schools of medicine, nursing, dentistry, pharmacy, optometry, podiatric medicine, veterinary medicine, public health, chiropractic, programs for the training of physician assistants, or schools of allied health professions.

An estimated 48 awards totaling \$17.5 million dollars will be allocated to grantees between 2010 and 2015.

Additional information and applications for the program can be obtained online at: <http://bhpr.hrsa.gov/grants/geriatricsalliedhealth/gec.html>

For more information regarding this grant program, please contact:

Joan Weiss, PhD, RN, CRNP
jweiss@hrsa.gov
(301) 443-7121

Geriatric Training for Physicians, Dentists and Behavioral and Mental Health Professionals Program (GTPD)

The purpose of this program is to increase the number of physicians, dentists, and behavioral and mental health professionals who plan to teach geriatric medicine, geriatric dentistry, or geriatric behavioral and mental health.

Supported programs provide training in geriatrics and exposure to the physical and mental disabilities of elderly individuals through a variety of service rotations such as geriatric consultation services, acute care services, dental services, geriatric behavioral and/or mental health units, day and home care programs, rehabilitation services, extended care facilities, geriatric ambulatory care and comprehensive evaluation units, and community care programs for elderly mentally retarded individuals.

Projects provide training in geriatrics through two year fellowship programs and/or one year retraining programs. Components for two year fellows include clinical, research, administration, and teaching.

An estimated 15 awards totaling \$9 million dollars will be allocated to grantees between 2010 and 2014.

Additional information and applications for the program can be obtained online through the Bureau of Health Professions, Health Resources and Services Administration, Department of Health and Human Services at: <http://bhpr.hrsa.gov/grants/geriatricsalliedhealth/gtpd.html>

For more information regarding this grant program, please contact:

Young Song
(301) 443-7121
ysong@hrsa.gov

Geriatric Academic Career Award (GACA)

The purpose of this Award is to promote the career development of physicians, nurses, social workers, psychologists, dentists, pharmacists, and allied health professionals as academic

faculty in geriatrics who spend 75 percent of their total time on teaching and developing skills in interdisciplinary education in geriatrics. Eligible applicants include schools of medicine, osteopathic medicine, nursing, social work, psychology, dentistry, pharmacy, or other allied health discipline in an accredited health professions school. An estimated 72 awards totaling \$5 million dollars will be allocated to grantees between 2010 and 2015.

Additional information and applications for the program can be obtained online through the Bureau of Health Professions, Health Resources and Services Administration, Department of Health and Human Services at: <http://bhpr.hrsa.gov/grants/geriatricsalliedhealth/gaca.html>.

For more information regarding this grant program, please contact:

Young Song
(301) 443-7121
ysong@hrsa.gov

Mental and Behavioral Health Education and Training Grants (MBHETG) Program

The MBHETG program will award \$10 million to fund up to 15 grants for psychology programs and up to 15 grants for social work programs. The goal of the program is to increase the number of psychologists and social workers who pursue clinical work with high need and high demand populations. The program is designed to strengthen the clinical field competencies of psychologists and social workers who pursue clinical service with target populations, including military personnel and veterans, and their families. Eligible applicants are institutions of higher education including APA accredited schools and programs of psychology as well as accredited internships in public and private nonprofit institutions.

Additional information can be obtained online at:
<https://grants.hrsa.gov/webExternal/FundingOppDetails.asp?FundingCycleId=4ADFE828-290C-46A0-88CF-3A0D6F5BC827>.

Centers for Medicaid and Medicare Services Health Care Innovation Awards

The Health Care Innovation Awards are funding up to \$1 billion in grants to applicants who will implement new ideas to deliver better health, improved care and lower costs to people enrolled in Medicare, Medicaid and Children's Health Insurance Program (CHIP). Providers, payers, local government, public-private partnerships, and multi-payer collaboratives are eligible for approximately \$1 million to \$30 million for a three-year period.

Additional information can be obtained online at:
www.innovations.cms.gov/initiatives/Innovation-Awards/index.html.

National Health Service Corps Loan Repayment Program

Section 338B of the Public Health Service Act authorizes money for funding in the form of project grants to help assure an adequate supply of trained health professionals by providing for the repayment of educational loans for participants who agree to serve an applicable period of

time in an approved loan repayment program service site located in a health professional shortage area.

Primary care medical, dental and behavioral and mental health clinicians working full-time at an approved National Health Service Corps site can receive \$60,000 toward repayment of their health profession's student loans for 2 years of service and can apply for additional support for extended service; as much as \$170,000 for 5 years.

Additional information can be obtained online at: <http://nhsc.hrsa.gov>.

Special Programs for the Aging - Title IV and Title II - Discretionary Projects

Title IV of The Older American Act of 1965(P.L. 89-73) authorizes funds to be used to provide adequately trained personnel in the field of aging, improve knowledge of the problems and needs of the elderly, and to demonstrate better ways of improving the quality of life for the elderly.

Funds may be used to increase the availability and accessibility of training and education programs in the field of aging and to conduct activities for the development of knowledge to improve the circumstances of older people. Grants may be made to any public or private nonprofit agency, organization, or institution.

For additional information, contact the AoA Public Inquiries Unit at: 202-619-0724, or send an email to: aoainfo@aoa.hhs.gov.

Information about this grant award can be found online at:
<https://www.cfda.gov/index?s=program&mode=form&tab=step1&id=1c0dca4da4ccc0baac0b772eabf23446>.

Elder Abuse Prevention Interventions Program

Through this program, the Administration on Aging (AoA) intends to draw on existing research and promising practices to pilot test interventions and determine their potential utility in helping to prevent elder abuse, neglect, and exploitation.

The AoA will award five grants ranging from \$625,000 - \$1,020,000 each for a three-year period to test elder abuse prevention interventions.

More information about this grant can be found online at:
http://www.aoa.gov/AoARoot/Grants/Funding/docs/2012/FY2012_PA_EA_Prevention_Final_508.pdf.

Aging and Disability Resource Center Program (ADRC)

The ADRC Program Funding Opportunity represents two unique funding opportunities that include the Enhanced ADRC Options Counseling Program and the ADRC Sustainability Program Expansion Supplemental. The Affordable Care Act will provide \$10 million per year for five years from FY 2010 to FY 2014).

More information about this grant can be found online at:
http://www.aoa.gov/AoARoot/Grants/Funding/docs/2012/FY2012_ADRC_FOA.pdf.

Lifespan Respite Care Program

Lifespan Respite Care Programs are coordinated systems of accessible, community-based respite care services for family caregivers of children or adults of all ages with special needs. Such systems bring together federal, state and local resources and funding streams to help support, expand and streamline the delivery of planned and emergency respite services while also providing for the recruitment and training of respite workers and caregiver training and empowerment.

In FY 2012 and beyond, funding will help to continue the advancement of the Lifespan Respite Care Program to ensure it becomes a more fully integrated concept and approach for supporting family caregivers across the age and disability spectrum.

More information about this grant can be found online at:
http://www.aoa.gov/AoARoot/Grants/Funding/docs/2012/Lifespan_Respite_TARC.pdf.

Senior Medicare Patrol Projects (SMP)

In FY 2011, the SMP Program included an estimated 54 project grants. In FY 2012, 28 grants will be awarded at a federal share of up to \$180,000 per budget year and a project period of up to three years.

More information about this grant can be found online at:
http://www.aoa.gov/AoARoot/Grants/Funding/docs/2012/FY_2012_SMP_PA.pdf.

National Legal Resource Center (NLRC)

Through this funding opportunity, NLRS plans to build and strengthen the national system of legal assistance and elder rights programs and to improve the quality, cost effectiveness, and accessibility of legal assistance and elder rights protections provided to older people.

Grants are intended to support institutions of higher education, national nonprofit organizations, area agencies on aging, legal assistance providers, ombudsmen, elder abuse prevention programs, domestic public or private non-profit entities, Indian tribal governments and organizations, faith-based organizations, community-based organizations, and hospitals.

For FY 2012 awards totaled more than 900,000 for National Legal Assistance and Elder Rights and Statewide Legal Helplines and Related Elder Right Projects.

More information about this grant can be found online at:
http://www.aoa.gov/AoA_programs/Elder_Rights/Legal/national_legal.aspx#funding.

Veterans Administration Office of Academic Affiliations

VA Clinical Social Work

The Department of Veterans Affairs is affiliated with over 180 Graduate Schools of Social Work and operates the largest and most comprehensive clinical training program for social work students (training over 900 students each year). The majority of students receive generous VA stipends.

In 1926 the Veterans Bureau General Order established the Social Work program in the Veterans Bureau, outlining its organization and functions. The first year staffing consisted of 36 social workers. Today, the VA employs over 8000 Masters prepared social workers.

Additional information can be obtained online at: www.va.gov/socialwork.

VA Advanced Fellowship in Geriatrics

The VA Advanced Fellowship in Geriatrics offers post-specialty education to foster the development of leadership in health care issues of the elderly. The program capitalizes on the international prominence of VA's Geriatric Research, Education, and Clinical Centers (GRECCs) to provide outstanding training opportunities in clinical practice, to contribute to the improvement of clinical practice, and to advance scholarly pursuits that will benefit care for elderly veterans and all older Americans.

Facilities approved for the VA Advanced Fellowship in Geriatrics will have a two-year curriculum at each site providing opportunities to pursue intensive training in health services research, research methods, educational and evaluative design, written and oral communication skills, quality improvement methods, leadership skills, patient safety and project management. Eligibility is given to postdoctoral associated health fellows and physician fellows.

Additional information about this Fellowship can be found online at: www.va.gov/oa/Archive/Advanced-Geriatrics-Program-Announcement.pdf.

Fellowship Program in Health Services Research and Development (HSR&D)

In 1991, the Office of Academic Affiliations (OAA) started VA's Advanced Fellowships Program in Health Services Research and Development (HSR&D). Multiple concerns were challenging health care delivery in VA and the nation. These concerns ranged from issues involving approaches for incorporating patient perspectives in decision making to quality, cost, and measurement issues. Few physicians had the training in health services research needed to address these critical issues, and the need for such trained physicians was dramatically increasing. In response, OAA started the HSR&D Fellowship Program to develop a group of physicians with health services expertise for the VA healthcare system and to foster the development of high quality health services research and development at local and national levels.

The fellowship provides two years of post-residency research, education, and clinical learning opportunities to physicians. Fellows spend approximately 75 percent of their time in

research and education and 25 percent in clinical care at select VA sites. Eligibility is given to postdoctoral associated health fellows and physician fellows.

Additional information about this Fellowship can be found online at:
www.va.gov/oaa/archive/hsrd-program-announcement.pdf.

Fellowship Program in Health Systems Engineering

The Systems Engineering Advanced Fellowship is divided into two tracks: a one-year track devoted to application and practice and a two-year track devoted to inquiry and research. Both programs are intended to provide post-residency trained social workers and physicians and appropriately prepared associated health professionals with in-depth preparation in application, research and leadership in systems engineering.

Additional information about this Fellowship can be found online at:
www.va.gov/oaa/specialfellows/programs/SF_health_systems_engineering.asp?p=6.

Fellowship Program in Interprofessional Polytrauma & Traumatic Brain Injury Rehabilitation

The Interprofessional Polytrauma & Traumatic Brain Injury Rehabilitation fellowship is divided into two tracks: a one-year track devoted to application and practice and a two-year track devoted to inquiry and research. Both programs are intended to provide post-residency trained social workers and physicians with in-depth preparation in clinical care, research and leadership in polytrauma, traumatic brain injury and related neuroscience fields.

Additional information about this Fellowship can be found online at:
www.va.gov/oaa/specialfellows/programs/SF_polytrauma.asp?p=13.

National Institutes of Health

Ruth L. Kirschstein National Research Service Award (NRSA) - Institutional Research Training Grants

The National Institutes of Health (NIH) will award Ruth L. Kirschstein National Research Service Award Institutional Research Training Grants (T32) to eligible institutions as the primary means of supporting predoctoral and postdoctoral research training to help ensure that a diverse and highly trained workforce is available to assume leadership roles related to the nation's biomedical, behavioral and clinical research agenda. The objective of the grant program is to prepare individuals for careers that have a significant impact on the health-related research needs of the nation. This program supports predoctoral and postdoctoral research training programs (including those with short term research training) at domestic institutions of higher education.

Additional information regarding this fellowship can be obtained online at:
<http://grants1.nih.gov/grants/guide/pa-files/PA-11-185.html>.

Ruth L. Kirschstein National Research Service Awards for Individual Predoctoral Fellowships to Promote Diversity in Health-Related Research

The purpose of this individual predoctoral research training fellowship is to improve the diversity of the health-related research workforce by supporting the training of predoctoral students from groups that have been shown to be underrepresented. Such candidates include individuals from underrepresented racial and ethnic groups, individuals with disabilities, and individuals from disadvantaged backgrounds.

Additional information regarding this fellowship can be obtained online at: <http://grants.nih.gov/grants/guide/pa-files/PA-11-112.html>.

National Cancer Institute (NCI)

The Center for Cancer Research (CCR)

The CCR offers the Cancer Research Training Award (CRTA) to support stipends for U.S. citizens and permanent residents. Fellowships are between 2 to 5 years and based on merit. Eligibility is given to Fellows with a doctoral degree (or the equivalent) in the health sciences and Fellows with no more than 5 years of relevant postdoctoral research experience at the start of the fellowship period.

Additional information about this Award can be obtained online at: <http://ccr.nci.nih.gov/careers/BasicTraining.aspx>.

The Division of Cancer Epidemiology and Genetics (DCEG)

The DCEG has over 100 trainees, including postdoctoral, graduate, master level fellows. The DCEG offers Fellows stipends, health insurance benefits, loan deferments, and tuition reimbursement.

Fellows are expected to:

1. Publish population, family, health disparities and lab-based studies;
2. Gain experience in study design, novel analytic techniques, genomics and informatics; and
3. Build skills in molecular epidemiology, grant writing, science management, and professional communication and networking.

Additional information can be obtained online at: <http://dceg.cancer.gov/home>.

Cancer Prevention Fellowship Program (CPFP)

The CPFP is a 4-year program intended to train individuals from various disciplines in the field of cancer prevention and control. The main focus of the CPFP is mentored research at the NCI and the program's primary goal is for Fellows to develop an independent research program in cancer prevention.

Additional information about this Program can be obtained online at:
<http://www3.cancer.gov/prevention/pob/>.

National Institute on Minority Health and Health Disparities (NCMHD)

NCMHD Research Endowment Program

The Research Endowment Program supports minority health and health disparities research at academic institutions by investing in the education and training of underrepresented minorities and socio-economically disadvantaged individuals.

The program awards grants to an institution's endowment with the goal of:

- 1) Strengthening the research infrastructure, purchasing of state-of-the-art instruments and equipment, and enhancing information technology;
- 2) Recruiting diverse faculty to enhance the academic environment, and creating research methodology and health disparities courses; and
- 3) Recruiting and retaining of racial and ethnic minority and socio-economically disadvantaged students.

Additional information about this program can be obtained online at:
www.nimhd.nih.gov/our_programs/researchEndowment.asp.

NCMHD Centers of Excellence Program

In 2002, the Centers of Excellence Program was created to assist in developing new programs that would help improve the health burden in underserved populations and in eliminating health disparities in serious diseases and conditions, such as HIV, cancer, and cardiovascular disease. Since the opening of the first Center, 88 other Centers have been created in 31 states.

Additional information about this program can be obtained online at:
www.nimhd.nih.gov/our_programs/centerOfExcellence.asp.

NCMHD Loan Repayment Program

The Loan Repayment Program (LRP) offers an educational loan repayment of up to \$35,000 per year to qualified health professionals with doctorate degrees who are employed in non-federal academic and research settings. These health professionals need to commit to two years of health disparities or clinical research.

The LRP has funded more than 1,200 doctorate level health professionals in several disciplines, such as psychology, medicine, epidemiology, and health policy. These professionals need to be involved in research at least 50% of the time that investigates the understanding of specific diseases, conditions, and health issues applicable to health disparity populations. Approximately 70 percent of the loan repayment recipients are from health disparity populations, such as racial/ethnic minorities.

Additional information about this program can be obtained online at:
www.nimhd.nih.gov/our_programs/loanrepayprog.asp.

NCMHD Community Based Participatory Research Initiative (CBPR)

The CBPR initiative was developed to support collaborative research between researchers and their community members through the design and implementation of research projects focusing on health disparities in underserved populations. One of the main goals of CBPR is to increase the translation of research advances to health disparity populations and eliminate health disparities at the community level.

The CBPR initiative is being implemented in three phases: 3-year research planning phase, 5-year intervention research phase, and 3-year research dissemination phase. The CBPR initiative focuses on several areas of disease research, such as cancer, cardiovascular diseases, diabetes, HIV/AIDS, and obesity prevention.

Additional information about this program can be obtained online at:
www.nimhd.nih.gov/our_programs/communityParticipationResearch.asp.

NCMHD Research Infrastructure in Minority Institutions Program (RIMI)

The RIMI program was developed to help improve the scientific infrastructure of predominately minority serving academic institutions. RIMI provides resources to strengthen faculty initiated research programs and improve the capacity for training future research scientists. The main goal of the RIMI program is to utilize faculty development and student preparation to build a cadre of scientists.

The RIMI program supports junior colleges, tribal colleges, and other academic institutions that offer associates degrees, baccalaureate and/or masters degrees in the basic, life, behavioral, and social sciences.

The RIMI program grant is awarded to institutions to help:

1. Strengthen its research infrastructure and help improve science programs;
2. Develop a comprehensive research faculty development training program;
3. Establish a research enrichment training program; and
4. Support projects that may lead to development of independent researchers in minority health and health disparities.

Additional information about this program can be obtained online at:
www.nimhd.nih.gov/our_programs/rimi.asp.

National Institute of Mental Health (NIMH)

NIMH Program to Enhance Diversity in Institutional Training

The National Institute of Mental Health authorizes grant funds for promoting diversity in the biomedical, behavioral, clinical and social sciences research workforce.

The NIH expects efforts to diversify the workforce to lead to:

1. The recruitment of the most talented researchers from all groups;
2. An improvement in the quality of the educational and training environment;
3. A balanced perspective in the determination of research priorities;
4. An improved capacity to recruit subjects from diverse backgrounds into clinical research protocols; and
5. An improved capacity to address and eliminate health disparities.

Applicant institutions must have staff and facilities suitable for implementing a national program to recruit, select, and place minority trainees in departments or programs with environments appropriate for performing high quality research training and with strong research programs in one or more of the scientific disciplines relevant to the mission of the NIMH.

Additional information about this grant can be obtained online at:
<http://www.nimh.nih.gov/research-funding/training/nimh-program-to-enhance-diversity-in-institutional-training-t32.shtml>.

Information regarding areas of research interest to the NIMH can be found at:
<http://www.nimh.nih.gov/about/organization/nimh-extramural-research-programs.shtml>.

National Institute Mental Health Research Education Grants

The purpose of the National Institute of Mental Health (NIMH) Research Education Grants is to make sure that an adequate number of trained scientists will be available in appropriate scientific areas to reduce the burden of mental illness, behavioral disorders, and HIV/AIDS through research on mind, brain, and behavior. The grants are designed to promote the development of mental health researchers through institutional, regional and national research educational programs. Some of the eligible institutions include public, private, and state institutions of higher education, historically black colleges and universities, independent school districts, and community-based organizations. This grant is good for up to 5 years and is \$250,000 annually.

Additional information about this grant may be obtained on-line at:
<http://grants.nih.gov/grants/guide/pa-files/PAR-08-079.html>.

National Institute on Aging (NIA)

Division of Behavioral and Social Research Program (BSRP)

The Division of Behavioral and Social Research of the National Institute on Aging supports basic social and behavioral research and research training on the aging process and the place of older people in society. The program focuses on how people change with aging, on the interrelationships between older people and social institutions, and on the societal impact of the changing age-composition of the population. Emphasis is placed upon the dynamic interplay between the aging of individuals and their changing social and physical environments.

BSRP's basic goal is supporting research and training in three main areas: adult psychological development; demography and population epidemiology; and social science research on aging. The social science research on aging component focuses on: research and research training aimed at understanding the biopsychosocial processes linking health and behavior; the structure, process, and outcomes of health care and related services; and the social conditions influencing health, well-being, and functioning of people in the middle and later years.

Additional information about this program can be obtained online at:
<http://www.nia.nih.gov/research/dbsr>.

Division of Geriatrics and Clinical Gerontology (DGCG)

The Division of Geriatrics and Clinical Gerontology of the National Institute on Aging supports research on health and disease in the aged and research on aging during the human lifespan, including its relationships to health outcomes.

Research initiatives are comprised of three major areas: Geriatrics, Clinical Gerontology, and Clinical Trials. Geriatrics research focuses primarily on health issues regarding the aged and addresses research on disease and disability in older persons, including both specific conditions and issues related to multiple morbidity. Clinical Gerontology research focuses primarily on clinically related issues regarding aging and addresses research on aging and changes during the lifespan. A major focus is on the determinants of age-related progression rate changes that affect disease risk, particularly those affecting risk for multiple age-related conditions. The program also plans and administers clinical trials on age-related issues.

Additional information about this division can be obtained online at:
<http://www.nia.nih.gov/research/dgcg>.

Translational Research on Aging – Small Business Innovation Award

In FY 2012, the NIA will allocate four million dollars to two businesses who develop innovative research to advance the availability of new devices, products, health care practices and programs to benefit the lives of older adults.

For more information about this Award, please contact:

Chhanda Dutta, Ph.D.
Email: duttac@mail.nih.gov.

More information about this award can also be found at:
<http://grants.nih.gov/grants/guide/rfa-files/RFA-AG-12-009.html>.

National Science Foundation (NSF)

The National Science Foundation Act of 1950 (P.L. 103-327) authorizes funds to be made available in the form of project grants in order to promote the progress of the social, behavioral, and economic sciences to promote the continued scientific strength and welfare of the nation.

The program includes support of research project grants in mathematics, computer science and the social sciences.

Support is provided for science and technology centers and for research workshops, symposia, and conferences. In addition, awards are made to improve the quality of: doctoral dissertations in the behavioral and social sciences, graduate traineeships, postdoctoral fellowships, special opportunities for junior faculty for research support, and mid-career professional development opportunities. Support is also provided for undergraduate student research and for research opportunities for women, minorities, scientists and engineers with disabilities.

Eligible entities include: public and private colleges and universities; nonprofit, nonacademic research institutions; and private for profit organizations. Each year the program provides funding for 11,000 undergraduate students, graduate students, postdoctoral fellows, K-12 educators, and small business programs. NSF had an annual budget of about \$6.9 billion in FY 2011 and is the funding source for nearly 20% of all federally supported basic research conducted in the nation's universities and colleges.

Additional information can be obtained online at: www.nsf.gov/.

The Jewish Federation of North America

The Jewish Federation consists of 157 Jewish Federations and more than 300 Network communities. The Federation raises and allocates more than \$3 billion annually for social welfare, social services and educational needs. The Federation is one of the top 10 charities in North America which set out to protect and enhance the well-being of Jews worldwide.

In 2005-06, the Federation provided \$15 million in direct aid and emergency funding to Hillel. The Federation also assists in the placement of Jewish Agency for Israel fellows on 21 campuses.

Additional information about Hillel can be obtained at:
www.jewishfederations.org/page.aspx?id=175513.

An electronic directory of Jewish Foundations can be accessed at:
www.jewishfederations.org/local_includes/downloads/6151.pdf.

Additional information about the Federation can be obtained at:
www.jewishfederations.org/.

National Area Health Education Center Organization (AHEC)

In 1971, Congress developed the AHEC program to assist in recruiting and training a health professions workforce committed to underserved populations. The AHEC program helps bridge the gap between academic medicine local community health needs. The AHEC program is skilled at adapting national initiatives to help address local and regional healthcare issues.

Currently, 56 AHEC programs with more than 235 centers operate nationwide. Approximately 120 medical schools and 600 nursing and allied health schools, including social work, collaborate with the AHEC program to improve health for underserved and under-represented populations. The AHEC program has helped to connect more than 379,000 students to health career opportunities, in addition to helping students connect to communities and communities to better health.

Additional information about this organization can be obtained online at:
www.nationalahec.org.

AmeriCorps

AmeriCorps is a network of programs that engages more than 70,000 Americans each year in intensive service to meet the needs in local communities. Some of the larger programs include AmeriCorps State, AmeriCorps National, AmeriCorps VISTA, and AmeriCorps NCCC. AmeriCorps State and AmeriCorps National offer grants to programs and organizations that sponsor service programs, such as higher education institutions, public and nonprofit organizations, faith-based and community organizations, and public agencies. Grants assist these programs and organizations in recruiting, training and placing AmeriCorps members to meet the needs of the community, such as needs in education, public safety, health, and the environment.

Additional information about AmeriCorps State can be obtained online at:
www.americorps.gov/about/programs/state.asp.

Additional information about AmeriCorps National can be obtained online at:
www.americorps.gov/about/programs/national.asp.

Additional information about this AmeriCorps can be obtained online at:
www.americorps.gov.

William Randolph Hearst Foundations

The Hearst Foundations support nonprofit organizations that address important issues in the areas of education, health, culture, and social service. The Foundation provides endowment, program, and capital grant support. The Foundation gives priority to private nonprofits receiving support from the philanthropic community (not those financed through government sources).

The Foundation funds institutions of higher education dedicated to preparing students to succeed worldwide, with preference given to medium-sized private colleges and universities. There are also grant opportunities available to support K-12 programs and graduate level study.

In the area of health, the Foundation funds direct medical services that promote wellness, prevention and rehabilitation in the areas of geriatrics, cancer, neonatology, perinatology, pediatrics, women's health, and disabilities. The Foundation also supports advanced professional education. In the area of culture, the Foundation funds institutions that offer novel programs in the arts and sciences to young people.

Finally, the Foundation offers funding in the area of social service organizations that foster effective solutions to social and economic problems. The Foundation focuses on social and economic problems as they affect older adults, family support services, domestic violence and child abuse prevention, after-school programs, youth development, literacy, housing and homelessness, job training, and economic development.

Additional information about this Foundation can be obtained at: <http://hearstfdn.org/>.

The John A. Hartford Foundation

Since 1929, the John A. Hartford Foundation has been committed to healthcare training, research, and service systems for older adults. The most important goal of the Foundation is to enhance the capacity of healthcare professionals and healthcare systems to provide effective and affordable care to older populations. The Foundation awards grants with the goal of enhancing and expanding the training of healthcare professionals and promoting innovations in the integration and delivery of effective services to older populations.

Additional information about the John A. Hartford Foundation can be obtained online at: www.jhartfound.org/.

The John A. Hartford Geriatric Social Work Initiative

The goal of the Geriatric Social Work Initiative has been to increase the competence of social workers to improve the care and well-being of older adults and their families by employing strategies aimed at educating social workers in aging issues, recruiting more social work students to specialize in geriatrics, and supporting academic social workers who conduct research and teach. Since 1999, the Initiative has helped develop a national network of social work faculty, students, academic administrators, and practitioners committed to gerontological social work and improving the quality of life of older adults and their families.

More information about this Initiative can be found online at: <http://www.gswi.org/>.

Hartford Geriatric Social Work Faculty Scholars Program and National Network

The Hartford Geriatric Social Work Scholars Program was designed to enhance the effectiveness of faculty scholars as academic leaders, role models and mentors for future generations of social work professionals working in geriatrics. Thirteen cohorts of scholars have been funded totaling 125 professors in 74 universities. One new component of the program, an Alumni Networking Advisory Committee, is identify opportunities for networking, guide the development of ideas, and gather information on existing "naturally" occurring networks of program alumni. In addition, the Foundation welcomes the Veterans Administration (VA) as a partner in the program. The VA has supported five scholars with a \$600,000 investment. The ultimate goal of the VA Faculty Scholars program is to improve the health and well-being of older veterans.

Information on the Faculty Scholars Program can be obtained online at: <http://www.gswi.org/programs/hfs.html>.

National Center for Gerontological Social Work Education

The Gero-Ed Center promotes aging competencies and expertise at the baccalaureate and master's levels in order to prepare all social work students to work effectively with older adults and their families.

The CSWE Gero-Ed Center provides information and materials to schools of social work that seek to "gerontologize" their programs through embedding gerontological competencies into the required generalist curriculum. The CSWE Gero-Ed Center also provides information to develop specialized gerontological structures, such as minors, areas of emphasis, certificates, specializations, or concentrations.

Additional information about this program can be obtained online at:
<http://www.gswi.org/programs/gero-edcenter.html>.

Hartford Partnership Program for Aging Education

The Hartford Partnership Program for Aging Education (HPPAE) is an innovative model that exposes MSW students to older adults with diverse life histories and experiences, different types of service providers, and prepares them to become leaders in the field of aging. Through rotations, which include two or more field sites per academic year and which vary from site to site, students have the opportunity to engage in a variety of activities. The model includes a seminar for participating students conducted by faculty, field staff and practitioners from participating agencies. Information on integrating the practicum experience into a broader curriculum or specialty in aging or gerontology is also available.

Additional information about this program can be obtained online at:
<http://www.cswe.org/CentersInitiatives/GeroEdCenter.aspx>.

The American Cancer Society

Mentored Research Scholar Grant (MRSRG) in Applied and Clinical Research

This program provides support for mentored research and training to full-time junior faculty, typically within the initial four years of their first independent appointment. The goal is for these beginning investigators to become independent researchers as either clinician scientists or cancer control and prevention researchers. Awards are for up to five years and for up to \$135,000 per year (direct costs), plus 8% allowable indirect costs. A maximum of \$10,000 per year for the mentor(s) (regardless of the number of mentors) is included in the \$135,000.

Additional information about this grant can be found at:
www.cancer.org/Research/ResearchProgramsFunding/mentored-research-scholar-grant-in-applied-and-clinical-research.

Postdoctoral Fellowships

This fellowship provides funding to researchers who have received a doctoral degree to provide initial funding leading to an independent career in cancer research (including basic,

preclinical, clinical, cancer control, psychosocial, behavioral, epidemiology, health services & health policy research). Awards may be for three years with progressive stipends of \$44,000, \$46,000, and \$48,000 per year, plus a \$4,000 per year fellowship allowance. Depending on availability of special endowment funds, the ACS annually selects one or more of the top-ranked fellowships to be supplemented above the standard stipend. During the second or third year of the award, ACS Postdoctoral Fellows will be invited to attend a Fellows Symposium to present their work, meet with senior leaders in cancer research, and develop additional professional skills important in their transition to independent research careers.

Additional information about this award can be found at:

<http://www.cancer.org/Research/ResearchProgramsFunding/FundingOpportunities/IndexofGrants/MentoredTrainingandCareerDevelopmentGrants/postdoctoral-fellowships>.

Research Scholar Grants

The program provides support to investigator-initiated projects across the cancer research continuum. Awards are for up to four years and for up to \$200,000 per year (direct costs), plus 20% allowable indirect costs. Eligibility Criteria: Independent investigators in the first six years of an independent research career or faculty appointment are eligible to apply.

Additional information about this grant can be found at:

www.cancer.org/Research/ResearchProgramsFunding/FundingOpportunities/IndexofGrants/ResearchGrantsforIndependentInvestigators/research-scholar-grants.

Institutional Research Grants

These grants are awarded to institutions as block grants to provide seed money for newly independent investigators to initiate research projects. Grants are made for one to three years, with an average of \$90,000 per year. These grants are renewable.

Additional information about this award can be found at:

<http://www.cancer.org/Research/ResearchProgramsFunding/FundingOpportunities/IndexofGrants/ResearchGrantsforIndependentInvestigators/institutional-research-grants>.

Doctoral Training Grants in Oncology Social Work

Awards to doctoral students to conduct research related to the psychosocial needs of persons with cancer and their families. The initial 2-year grant provides a stipend of \$20,000 per year with possibility of a 2-year competitive renewal.

Additional information about this award can be found at:

<http://www.cancer.org/Research/ResearchProgramsFunding/FundingOpportunities/IndexofGrants/MentoredTrainingandCareerDevelopmentGrants/doctoral-training-grants-in-oncology-social-work>.

Master's Training Grants in Clinical Oncology Social Work

This grant supports the training of second-year master's degree students to provide psychosocial services to persons with cancer and their families. For FY 2012, the grant term will be two years with annual funding of \$12,000 (trainee award of \$10,000 & \$2,000 for faculty professional development). These grants are renewable.

Additional information about this award can be found at:

<http://www.cancer.org/Research/ResearchProgramsFunding/FundingOpportunities/IndexofGrants/MentoredTrainingandCareerDevelopmentGrants/masters-training-grants-in-clinical-oncology-social-work>.

Research Professor and Clinical Research Professor Awards

These Awards are given to outstanding mid-career investigators who have made influential contributions to the direction of cancer research. Applicants will recently have attained the rank of full professor. The awards are for 5 years in the total amount of \$400,000, and may be renewed one time.

Additional information about these awards can be found at:

<http://www.cancer.org/acs/groups/content/@researchadministration/documents/document/acspc-023670.pdf>.

Priority Program in Cancer Health Disparities Research

Extramural Research and Training Grants (EG) Department of the American Cancer Society has made the reduction of cancer health disparities a priority area of focus for the Cancer Control and Prevention Research Program with a call for applications in psychosocial and behavioral research and in health policy and health services research that address cancer health disparities. Applications will be accepted using one of four mechanisms: Postdoctoral Fellowship, Mentored Research Scholar Grant, Research Scholar Grant, or Clinical Research Professor.

The Association for Gerontology in Higher Education (AARP - Andrus Foundation Graduate Scholarships and Fellowships in Gerontology)

Three full-year fellowships in the amount of \$15,000 each will be awarded to doctoral-level students. The equivalent of five full-year scholarships will be available at \$7,000 each for master's-level students. Two scholarships are designated specifically for master's level students who are pursuing terminal master's degrees or pre-doctoral study in gerontology (i.e., in areas such as social work, nursing, or administration).

Additional information is available online at: <http://www.aghe.org/677858>.

The Association for Gerontology in Higher Education - Graduate Student Paper Award

This award is given to recognize excellence in scholarly work by a student at an AGHE member institution who presents his or her work at the annual meeting. If the quality of submissions meets the following guidelines, one \$250 award will be granted annually.

Additional information about this opportunity can be found online at: www.aghe.org/templates/System/details.asp?id=40634&PID=677642.

American Federation for Aging Research

The American Federation for Aging Research supports biomedical research on the aging process and age-related diseases and provides up to \$100,000 for a one- to two-year award to junior faculty (M.D.s & Ph.Ds) to conduct research that will serve as the basis for longer term research efforts.

More information about this foundation can be found online at: www.afar.org/.

Additional information about grants can be found at: <http://www.afar.org/research/funding/>.

The Commonwealth Fund

The Commonwealth Fund is a private foundation that promotes a high performing health care system to improve access, improve quality, and greater efficiency (particularly for society's most vulnerable). These vulnerable populations include older adults, low-income people, the uninsured, minority Americans, and young children. The Fund supports grants to improve health care practice and policy. The Fund supports independent research on health and social issues and makes grants to improve health care practice and policy.

More information about this foundation can be found online at: www.commonwealthfund.org/.

Robert Wood Johnson Foundation

The Robert Wood Johnson Foundation is a private foundation with the goal of improving the health and healthcare of all Americans, including older populations. In FY 2010, the Foundation awarded approximately \$300 million in grants. The Foundation awards most grants through calls for proposals (CFPs) issued for national programs. One of these programs is called the Community Partnerships for Older Adults. This program's goal is to foster the efforts of local public-private partnerships to improve long-term care and supportive services systems for older adults.

Additional information about the Community Partnerships for Older Adults can be found online at: www.partnershipsforolderadults.org/.

More information about the Robert Wood Foundation can be found online at: www.rwjf.org/.

The Brookdale Leadership in Aging Fellowship Program

In 1985, the Brookdale Foundation Group founded the Brookdale National Fellowship Program. This program sought out those with the professional experience, capacity, and potential to become leaders in the field of aging. This original Fellowship program ended in 2003. However, the Fellowship started up again in 2007 and was renamed the Brookdale Leadership in Aging Fellowship Program. This program provided support to develop leaders in aging and brought together past and current fellows to network and exchange ideas annually.

For updated information on current programs, please contact Cara Kenien at the Foundation Office: cjk@brookdalefoundation.org.

Additional Information is available online at:
www.brookdalefoundation.org/Leadership/Fellows/fellows.html.

The Helen Bader Foundation

The Helen Bader Foundation has invested more than \$200 million in people and their communities since 1992 and supports programs in the areas of Alzheimer's disease and dementia and education. Alzheimer's projects are in four key areas: program development, education and training, applied research, and public policy. Priority is given to Milwaukee residents. An estimated 269 awards totaling almost \$9 million was allocated to grantees in FY 2011.

Additional information can be obtained online at: <http://www.hbf.org/>.

Retirement Research Foundation

The Retirement Research Foundation gives grants to nonprofit organizations that work toward improve the access and quality of community-based and long-term care; promote the strengthening of social insurance, pension, and personal savings programs; and support training of those working directly with older persons and their families.

In FY 2011, an estimated 103 awards were given and ranged from \$1,000 to \$1,125,000. Grant activity is restricted to the States of Illinois, Indiana, Iowa, Kentucky, Missouri, Wisconsin, and Florida.

Additional information can be obtained online at: www.rrf.org/.

The Joseph P. Kennedy Jr. Foundation

The Kennedy Foundation helped to establish facilities to study intellectual disabilities. Over the past 30 years, research, training, and clinical centers have been established with the encouragement and support of the Kennedy Foundation at numerous universities. These Centers have developed many advanced diagnostic and treatment protocols for many disabilities, such as Down's Syndrome, AIDS, fetal cocaine exposure, and brain asphyxia.

The Foundation has funded institutes, schools, and centers for the diagnosis, treatment, and education of children and adults with intellectual disabilities in Wisconsin, New York, Illinois, California, Massachusetts, and Washington, DC.

Additional information can be obtained online at: www.jpkf.org/.