



**White House Initiative on Advancing Educational Equity, Excellence and  
Economic Opportunity through Historically Black Colleges and  
Universities**

**Historically Black Colleges and Universities  
(HBCUs)**

**Bomb Threat Resource Guide**

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# Agency Roles in Emergency Management for HBCUs

## U.S. Department of Education (ED)

- Provide technical assistance for HBCUs through a variety of sources.
- Offer short-term emergency response grants to help restore the learning environment.
- Administer the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics (Clery) Act.

## U.S. Department of Homeland Security (DHS)

- Provide information, resources, assessments, training, and grant funding to support emergency management and prevent acts of targeted violence and terrorism.
- Engage law enforcement and provide support as needed.
- Liaise with HBCU Law Enforcement Executives and Administrators (HBCU-LEEA), a national organization of HBCU campus police chiefs and administrators, on campus safety and emergency management programs and activities.
- Serve as a Campus Safety and Resiliency Cluster co-chair for the White House Initiative on HBCUs.

## U.S. Department of Justice (DOJ)

- Oversee law enforcement activities.
- Provide resources, training, and funding in emergency management.
- Provide tailored conciliation services to alleviate tension, resolve disputes, and prevent future conflicts.
- Liaise with HBCU-LEEA on campus safety and emergency management programs and activities.
- Serve as a Campus Safety and Resiliency Cluster co-chair for the White House Initiative on HBCUs.

## Federal Bureau of Investigation (FBI)

- Serve as lead agency for all Federal law enforcement investigations.
- Provide resources and training in emergency management.
- Conduct threat briefings as appropriate.

## U.S. Department of Health and Human Services (HHS)

- Provide resources, training, and funding for mental health in emergency management.
- Provide schools, external communities, and responders with behavioral health resources that help them prepare, respond, and recover from disasters.

## Substance Abuse and Mental Health Administration (SAMHSA)

- Provide information and technical assistance to communities for supporting the mental health of communities impacted by disasters and emergencies.

## Health Resources and Services Administration (HRSA)

- Provide funding to expand training for behavioral health professionals.

# What to Do for a Bomb Threat

## Have a Plan - Guidance for Facility Owners, Operators, and Managers

Having a plan in place makes the response to bomb threats, unattended items, or suspicious items as orderly and controlled as possible, reducing risk and the impact of false alarms on regular activities. Facility supervisors—such as school, office, or building managers responsible for the facility—should:

- Review the [DHS-DOJ Bomb Threat Guidance](#) and [DHS Training Series Video](#). Released by the DHS and the FBI, the DHS-DOJ Bomb Threat Guidance is a quick reference guide that provides facility supervisors with details on pre-threat preparation, threat assessment, staff response guidelines, and evacuation and shelter-in-place considerations.
- Develop a Bomb Threat Response Plan for their institution or facility. Contact the Office for Bombing Prevention at [OBP@cisa.dhs.gov](mailto:OBP@cisa.dhs.gov) for more information on planning workshops.
- Train employees, tenants, and/or visitors to take appropriate actions in the event of a bomb threat and/or identification of an unattended or suspicious item.

## Procedures

Bomb threats are most commonly received via phone, but are also made in person, via email, written note, or other means. Every bomb threat is unique and should be handled in the context of the facility or environment in which it occurs. Facility supervisors and law enforcement will be in the best position to determine the credibility of the threat. Follow these procedures:

- Remain calm.
- Notify local authorities and your local FBI Field Office immediately:
  - Notify your facility supervisor, such as a manager, operator, or administrator, or follow your facility's standard operating procedure. (See below for assistance with developing a plan for your facility or location.)
  - Call 9-1-1 or your local law enforcement if no facility supervisor is available.
- Refer to the [DHS Bomb Threat Checklist](#) for guidance.
- For threats made via phone:
  - Keep the caller on the line as long as possible. Be polite and show interest to keep them talking.
  - **DO NOT HANG UP**, even if the caller does.
  - If possible, signal or pass a note to other staff to listen and help notify authorities.
  - Write down as much information as possible—caller ID number, exact wording of threat, type of voice or behavior, etc.—that will aid investigators.
  - Record the call, if possible. If you do not have access to a voice recorder, you can use an app on your personal cell phone.
- Be available for interviews with facility supervisors and/or law enforcement.
- Follow authorities' instructions. Facility supervisors and/or law enforcement will assess the situation and provide guidance regarding facility lock-down, search, and/or evacuation.

## Contact Information

To report suspicious activity, call 9-1-1 or contact local law enforcement.

Please contact your local [Protective Security Advisor \(PSA\)](#) or send an email to the Office for Bombing Prevention (OBP) at [OBP@cisa.dhs.gov](mailto:OBP@cisa.dhs.gov) for additional information about OBP products and programs, or to schedule a training session or a planning workshop.

Informed, alert communities play a critical role in keeping our nation safe. Everyone has a responsibility to protect our nation—"[If You See Something, Say Something®](#)."

## Campus Safety and Emergency Management Resources

### Technical Assistance

*(Including agency staff support, trainings, tools, guidance, fact sheets, and promising practices)*

#### **ED Resource: White House Initiative on Advancing Educational Equity, Excellence and Economic Opportunity through HBCUs (WHI on HBCUs)**

The [WHI on HBCUs](#) is dedicated to a government-wide policymaking effort to eliminate barriers HBCUs face in providing the highest-quality education to a growing number of students. The WHI serves as a sounding board for the HBCU community; gathers questions/comments from impacted students, faculty, staff, and community; and coordinates Federal responses to those questions and comments. The WHI on HBCUs also coordinates several interagency efforts to support HBCUs, such as the [Interagency Working Group \(IWG\)](#) that is comprised of representatives of Federal agencies and departments and helps advance and coordinate work throughout the Federal government to strengthen the capacity and competitiveness of HBCUs. Members of the IWG organize themselves into smaller groups (called [clusters](#)) that further align Federal system assets and create shared strategies and tactics. The [Campus Safety and Resilience Cluster](#) facilitates discussions between HBCU campus policy and emergency management officials to coordinate best practices, develop recommendations, and bolster communication between campus police chiefs and Federal law enforcement.

Contact: Arthur McMahan, Ph.D., Senior Associate Director, [arthur.mcmahan@ed.gov](mailto:arthur.mcmahan@ed.gov)

#### **ED Resource: Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center**

ED's Office of Safe and Supportive Schools (OSSS) administers the [REMS TA Center](#), which serves as ED's national school safety center offering free resources, information, tools, and training for all schools, districts, and institutions of higher education (IHEs) across the country. The REMS TA Center addresses and builds capacity in school safety, security, emergency management, and preparedness with their community partners. It provides a hub of information, resources, training, tools, and services in the field of school and higher education emergency management planning. The REMS TA Center provides the following services:

- **Comprehensive Website:** [The website](#) offers several helpful resources, publications, and archived and future training opportunities. It currently highlights important Federal guidance on developing high-quality emergency operations plans (EOPs) for schools and IHEs.
- **Virtual and Live Trainings:** Live and archived webinar trainings and PowerPoint presentations for download are offered on the website. The website will also soon have online courses available for self-paced, individual learning. Additionally, live trainings are available by request for delivery onsite at a school, district, or IHE.
- **Technical Assistance:** REMS TA Center staff is available to respond to direct requests for technical assistance on a variety of topics pertaining to emergency operations planning for schools, school districts, and IHEs.
- **Emergency Management Planning Tools:** Interactive emergency management planning tools available through the REMS TA Center include online self-assessment and evaluation tools designed to evaluate school and IHE capacity to create a high-quality EOP, as well as a software tool designed to guide users through the process of generating a high-quality EOP.
- **Tool Box:** The REMS TA Center Website houses an online, searchable library of free, downloadable tools developed by school emergency managers in the field.

Contact: Janelle Williams, [info@remstacenter.org](mailto:info@remstacenter.org)

### **ED Resource: Clery Team**

The Clery Act requires that all IHEs participating in [Title IV student financial](#) assistance programs develop and implement specific campus safety and crime prevention policies and procedures and disclose campus crime statistics and other security information to students and the public. The Clery Act Team manages the disclosures and also provides support to IHEs, such as:

- Reviewing the school's existing emergency management plan, helping identify vulnerabilities, and making recommendations for improvements;
- Recommending ways IHEs can improve compliance with Federal requirements and implement best practices; and
- Identifying free or low-cost notification options for IHEs to use for communication with their campus communities.

Contact: James Moore, [james.moore@ed.gov](mailto:james.moore@ed.gov) or [clery@ed.gov](mailto:clery@ed.gov)

### **DOJ Resource: State and Local Anti-Terrorism Training (SLATT) Program**

[SLATT](#) provides those who serve as the front line of defense against acts of terror no-cost training and resources. Resources can support state, local, tribal, and territorial law enforcement officers, analysts, and support staff, including those at HBCUs or that serve in their communities.

## **DOJ Resource: National Institute of Justice (NIJ)**

[NIJ](#) is dedicated to improving knowledge and understanding of crime and justice issues through science, as exemplified by its FY21 grant for research on the “Impact of Public Policy on Racial and Ethnic Disparities in the Justice System.” [Forthcoming FY22 research grants](#) will focus on areas such as studying the services for victims of crimes. NIJ research grants will assist HBCUs in improving knowledge and understanding of crime and justice issues through science, including a focus on areas such as services for victims of crimes.

## **DOJ Resource: Office of the U.S. Attorney**

Each U.S. Attorney Office coordinates [Project Safe Neighborhoods](#) (PSN), which brings together local law enforcement officials, prosecutors, community leaders, and other stakeholders to identify the most pressing violent crime problems in their communities and develop comprehensive solutions to address them. HBCUs can work with PSN to coordinate training of law enforcement and conduct outreach to the community, among other activities.

## **DOJ Resource: Office for Victims of Crime (OVC)**

OVC has several programs to support victims of criminal mass violence or terrorism:

- The [Antiterrorism and Emergency Assistance Program](#) (AEAP) provides technical assistance and supplemental grant funding to support victims of criminal mass violence or terrorism when a jurisdiction has been overwhelmed by such an event.
- The [Mass Violence Toolkit](#) is available online to help organizations and communities plan for effective victim responses. This toolkit complements existing emergency response plans and addresses victim responses from planning to long-term support.
- The [Improving Community Preparedness Training and Technical Assistance \(TTA\)](#) project provides individualized TTA to select communities or organizations to help them develop partnerships and policies and the assistance of consultants. This project helps communities augment their existing emergency response plans to ensure they effectively include immediate and long-term protocols and strategies to support victims of criminal mass violence or terrorism.
- The [National Mass Violence Victimization Resource Center](#) was developed to primarily support the comprehensive needs of victims of criminal mass violence and terrorism and, it has the ability to help communities to prepare for and recover from such incidents.
- The [Training and Technical Assistance Center](#) provides consultants to support AEAP grants, TTA on the Mass Violence Toolkit, and offers resources on their website.

## **DOJ Resource: Civil Rights Division**

The [Civil Rights Division](#) enforces Federal statutes prohibiting discrimination on the basis of race, color, sex (including pregnancy, sexual orientation, and gender identity), disability, religion, familial status, national origin, and citizenship status. The Division has 11 sections that seek to uphold the civil and constitutional rights of all Americans. Two of these Sections are explained below:

- The Criminal Section prosecutes hate crimes which include acts of violence or threats of violence motivated by bias based on statutorily-protected characteristics and willful intimidation or interference with any person --or to attempt to do so--by force or threat of force, because of that other person's race, color, religion, or national origin and because that person is engaging in a Federally protected activity, including enrolling or attending public school or college.
- The Educational Opportunities Section enforces civil statutes, such as Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, and national origin in Federally funded programs or activities, and Title IV of the Civil Rights Act of 1964, which gives the Attorney General authority to address certain complaints of discrimination alleging denials of equal protection to students based on race, color, national origin, sex, and religion by public schools and IHEs.

To report a civil rights violation under civil statutes, please visit <https://civilrights.justice.gov/>. If you believe you are the victim of a hate crime or believe you witnessed a hate crime, or would like to make a criminal report to the FBI, please visit <https://www.justice.gov/hatecrimes/get-help-now>.

### **ED Resource: Office for Civil Rights (OCR)**

OCR enforces Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, national origin in education programs and activities that receive federal funds, and other civil rights laws that prohibit federally funded education programs and activities from discriminating based on sex (including pregnancy, sexual orientation, and gender identity), disability, and age. OCR has a nationwide enforcement staff that enforces these laws by investigating and resolving discrimination complaints from students, parents, and other members of the public.

To file a complaint, please visit <https://www2.ed.gov/about/offices/list/ocr/docs/howto.pdf> or email [ocr@ed.gov](mailto:ocr@ed.gov).

### **FBI Resource: Office of Partner Engagement**

The [Office of Partner Engagement](#) maintains active relationships with law enforcement associations and Federal agencies to aid other Federal, state, local, tribal, territorial, and campus law enforcement entities in upholding the law and protecting the United States from terrorism and other criminal activities. In 2021, for example, the FBI developed the [Beacon Project](#), an outreach initiative specifically designed to foster long-lasting relationships between the Bureau and HBCUs and their faculty, staff, and students. Many HBCU campus police chiefs also receive Federal law enforcement training.

In addition, the FBI Joint Terrorism Task Forces' mission is to enhance communication, coordination, and cooperation among Federal, state, and local government agencies representing the intelligence, law enforcement, defense, diplomatic, public safety, and transportation communities by providing a point of fusion for terrorism intelligence throughout the United States.

Contact your [Local Field Office](#) to connect with your Campus Liaison Agent.

## **DOJ Resource: Community Relations Service (CRS)**

[CRS](#) offers tailored programs and services to IHEs, including facilitated dialogue, mediation, and consultation to assist communities in conflict to come together, develop solutions for conflict, and enhance their capacity to independently prevent and resolve future conflict.

## **DHS Resources: Information Sharing Resources**

Enhanced information sharing is the foundation of DHS' approach to prevent, detect, and mitigate acts of violence. DHS has a variety of mechanisms to share timely and useful information with HBCUs.

- **Homeland Security Information Network (HSIN).** [HSIN](#) is the DHS' official system for trusted sharing of Sensitive But Unclassified information among Federal, state, local, territorial, tribal, international, and private sector partners. Mission operators use HSIN to access and share data and products, send requests securely between agencies, manage operations, coordinate planned event safety and security, respond to incidents, and share the information they need to fulfill their missions and help keep their communities safe.  
Contact: [HSIN@hq.dhs.gov](mailto:HSIN@hq.dhs.gov)
- **SchoolSafety.gov.** The [SchoolSafety.gov](#) interagency website provides a one-stop access point to the information communities need to foster safe and resilient schools and enables the academic community to access actionable, timely, and organized information in a centralized location. In addition, the site offers a variety of tools to support users in prioritizing school safety actions, finding applicable resources, connecting with the school safety organizations in their state, and identifying grant opportunities.  
Contact: [schoolsafety@hq.dhs.gov](mailto:schoolsafety@hq.dhs.gov)

## **DHS Resources: Physical Security Resources**

DHS offers various physical security resources:

- **Cybersecurity and Infrastructure Security Agency (CISA).** The [CISA](#) is located around the country and can work with HBCUs to enhance physical security and provide security assessments. CISA provides security and safety personnel from across the critical infrastructure community, including IHEs, with information on behavioral indicators, potential attack methods, emergency action plan creation, actions that may be taken during an incident to reduce impacts, and how to quickly recover from an incident. A number of those resources are noted below. Further, CISA maintains IHEs Exercise Starter Kits on improvised explosive device, tornado, hazardous material release, earthquake, cyber breaches, hurricanes, and active shooter incidents that can be obtained through the [main DHS website](#).  
Contact: [Central@cisa.dhs.gov](mailto:Central@cisa.dhs.gov)
  - [Office for Bombing Prevention \(OBP\) at CISA.](#) [OBP](#) leads DHS' efforts to enhance the nation's ability to prevent, protect against, respond to, and mitigate the use of explosives against critical infrastructure, the private sector, and Federal, state, local, tribal, and territorial entities.  
Contact: [OBP@cisa.dhs.gov](mailto:OBP@cisa.dhs.gov)
  - [Protective Security Advisors \(PSAs\).](#) CISA operates the PSA program. PSAs are trained critical infrastructure protection and vulnerability mitigation subject matter experts. They can work with campuses to provide security assessments along with supportive information and strategies.  
Contact: [CIOCC.Physical@cisa.dhs.gov](mailto:CIOCC.Physical@cisa.dhs.gov)

- [DHS Bomb Threat Checklist](#) provides instructions on how to respond to a bomb threat and provide information that will assist law enforcement in an investigation.
- **DHS-DOJ Bomb Threat Guidance.** Released by DHS and FBI, this [guidance](#) provides facility supervisors with pre-threat preparation, threat assessment considerations, staff response guidelines, and evacuation and shelter-in-place considerations.
- **DHS and DOJ Bomb Threat Stand-Off Card.** The [DHS-DOJ Bomb Threat Stand-Off Card](#) is a quick reference guide providing recommended evacuation and shelter-in-place distances for various types and sizes of IED.

## **DHS Resources: Engagement and Prevention Resources**

DHS offers various engagement and prevention resources:

- **Office of Academic Engagement (OAE).** [OAE](#) supports DHS’s mission by building, improving, and leveraging relationships with the academic community. OAE coordinates DHS academic policy; facilitates inter- and intra-agency coordination on academic affairs; markets and promotes DHS resources; collaborates with students, faculty, and IHEs; and hosts the DHS-wide education council. Contact: [DHSacademic@hq.dhs.gov](mailto:DHSacademic@hq.dhs.gov)
- **Office for State and Local Law Enforcement (OSLLE).** [OSLLE](#) Partner Engagement ensures that all state, local, tribal, territorial, and campus (SLTTC) law enforcement (LE) members, through either national organizations or their affiliates, are having a robust two-way conversation with DHS senior officials and staff. The Engagement Directorate works to actively engage with, hear from, and advocate for SLTTC LE partners on issues pertaining to Homeland Security. OSLLE Resource Integration ensures SLTTC LEs have DHS operational and strategic support, and access to requested DHS resources and products. OSLLE works cross-functionally within and outside of DHS to provide strategic responses and innovative solutions to current and emerging threats. OSLLE will work with HBCUs and campus law enforcement entities to provide guidance and access to relevant DHS law enforcement resources, training, and products. Contact: [OSLLE@hq.dhs.gov](mailto:OSLLE@hq.dhs.gov)
- **Center for Prevention Programs and Partnerships (CP3).** [CP3](#) coordinates and builds upon the broad range of prevention activities that are currently undertaken across DHS, including grants, community and law enforcement awareness briefings, threat assessments, and information sharing. CP3 provides technical, financial, and educational assistance to stakeholders to establish and expand local prevention frameworks. CP3 has participated in national meetings with HBCUs and at campuses around the country to discuss targeted violence prevention and how CP3 can provide resources to prevent future threats. Contact: [cp3@hq.dhs.gov](mailto:cp3@hq.dhs.gov)
- **Nationwide Suspicious Activity Reporting (SAR) Initiative (NSI).** This collaborative effort by DHS, the FBI, and state, local, tribal, and territorial partners provides law enforcement and homeland security partners with another tool to help prevent terrorism and other related criminal activity by establishing a national capacity for identifying, gathering, documenting, processing, analyzing, and sharing SAR information. The [NSI](#) is a standardized process—including stakeholder outreach, privacy and civil liberty protections, training, and technology assistance—for identifying and reporting suspicious activity in jurisdictions across the country and also serves as the unified focal point for sharing SAR information. The NSI has developed training programs that can assist HBCUs in the identification and reporting of behaviors and indicators that may indicate terrorism-related criminal activity. Contact: [nter@hq.dhs.gov](mailto:nter@hq.dhs.gov)

- **U.S. Secret Service (USSS) National Threat Assessment Center (NTAC).** [NTAC](#) provides research reports examining K-12 school attacks and averted school attack plots, as well as attacks against IHEs. They also provide training and consultation guidance on establishing multidisciplinary targeted violence prevention programs, a link to sign up for NTAC news, and an email address to request NTAC resources.

## **DHS Resources: Trainings**

DHS offers various training opportunities:

- **Campus Emergencies Prevention, Response, and Recovery (MGT-324) – Louisiana State University.** [This course](#) provides participants with an understanding of and ability to navigate through the difficult aspects of campus emergencies involving natural or manmade events, including acts of violence. The course consists of small, problem-based, integrated group activities that require a coordinated, integrated approach to solve. Through tabletop scenarios, course participants will observe a developing incident and respond in a manner consistent with currently established campus and jurisdictional emergency operations procedures.
- **“What to Do: Bomb Threat” Website, Critical Resource Video, and Instructional Video.** Reacting quickly and safely to a bomb threat could save lives. The [website](#) and [Critical Resource Video](#) provide comprehensive information on resources specific to bomb threat risk management and incident response. The [instructional video](#) outlines procedures to follow during a bomb threat and to prepare and react appropriately.
- **Unattended vs. Suspicious Item Postcard, Poster, and Instructional Video.** This [quick reference](#) provides information to assist in determining if an item is suspicious or unattended as well as providing tips on how to react to both. The [video](#) demonstrates how you can determine whether an item is suspicious (potential bomb) or simply unattended and will help you prepare and react appropriately.
- **Other “What to Do” Instructional Videos.** These instructional videos communicate the threat posed by improvised explosive devices (IEDs), explain counter-IED concepts, and demonstrate bombing prevention procedures. All videos are free to view on YouTube.
  - View the [Bomb Searches Instructional Video](#) to learn about basic bomb search procedures to use once the determination has been made that a search is warranted and authorities have been notified.
  - View the [Surviving a Bombing Attack Instructional Video](#) to learn about what happens when a bomb detonates and the procedures to follow to survive a bombing attack.
- **Response to Suspicious Behaviors and Items (AWR-335) Training.** The [Response to Suspicious Behaviors and Items for Bombing Prevention](#) course provides participants with a foundational introduction to recognizing and responding to suspicious behaviors and activities related to terrorist or criminal activities. This course also highlights what to do when encountering an unattended or suspicious item and how to report it.
- **Bomb Threat Preparedness and Response (AWR-903) Training.** [Bomb Threat Preparedness and Response](#) is an online independent study course. It uses interactive exercises and case studies of what happened during bombing incidents to familiarize participants with the steps necessary to prepare for and respond to a bomb threat.

## **DHS Resources: Additional Documents**

- [Behavioral Approach to Violence Prevention](#)
- [National Threat Evaluation and Reporting](#)
- [“If You See Something, Say Something™” Campaign](#)

- [Mitigating the Threat of School Violence as the U.S. "Returns to Normal" from the COVID-Pandemic and Beyond](#)
- [Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence](#)

## Grants

### **ED Resource: Project School Emergency Response to Violence (Project SERV)**

The Project SERV program provides short-term immediate funding for local educational agencies and IHEs that have experienced a violent or traumatic incident to assist in restoring a safe environment conducive to learning. At the discretion of the Secretary of Education, funding amounts and project periods may be identified (subject to the availability of appropriations) to reflect the scope of the incident and potential recovery needs. The [application process](#) is intended not to be burdensome. Funding for Project SERV awards typically range from \$50,000 to \$150,000.

Contact: Hamed Negron-Perez, [hamed.negron-perez@ed.gov](mailto:hamed.negron-perez@ed.gov)

### **DOJ Resource: Community Oriented Policing Services (COPS)**

COPS engages regularly with HBCU-LEEAs. The [COPS grant program](#) makes funds available for a number of purposes, including funding to train community members and local law enforcement personnel. IHEs can use funds to strengthen security, such as increasing community policing collaborations and preparing for active shooters.

Contact: Calvin Hodnett, Sr., Management Analyst, Office of Community Oriented Policing Services, [calvin.hodnett1@usdoj.gov](mailto:calvin.hodnett1@usdoj.gov)

### **DHS Resources: Grant Information**

DHS offers the following grant opportunities:

- **Nonprofit Security Grant Program.** The [Nonprofit Security Grant Program](#) supports physical security enhancements and other security activities for nonprofit organizations that are at high risk of terrorist attack. The program seeks to integrate nonprofit security activities with broader state and local preparedness efforts. Grants are awarded through a competitive process. HBCUs are eligible for these grants.  
Contact: [AskCSID@fema.dhs.gov](mailto:AskCSID@fema.dhs.gov)
- **Homeland Security Grant Program.** The [Homeland Security Grant Program](#) provides funding to states and urban areas that are at risk of terrorist attack to support efforts to prevent, protect against, mitigate, respond to, and recover from acts of terrorism and other threats. While grant funding is provided directly to state governments through the State Homeland Security Grant program and to high-risk urban areas through the Urban Area Security Initiative, HBCUs are eligible sub-recipients under both programs. Interested universities should contact their [State Administrative Agency](#) for additional information.  
Contact: [AskCSID@fema.dhs.gov](mailto:AskCSID@fema.dhs.gov)

- **Find and Apply for Grants.** In addition to the Non-Disaster Grants, [this website](#) provides useful resources on finding and applying for other various preparedness grants.
- **Continuing Training Grants.** Offered through the Federal Emergency Management Agency, the Homeland Security National Training Program (HSNTP) [Continuing Training Grants](#) (CTG) provides funding via cooperative agreements to partners to develop and deliver training to prepare communities to prevent, protect against, mitigate, respond to, and recover from acts of terrorism and natural, man-made, and technological hazards. HBCUs are eligible for these grants.

## Mental Health Resources

### Technical Assistance

*(Including agency staff support, trainings, tools, guidance, fact sheets, and promising practices)*

#### **HHS SAMHSA Resource: Disaster Distress Helpline**

The [Disaster Distress Helpline](#) can provide immediate counseling to anyone who is seeking help in coping with the mental or emotional effects of the bomb threats that have been made to HBCUs throughout the nation. Counselors are available 24/7, by voice and text, to respond to people who need crisis counseling after experiencing a traumatic event or a disaster, at 1–800–985–5990. A [press release](#) regarding the Helpline and its availability to individuals affected by the bomb threats was issued on February 1, 2022.

#### **HHS SAMHSA Resource: Disaster Behavioral Health Information Series Resource Center (DBHIS)**

The [SAMHSA DBHIS](#) contains themed installments of resources and tool kits in disaster behavioral health. Each installment focuses on a specific population, disaster type, or other topic pertinent to disaster behavioral health preparedness, response, and recovery. The DBHIS offers over 60 publications for behavioral health providers specifically responding to mass violence/community violence, which can be informative in responding to those impacted by the HBCU bomb threats. For example, one guide was developed to assist IHEs in creating and updating emergency plans that are responsive to active shooter situations, as well as natural disasters.

Contact: CAPT Erik Hierholzer, Emergency Mental Health and Traumatic Stress Services Branch, Division of Prevention, Traumatic Stress and Special Services, [erik.hierholzer@samhsa.hhs.gov](mailto:erik.hierholzer@samhsa.hhs.gov)

#### **HHS SAMHSA Resource: Training and Centers of Excellence**

SAMHSA funds several training programs and centers of excellence that provide support for communities and entities, including schools. Here is a list of some resources you can benefit from:

- [African American Center of Excellence on Behavior Health Disparities](#)
- [School Mental Health Program](#)
- [Training and Technical Assistance Programs](#)

Contact: Humberto Carvalho, Office of Intergovernmental and External Affairs,  
[humberto.carvalho@samhsa.hhs.gov](mailto:humberto.carvalho@samhsa.hhs.gov)

### **HHS SAMHSA Additional Resources**

- [Tips for Promoting School Employee Wellness](#)
- [Coping with a Disaster or Traumatic Event](#)
- [Tips for College Students After a Disaster or Traumatic Event](#)

Contact: Kimberly Reynolds, Division of State and Community Systems Development,  
[kimberly.reynolds@samhsa.hhs.gov](mailto:kimberly.reynolds@samhsa.hhs.gov)

### **CDC Resource: General Information**

This [web resource](#) provides information for various groups related to disasters, traumatic events, and other emergencies:

- [Taking care of your emotional health](#) – information and resources for adults and families
- [Helping teens cope](#) – information and resources for older children, teens, and young adults
- [Resources for state and local governments](#) – information and resources for emergency planners, state, and local government staff to support mental health in emergencies
- [Response resources for leaders](#) – information and resources for government, faith-based, and community leaders to support their communities
- [Tips for emergency responders](#) – tips and resources for emergency responders for resiliency and coping

HBCUs can use these resources to help ensure students, faculty, and staff are appropriately coping with the mental health challenges caused or exacerbated by the bomb threats.

## Grants

### **ED Resource: Title III Funding**

ED's Strengthening HBCUs program awards grants to eligible IHEs to assist them in strengthening their academic, administrative, and fiscal capabilities. As it relates to emergency management, funds may be used for:

- Mental health services (e.g., online mental health and wellness programming for students, faculty, and staff; mental health support via telehealth services and specialized self-help wellness apps);
- Outreach activities (e.g., workshops, seminars, class presentations); and
- Student support services (e.g., specialized trainings and workshops for faculty, staff, and students; expanded on-campus health services).

For questions related to Title III allowable expenses or to redirect any Title III funds from one activity to another, please consult your Title III program specialist.

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## Resource Summary Chart: At a Glance

### Resources for Readiness, Response, and Recovery of Violent Threats

<i>Note: Resources are listed in the order they appear in the HBCU Bomb Threat Resource Guide</i>	<b>Federal Technical Assistance:</b> Including agency staff support, trainings, tools, guidance, fact sheets, and promising practices				<b>Federal Funding:</b> Including short- and long-term grants			
<b>Federal Agency Resource</b>	Mental Health	Emergency Management Preparedness	Campus Safety	Crisis Response	Mental Health	Emergency Management Preparedness	Campus Safety	Crisis Response
<a href="#"><b>Bomb Threat Guidance (DHS/DOJ)</b></a> Printable pamphlet that provides details on pre-threat preparation, threat assessment, staff response guidelines, and evacuation and shelter-in-place considerations		X	X	X				
<a href="#"><b>Training Series Video (DHS)</b></a> Instructional videos that communicate the threat posed by improvised explosive devices (IEDs), explain counter-IED concepts, and demonstrate bombing prevention procedures			X					
<a href="#"><b>Bomb Threat Checklist (DHS)</b></a> Instructions on how to respond to a bomb threat and provide information to assist law enforcement in an investigation			X	X				
<a href="#"><b>Protective Security Advisor (PSA) Program (DHS)</b></a> Trained critical infrastructure protection and vulnerability mitigation subject matter experts that can work with campuses to provide security assessments, supportive information, and strategies		X	X	X				

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<b><u>If You See Something, Say Something®</u></b> (DHS) Training for state and local law enforcement to recognize behaviors and indicators of terrorism and terrorism-related crime and share reports with affected communities		X	X	X				
<b><u>WHI on HBCUs: Campus Safety and Resilience Cluster</u></b> (ED) Facilitates discussions between HBCU campus policy and emergency management officials to coordinate best practices, develop recommendations, and bolster communication		X	X					
<b><u>REMS TA Center</u></b> (ED) ED's national school safety center offering free resources, information, tools, and training		X	X					
<b><u>Clery Act</u></b> (ED) Clery Team assists IHEs with compliance and sharing best practices		X	X					
<b><u>State and Local Anti-Terrorism Training Program</u></b> (DOJ) Provides no-cost training and resources to state, local, tribal, and territorial law enforcement officers, analysts, and support staff, who serve as the front line of defense against acts of terror		X	X					

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<u><a href="#">National Institute of Justice Research Grants (DOJ)</a></u> Research grants that can assist HBCUs in improving knowledge and understanding of crime and justice issues through science						X	X	
<u><a href="#">Project Safe Neighborhoods (DOJ)</a></u> Brings together local law enforcement officials, prosecutors, community leaders, and other stakeholders to identify violent crime problems in their communities and develop comprehensive solutions to address them			X					
<u><a href="#">Antiterrorism and Emergency Assistance Program (DOJ)</a></u> Provides technical assistance and supplemental grant funding to support victims of criminal mass violence or terrorism		X	X	X				X
<u><a href="#">Mass Violence Toolkit (DOJ)</a></u> Provides guidance for developing short- and long-term recovery plans for victims of incidents of mass violence	X			X				
<u><a href="#">Improving Community Preparedness (DOJ)</a></u> Provides technical assistance and training to assist in preparing for the response to an incident of mass violence		X						

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<u><a href="#">National Mass Violence Victimization Resource Center (DOJ)</a></u> Provides resources for victims of incidents of mass violence including for mental health professionals and emergency responders to address Readiness, Response, and Resilience		X		X				
<u><a href="#">Training and Technical Assistance Center (DOJ)</a></u> provides consultants to support AEAP grants, TTA on the Mass Violence Toolkit, and offers resources on their website		X	X					
<u><a href="#">Civil Rights Division (DOJ)</a></u> Enforces Federal statutes prohibiting discrimination on the basis of race, color, sex (including pregnancy, sexual orientation, and gender identity), disability, religion, familial status, national origin, and citizenship status			X					
<u><a href="#">Office for Civil Rights (ED)</a></u> Enforces Federal statutes prohibiting discrimination based on race, color, national origin in education programs and activities that receive federal funds, and other civil rights laws that prohibit federally funded education programs and activities from discriminating based on sex (including pregnancy, sexual orientation, and gender identity), disability, and age.			X					

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<b><u>Office of Partner Engagement (FBI)</u></b> Maintains active relationships with law enforcement associations and Federal agencies to aid in protecting against terrorism and other criminal activities		X	X	X				
<b><u>Community Relations Service (DOJ)</u></b> Services to assist communities in conflict to come together, develop solutions for conflict, and enhance their capacity to independently prevent and resolve future conflict			X					
<b><u>Homeland Security Information Network (DHS)</u></b> Forum to access and share data and products, manage operations, and respond to incidents to keep communities safe		X	X					
<b><u>SchoolSafety.gov (DHS)</u></b> interagency website provides a one-stop access point, including a grant search function, to the information communities need to foster safe and resilient schools		X	X					
<b><u>Cybersecurity and Infrastructure Security Agency (DHS)</u></b> Works with institutions to enhance physical security and provide security assessments		X	X					
<b><u>Office for Bombing Prevention (DHS)</u></b> Supports the nation’s ability to prevent, protect against, respond to, and mitigate the use of explosives against critical infrastructure, including universities		X	X					

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<b><u>Office of Academic Engagement (DHS)</u></b> Collaborates with students, faculty, and IHEs to improve responses to emergency management		X	X					
<b><u>Office for State and Local Law Enforcement (DHS)</u></b> Provides guidance and access to DHS resources, training, and products		X	X					
<b><u>Center for Prevention Programs and Partnerships (DHS)</u></b> Provides technical, financial, and educational assistance to stakeholders to establish and expand local prevention frameworks		X	X					
<b><u>Nationwide Suspicious Activity Reporting Initiative (DHS)</u></b> Training programs that can assist HBCUs in the identification and reporting of behaviors and indicators that may indicate terrorism-related criminal activity			X					
<b><u>National Threat Assessment Center 2021 (USSS)</u></b> Provides research reports examining school attacks and averted school attack plots and provides training and consultation guidance		X	X					

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<b><u>Campus Emergencies Prevention, Response, and Recovery (MGT-324) (DHS)</u></b> College course providing training in understanding and navigating campus emergencies involving natural or manmade events, including acts of violence		X	X					
<b><u>“What to Do” Instructional Videos (DHS)</u></b> Free instructional videos that communicate the threat posed by IEDs, explain counter-IED concepts, and demonstrate bombing prevention procedures			X					
<b><u>Response to Suspicious Behaviors and Items (AWR-335) Training (DHS)</u></b> Course provides participants with a foundational introduction to recognizing and responding to suspicious behaviors and activities related to terrorist or criminal activities								
<b><u>Bomb Threat Preparedness and Response (AWR-903) Training (DHS)</u></b> Online independent study course of what happened during bombing incidents to familiarize participants with the steps necessary to prepare for and respond to a bomb threat			X					
<b><u>Behavioral Approach to Violence Prevention (DHS)</u></b> One-page resource sheet on utilizing behavioral threat assessment and management			X					

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<b><u>National Threat Evaluation and Reporting Program (DHS)</u></b> Training programs for security partners who may observe suspicious activity in the normal course of their duties		X	X					
<b><u>Mitigating the Threat of School Violence (DHS)</u></b> Resource to raise awareness of potential risk factors and indicators for targeted violence in schools			X					
<b><u>Enhancing School Safety Using a Threat Assessment Model (DHS)</u></b> Operational guide for preventing targeted school violence		X	X					
<b><u>Project SERV (ED)</u></b> Grant funds to help schools recover from a violent or traumatic event in which the learning environment has been disrupted								X
<b><u>Community Oriented Policing Services (DOJ)</u></b> Funding to strengthen security, such as increasing community policing collaborations and preparing for active shooters						X	X	
<b><u>Nonprofit Security Grant Program (DHS)</u></b> Supports physical security enhancements and other security activities for nonprofit organizations that are at high risk of terrorist attack						X	X	

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<b><u>Homeland Security Grant Program (DHS)</u></b> Provides funding to states and urban areas that are at risk of terrorist attack to support efforts to prevent, protect against, mitigate, respond to, and recover from acts of terrorism and other threats						X	X	X
<b><u>Find and Apply for Grants (DHS)</u></b> Resource to find grants to help prepare for, prevent, and respond to terrorist attacks and other disasters						X	X	X
<b><u>Continuing Training Grants (FEMA)</u></b> Funding to HBCUs and others to develop and deliver training to prepare communities to prevent, protect against, mitigate, respond to, and recover from acts of terrorism and natural, man-made, and technological hazards						X	X	
<b><u>Disaster Distress Helpline (HHS)</u></b> Immediate counseling to anyone who is seeking help in coping with the mental or emotional effects of the bomb threats that have been made to HBCUs throughout the nation				X				
<b><u>Disaster Behavioral Health Information Series Resource Center (HHS)</u></b> Contains themed installments of resources and toolkit for use in disaster behavioral health preparedness, response, and recovery	X			X				

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<a href="#"><u>African American Center of Excellence on Behavioral Health Disparities (HHS)</u></a> Provides technical assistance, training, and resources for responsive behavioral health services for African Americans	X							
<a href="#"><u>School Mental Health Program (HHS)</u></a> Provides technical assistance to promote best practices among school-based health centers, comprehensive school mental health systems, schools, and school districts	X							
<a href="#"><u>Training and Technical Assistance Programs (HHS)</u></a> Tools, training, and technical assistance offered by SAMHSA to those in the fields of mental health and substance use disorders	X			X	X			
<a href="#"><u>Tips for Promoting School Employee Wellness (HHS)</u></a> Contains tips on wellness activities to support physical and mental health	X							
<a href="#"><u>Coping with a Disaster or Traumatic Event (HHS)</u></a> Contains tips on coping after a traumatic event	X			X				
<a href="#"><u>Tips for College Students After a Disaster or Traumatic Event (HHS)</u></a> Contains tips for college students on coping after a traumatic event and additional resources	X			X				

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<b><u>General Information (CDC)</u></b> Web resource providing information for various groups related to disasters, traumatic events, and other emergencies				X				
<b><u>Taking Care of Your Emotional Health (CDC)</u></b> Provides resources for taking care of personal emotional health during emergencies and for long-term healing	X							
<b><u>Helping Teens Cope (CDC)</u></b> Resources for teenagers learning to cope with feelings experienced after a natural disaster	X							
<b><u>Resources for State and Local Government (CDC)</u></b> Provides guidance for state and local health departments to manage the impact on individuals' mental and behavioral health				X				
<b><u>Response Resources for Leaders (CDC)</u></b> Information for community leaders on how to help those around them cope with a disaster				X				
<b><u>Tips for Emergency Responders (CDC)</u></b> Provides information for first responders to cope with their role in challenging situations	X			X				
<b><u>Title III (ED)</u></b> Grants to eligible HBCUs to assist them in strengthening their academic, administrative, and fiscal capabilities					X	X	X	X