

R.E. Hatley and Associates. Inc.

**1 Buffalo Ave., Suite 203
Concord, NC 28025**

704.786.2099 office 704.786.2280 fax

roy@hatleyandassociates.com

www.hatleyandassociates.com

Call for demonstration appt.



Epilog Laser

2020 Pricelist

FusionPro Co2 Option

Epilog Fusion Pro 32 (32"x20"x12.5")

aprox.monthly lease payment

50 watt	\$28,000	\$602
60 watt	\$30,000	\$645
80 watt	\$35,000	\$752
120 watt	\$41,000	\$881

Epilog Fusion Pro 48 (48"x36"x12.5")

aprox.monthly lease payment

50 watt	\$31,000	\$667
60 watt	\$33,000	\$709
80 watt	\$38,000	\$817
120 watt	\$45,000	\$967

-Standard Features-

2 yr No Exclusion Warranty
On-site training session

- Live Feed Camera
- Large Tempered Glass Door
- Superior Chassis Strength
- LED Lighting
- Joystick Controls
- Higher Resolution Standard Optics
- No additional, expensive lens packages needed for the highest resolution engraving with our Radiance™ Optics.
- Visible Red Dot Pointer
- Made in the USA Quality
- All Epilog Laser systems are proudly designed, engineered, and manufactured in the USA.
- Air Assist to Reduce Flare-Ups
- By directing a constant stream of compressed air across the cutting surface, air assist greatly reduces charring and flare-ups.
- Super-Silent™ Cooling Fans
- With computer-controlled cooling fans, the Fusion Series is the quietest-operating laser system.
- Raster/Vector Color Mapping
- CO2 Waveguide Laser Tubes by Epilog
- All-metal tube design provides higher beam quality and longer life with low recharge costs.
- Stamp Engraving Mode
- Longer Life Lenses Rated to 500 watts
- 3D Engraving Mode
- Long-Lasting Steel Bearings
- Designed to last the life of your system without the inevitable wobble, failure and replacement of plastic bearings.
- Easy-Access, Drop-Down Door
- Strong, Long-Lasting Drive Belts
- Motorized Table
- Automatically Focus the Laser
- True Ethernet Networking Capabilities. All Fusion lasers come standard with a high-speed, 10 Base T-Ethernet connection and USB.
- Moveable Home Position
- Allows you to work from any point on the engraving table, not just the upper left corner.
- Laser Dashboard™ Print Driver
- Epilog Control Center
- Print manager software estimates job run time, records the data and provides advanced positioning features.
- Dashboard 2.10

Customer To Supply

1. Windows Computer system
2. Graphic Design Software
3. Exhaust Fan (min 850 CFM) or Filter system

Recommended PC Requirements

Windows PC (Windows 7-Windows 10) 64 bit required,
1 GB Network Card Required,
4 GB Ram, USB and Ethernet ports required,
NO CELERON Processors, 80 GB Hard Drive

50% Deposit to place a build order.

50% Balance due PRIOR to Shipment

Shipping lead times is 6-8 weeks

1% Past Due Charge

Freight Charges

Commercial Delivery

Fusion Pro 32	\$670
Fusion Pro 48	\$845
Lift Gate	\$50

****Fusion Pro 48 Can Not Use Standard Lift Gate**

Residential Delivery (includes the mand. lift gate)

Fusion Pro 32	\$770
Fusion Pro 48	\$945

beyond point rural \$80

(all k-12 schools are deemed residential)

-Options-

PLP Software (Basic)	\$395
Corel Draw	\$495
Vector Cutting Grid (32)	\$500
Vector Cutting Grid (48x2)	\$1,000
Vector Cutting Slat (32)	\$500
Vector Cutting Slats (48x2)	\$1,000
4.0" lens assembly	\$350
Rim-drive Rotary	\$1495
3-jaw chuck Rotary	\$2895

***Fusion Pro's Require A Minimum of 800 CFM At the Laser
** Down-Draft Feature Requires Separate Exhaust For Full Function**

850 cfm exhaust fan	\$450
Fusion Pro 48 Exhaust	\$1100
Filtration unit Fusion Pro 32	\$11,070
Filtration unit Fusion Pro 48	\$13,690

Purpose of grant / goal:
(limit to one sentence)

The purpose of the grant is to purchase an industry quality laser engraver (EpilogLaser™ Fusion Pro 48 Laser Machine) so as to significantly enhance curriculum and community programming opportunities for students, provide applied professional development for educators, and research.

Amount requested: \$50940 + taxes (7% \$3568.80) = \$54508.80 - \$54,509 (rounded up)

Proposal Narrative

The proposal narrative is a critical part of our review process. Please use these headers to frame the various sections of your narrative.

We encourage you to write and edit the document entirely in Word before cutting and pasting in the below text field. Upon completion, please confirm that there is a blank line between paragraphs and sections.

Total character count should not exceed 18,000 (including spaces). - currently 17890

I) Executive Summary - 1477

- Please summarize the key points of your proposal and describe the relevance of your request.

The cutting edge technology of laser systems literally allow for cutting and engraving of numerous materials from the most delicately thin Japanese papers through to 3/4" hardwood boards and acrylic sheets. This purchase will substantially enhance existing facilities and instruction by incorporating much needed technology for Winthrop students. This fulfills NASAD (National Association of Schools of Art and Design, accreditation) recommendations and also encourages opportunities for cross-college and community collaborations. Winthrop is the only institution – public or private – in South Carolina, with all five of its arts programs (music, dance, design, theatre, fine arts) nationally accredited. This equipment investment furthers the goals of the college to become truly interdisciplinary.

Of the top three laser manufacturers safely being used within academic institutions (Trotec, Universal, and Epilog), we have focused on the Epilog Fusion Pro model. This model has the highest speed in the industry without sacrificing quality, as well as one of the largest working surface areas (48" x 26" x 12.5"), allowing our students to engage with larger images and materials. The price point is competitive, discounted for education purposes, includes a two-year warranty and additional specialized on-site setup and training. Many of our current faculty are familiar with this excellent US made model from working at previous institutions globally.

II) Organizational History and Purpose - currently 4784 characters with spaces

- Please tell us about the organization's history, mission, governing structure, staff size, principal activities, and major accomplishments. Please include evidence of client and community support.

Organizational History

In 1886, founding president David Bancroft Johnson successfully petitioned Boston philanthropist Robert C. Winthrop and the Peabody Fund for seed money to form a training school for teachers. Winthrop opened its doors to 21 students in Columbia, S.C., using a borrowed, one-room building. The school soon received state assistance and moved to its permanent Rock Hill home in 1895. It expanded its mission over time to become a comprehensive institution.

Mission Statement

Winthrop University provides personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the nation and to the State of South Carolina. Winthrop's longtime commitment to be among the very best institutions of its kind in the nation continually guides the mission of the university

Governing Structure

Winthrop University follows a traditional format for governance, with a Board of Trustees, followed by a President (presently Interim), 6 Vice Presidents, a Provost and Executive Vice President, and 7 Deans for the various colleges, library, and graduate / online studies.

Staff Size

Total instructional faculty - 380

Total staff size - 905

Total students - 5576

*2021 numbers

Principal Activities

Winthrop University is a four-year, public, comprehensive university which offers bachelor's and master's degrees through both on-campus and online programs. Its educational experience blends liberal arts, professional programs, global awareness, and civic engagement to assist students in developing the knowledge, skills, and values needed for life enrichment and post-graduate success.

Major Accomplishments

National Leader in Graduating Minority Students

An Education Trust national report singled out Winthrop as a leading institution with high rates of graduation success among minority populations. The report, "A Look at Black Student Success: Identifying Top- and Bottom-Performing Institutions," ranked Winthrop No. 2 in the list of top-performing schools.

Preparing First Gen Students for Graduate School

The McNair Scholars Program helps high-achieving, first-generation undergraduate students from low-income backgrounds and under-represented minority populations prepare for graduate school. Winthrop's program started in 2009 and has served more than 130 students. Funded by a five-year renewable TRiO grant from the U.S. Department of Education, Winthrop is now in its third round of funding.

Proud Yellow Ribbon School

Winthrop participates in the Yellow Ribbon Program, which allows the university and the Department of Veterans Affairs (VA) to provide funds for tuition and fees that exceed the established thresholds under the Post 9/11 GI Bill. In addition, Winthrop was named by U.S. News & World Report as a Best College for Veterans.

A Diverse Place to Work

Winthrop is ranked first in the state in affirmative action for the hiring of women and minorities. The university topped a 2025 stretch target goal of 18 percent for diversity of faculty and managerial staff, and is seeing an increase in minority applicants for positions across campus.

The Flagship Teacher Preparation Institution

Winthrop has long been known as the state's top teacher preparation institution. Recently, the S.C. Alliance for Health, Physical Education, Recreation and Dance recognized Winthrop's physical

education teacher education program as the best in the state. In addition, Richard W. Riley College of Education alumni are consistently named Teachers of the Year at the local, district and state levels.

Client (student) and Community Support

First-time freshmen (in-state) who are accepted will be considered for an annual merit scholarship, ranging from \$1000 to \$7000 (\$4000 to \$28000 over a four-year program). Similarly, out-of-state freshmen are also eligible for merit-based scholarships based on high school GPA or SAT scores (whichever is more advantageous to the student), ranging from \$2000 to \$6000 plus an out-of-state tuition waiver, which amounts to annual values between \$16000 and \$18000. Consideration is also made for incoming transfer students upwards of \$2000 annually, with additional scholarships and award opportunities advertised throughout the school year, open for application.

The Bridge Program is a partnership between York Technical College and Winthrop University, allowing students to complete core courses at the college and receive guaranteed admission to the university. A \$3000 scholarship incentive, access to facilities on both campuses which includes athletics, tutoring sessions, and cultural events, is a clear money-saving and realistic possibility for those students working full-time and/or applying as a non-traditional student.

III) Statement of Need - currently 3668

- Please identify the needs that the request addresses. Please substantiate your case with pertinent data, including detailed demographic information about the populations you seek to assist.

Of 4230 undergraduate students in 2020, 3145 of them qualified for financial need. That is a staggering 74%. Of these students, Winthrop has been able to support 55% of them with some form of a scholarship or loan (detailed earlier). We are educating a population of students who have multiple factors affecting their success, and financial insecurity is but one stressor to them. Tuition aside, studio fees, lab fees, textbooks, and additional expenses, are annually on the rise and are often unaccounted for when considering a degree program. At a minimum, students should expect access to state of the art facilities and technology. 65% of our students commute. These are often the students who have part or full time jobs to pay for tuition and supplies, and live in the nearby smaller towns. It is not uncommon for a student to commute over an hour in each direction. Commuting students in the Fine Arts face additional obstacles as studio time and facilities access is a major part of their degree requirements. This access is generally required outside of instructional course time. For example, access to the ceramic kilns with lengthy firing times, or the production of a laser project in the Creator Space, requiring 3hrs of attention (the length of one traditional studio class period).

The pressure and responsibilities of balancing life, work, and academia is not without moments of joy and energetic celebration of accomplishments. In 2020, 623 Winthrop students were awarded scholarships that were not based on financial need. These awards (excluding athletics) are provided based on academic success, community involvement, peer and faculty recommendation, and through specific endowed scholarships setup through generous alumni and community members.

Thirty-one percent of our students identify as Black or African American and 55% are White or non-Hispanic. In addition, only 10% of our students are from out of state. Students have proudly founded resources to address equity, such as the Roddey-McMillan Record (RMR), a monthly newspaper specializing in diversity since 1986. The RMR focuses on issues, concerns, and happenings of those who represent the multicultural community on Winthrop's campus. The university has also engaged in positive steps by promoting a minor in African American Studies which compliments all major programs, the creation of the Safe Zones program (designed to increase understanding of lesbian, gay, bisexual, transgender issues), and most recently a Diversity, Equity, and Inclusion Certificate Program which consists of workshops and events for faculty and students. It is these

ambitious, resourceful, and socially aware students that embrace and forward change within our communities. We aim to recognize and support these challenges whenever possible.

Specifically, within the arts, all traditional and core mediums (i.e., drawing, painting, sculpture, printmaking, etc) are growing and adapting to include technology globally. This appeals to students but also to the general underlying importance of advancements within the specialism. The core mediums change with the incoming generations, trends, and popular culture. As an example, many institutions are changing the term 'printmaking' to 'expanded media'. By doing this, the traditional printmaking sub-categories of etching, engraving, lithography, woodcut, and screenprint, can also incorporate digital print, 3D printing, heat-sublimation image transfer, and laser engraving. Technology meets tradition and enhances the possibilities without sacrificing the importance of hand skills and talent. We want our students to be at the forefront of this exciting change and advancement.

IV) Program Description* - currently 7961

- Describe the program's activities.

The Epilog Laser will greatly serve the general student body. This includes faculty and student research endeavors but also opens up opportunities for ambitious student applications which require use of this machine for public and international projects. For monitored safety and proper use, the laser will be housed in the Department of Fine Arts, and used specifically for assignments within all mediums (sculpture, printmaking, small metals, drawing) which incorporate and support technology research.

The Space Between 0 and 1: Printmaking and Digital Technology in Portland, is an artwork exhibition review by Matthew A. Coleman, from 2016. Within this article, Coleman surveys the engaging research which is sampled from digital, video, 3D creations, and laser engraved work. He noted quite clearly how the exhibition, 'was a barometer for the shifting atmosphere of printmaking and successfully demonstrated the imaginative ways it continues to embrace emerging technologies' (Coleman, Matthew A.). We are at the cusp of yet another advancement which needs to be fully embraced. Learning the hardware and software components of these industrial machines will give students the added experience and additional refinement to make them fluent and competent as they progress post-Winthrop into the overly competitive creative field. This knowledge spans vastly and beyond the creative field to research proposals and collaborations with potential that has yet to be fully realized. Students require simply the opportunity to engage in these projects to flourish.

This equipment will merge exceptionally well with existing college facilities, such as the CNC router, 3D printers, and large-format digital printers. The Creator Space (College of Visual and Performing Arts), hosts the above equipment and is shared with degree programs in music, design, theatre, dance, and fine arts. Beyond the college, partnerships and research with faculty and students in other departments will enhance community and further instructional possibilities with this new technology, strengthening the institution as a whole. These partnerships allow for ambitious projects and proposals to be set by our students, as to engage their entrepreneurial skills. As campuses are generally known for resources of creativity and production, opportunities are developed between local businesses and other schools. With the general increase in infrastructure (hotels, breweries, hospitals, and designer living communities) students will be able to utilize their enhanced experience and specialized training and potentially walk right into employment, while also assisting in the generation of potential scholarships and award-granting funds for future student support and success. This technology will see extensive use.

- Document the size and characteristics of the population to be served by the program(s).

A general undergraduate student will on average have 3-4 courses per term which utilize campus facilities for research towards their degree(s). This number begins with introductory processes through

to experimental, in most cases advanced use of machinery, and cross-college collaborations. It is not uncommon to see science, history, psychology, and education majors joining forces with fine arts to explore opportunities. With a student to faculty ratio of 12:1, these intimate and desirable student-centered collaborations are frequent and successful.

The work of Professor Karen Oremus (Chair, Department of Fine Arts at Winthrop University), whose research objectives are to successfully extend printmaking's methodological repertoire through the integration of technology and interdisciplinary models in both the creative and technical processes, examines how traditional two-dimensional fine art prints can work in concert with innovative technologies, in particular laser-cut technology, to create three-dimensional works, ephemeral shadow prints and installations. The design process outcome developed as one of the goals of this research resulted in a complex suite of multi-layered works. The work has also integrated science and technology in new ways both by the products produced as well as the innovative techniques required to develop them. This work would not have been possible without the collaboration between biologists and computational chemists. This has expanded the repertoire of professional practice in printmaking and has provided our students with new skills and cross-college connections that they themselves can now develop and enhance within the scope of their own artistic practice.

Assistant Professor Myles Calvert (a new Winthrop hire) has worked extensively with laser technology while developing new ways of enhancing traditional printmaking processes. His recent research has progressed through facilities at Alfred University in New York, utilizing both Trotec and Epilog laser systems. Using these machines, Professor Calvert has been able to adapt software to imprint and engrave refined photographic details directly into wooden surfaces, which are then inked up by traditional methods (hand) and printed using sensitive presses. Modifications of both the printed surface and the press itself, have made leaps in progress to achieve photographic realism and quality results, available to artists and student learners. These enhanced prints on paper have evolved to multicolor images, and international exposure via solo exhibitions (Rochester University, NY in 2019 and the Arts Council of Southeast Missouri, 2018), group exchange portfolios (Southern Graphics Council International - Portland, OR 2017; Atlanta, GA 2018; Las Vegas, NV 2019), and invitations to lecture on the process at the Pontificia Universidad Católica del Perú, in Lima (2019).

- Outline the strategy/methodology and timeline to be used in the development and implementation of the program(s).

The Epilog purchase includes setup and on-site training. This opportunity will be dedicated to those faculty in Fine Arts who would most urgently require laser use into their courses, our Health and Safety staff members, and the university facilities team, to ensure compliance of safe operations by Epilog and university standards. Multiple materials will be tested and base samples of outcomes will be produced during this time. Hired student monitors and further training for faculty will quickly be offered, as well as an online schedule for daily access and bookings. Depending upon delivery time in the semester, this setup and training could be completed within a two-week period, due to previous use and familiarity of the equipment. After this scheduled workshops for those interested across the department and college will be offered throughout the semester, along with individual and specialized training. Student monitors will also be available for troubleshooting and general assistance during the academic year, while faculty will ensure a thorough maintenance schedule.

- How does this program(s) enhance the existing services in the community?

This laser acquisition offers machinery and a service that is not available elsewhere in the state, for educational use. This new resource will strengthen the existing bridge between campus and community through collaborative efforts. Within the creative design sector we are very aware how competitive it is to be accepted into an arts program, be able to stay successful within it, and then to thrive and survive upon its completion. Recent graduates Anna Dean (Master of Fine Arts, 2020) and Lauren Taylor-League (Master of Fine Arts, 2021), were successful with their \$40000 proposal to create custom and interactive public artwork for installation at the new Miracle Park in Rock Hill,

designed specifically for people with special needs. Campus facilities were used to create an 8ft steel sculpture of the logo for the park and 120 stars were laser cut and engraved with donor names. This entire sensory-focused experience which includes interactive walls with moveable objects and herbal gardens, has given a substantial boost to the careers of these artists but also a positive and lasting impact on the local community, highlighting the needs of a minority group but benefiting all.

**If the request is for general support, please use above questions in relation to broad organizational activities.*

Evaluation

1. Briefly describe the **Evaluation Process** for the near-term and long-term for the proposed initiative and how the results will be used. Total character count should not exceed 500 characters - **currently 498**

The evaluation process will utilize commercial data capture practices, currently being used in manufacturing and existing shared creator spaces. The unit itself records an extensive range of utilization metrics that will be used to provide reports. Apart from quantitative evaluation, longitudinal qualitative evaluation will demonstrate its effectiveness and impact by students and faculty through published academic articles, peer reviews, public exhibitions, and collated annual faculty reports.

2. Please provide findings from **Previous Evaluations** of the proposed initiative and explain the process for evaluating efficacy and outcomes, including what data was collected and what the data indicated. If not available, please write n/a. Total character count should not exceed 500 characters. - **494**

As this technology and its incorporation into academia is new, previous evaluations are varied and sparse. Other established and noteworthy institutions such as Alfred University in New York have implemented professional applications of laser technology extensively and have embedded it into their curriculum/programs. As a direct result the institution has a visiting artists/scholars residency program on campus utilizing the facilities and sharing their findings with the university and community.

Benchmarks

Please provide **three** benchmarks (goals) for your proposed effort. Please use the **Description** field to briefly state each goal for your effort and enter the associated number and percentage goal into the **Number Goal** and **Percentage Goal** fields, respectively.

For example: A college readiness program's outcomes for 200 students served.

Description: Of 200 served, number and percentage of students entering sophomore year of college.

Number Goal: 170 (to reflect that 170 students of 200 served are expected to persist into sophomore year).

Percentage Goal: 85% (to reflect 85% of the program's students are expected to persist into sophomore year).

1) Community Engagement and Collaboration

Across the College of Visual and Performing Arts there are 5 specialisms (dance, music, fine arts, design, and theatre). Our goal is to foster community collaborative engagement projects, utilizing the laser engraver. This could include Rock Hill, SC local businesses, the downtown core, and other York County communities. We aim to begin with 3 of the specialisms in the short term, and then all 5 within two years.

Number goal: 3 community projects, for the 2021 / 2022 academic year

2) Expansion of Laser Technology Research within the Curriculum

Beginning with the Department of Fine Arts and opportunity for expansion into the other specialisms, our goal is to incorporate laser access opportunities within research and projects in all mediums (i.e., drawing, printmaking, painting, sculpture, photography, video, etc). If each core program has generally 3 courses a term and 6 a year, our numbers are based on 36 courses. This number is low and fluctuates based on enrollment.

Number goal: 80% of Fine Arts syllabi by the 22/23 academic year - 29 courses

3) Student Access and Engagement

Equipment will track access and run-time. Our goal is to increase safe and monitored access times during the week (evenings) and weekends to guarantee production time is available to all students, outside of scheduled classes. 8hrs of access is currently planned for weekdays - 40hrs weekly. We aim to increase this by 40%, adding an additional 16hrs.



APPLICATION INSTRUCTIONS

Please read this document entirely before starting an application.

Application Tips and Best Practices:

- Use these instructions throughout the process. Instructions are best viewed on screens, not on paper, so that applicants can zoom in on screenshots (and save paper!). Please review the instructions in full before beginning the application.
- Please use **Chrome** or **Firefox** as the browser to complete the application.
- Complete the **Project Title** field immediately upon entering the application and click **Save**. This will create a request in the system and enable applicants to return to complete the application for **three months**. Please do not edit this field once it has been populated with the internal nomenclature.
- Bookmark the Dashboard page to return directly to the application portal:
<https://hearstfoundations.force.com/grants/>
- Review the application in its entirety before starting to complete the fields. This will help applicants strategize how best to proceed.
- Work in intervals. The **Save** button is provided such that applicants do not need to complete the application in one sitting.
- Avoid using browser navigation buttons as they will exit applicants from the application and grant applications will be lost. Please use the navigation buttons at the top and bottom of the application page to advance in the application. Applicants may need to save the application for these buttons to appear.
- Be sure to read **Help Text** that appears below each header for guidance on the requested information.
- Enter numbers only in fields requesting a dollar amount or fiscal year. Please do not include any non-numeric characters. Please review Help Text for clarity on what is needed in a specific field.
- Note character limits. The suggested length is stated in Help Text. **Please disregard the character count calculators that appear under text fields.**

- Compose, spell check, and save any lengthy answers in a word processing program, such as Word, and then copy and paste them into the application fields and **save**.
- Focus on the red: Required fields will display a red asterisk on the right side of the field. Error messages will be displayed in red on the top of the page upon saving.
- Review the application thoroughly on the “Review/Submit” tab before submission. This page will display input answers and blank fields for incomplete answers. When complete, the preview page should be entirely populated, as well as Benchmarks and Primary Contact visible and Attachments listed.

Applicants begin the application process by selecting the relevant application link from the Hearst Foundation’s website’s “How to Apply” page (<https://www.hearstfdn.org/applying-reporting/how-to-apply>):

- **Endowment Application:** The Hearst Foundations only consider Endowment requests in cases where organizations have existing Hearst endowments.
- **Program Application** (all non-endowment requests): The Hearst Foundations fund Capital, General Support, Program, Research and Scholarship grants.

Eligibility Quiz:

Upon clicking the relevant application link, the applicant will begin the Eligibility Quiz. This is a short series of questions that will determine whether an applicant meets minimum funding criteria based on the Hearst Foundations’ funding guidelines and funding limitations.

If the Eligibility Quiz indicates that an organization is eligible to apply, the applicant will select **Continue->Next-> Continue** to create a new grant application.

For more information on the Hearst Foundations’ funding limitations, please visit <https://www.hearstfdn.org/funding-limitations>

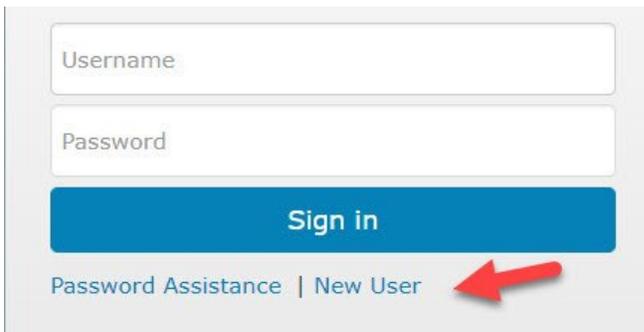
How to Register:

After completing the Eligibility Quiz, an applicant will log in. If the applicant has not yet registered for the new Hearst Foundations portal, please register before proceeding. (For users of the previous Hearst Foundations portal, see instructions on page 5.)

New Users (No account on any Hearst Foundations portal)

New users of the portal must select New User on the login page to register and complete all fields in Steps 1-3, using the help text that appears to the right of the text fields. An email will be sent upon clicking Register on Step 3.

Applicants should check both their email inbox and SPAM folders for the activation email to complete the registration process. The email will come from **noreply@salesforce.com; on behalf of Hearst Foundations (support.ny@hearstfdn.org)**. After logging in, the applicant will be directed to the application.

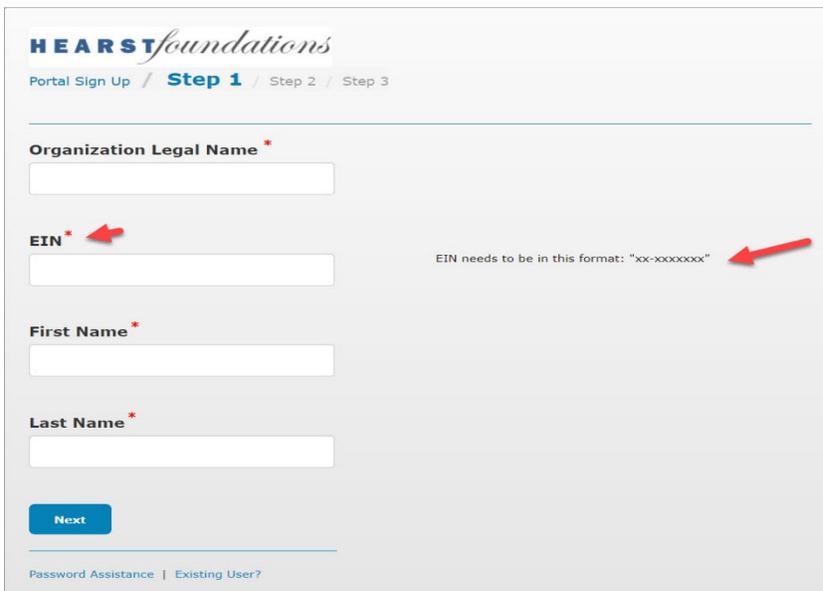


Username

Password

Sign in

Password Assistance | New User



HEARST foundations

Portal Sign Up / **Step 1** / Step 2 / Step 3

Organization Legal Name *

EIN * EIN needs to be in this format: "xx-xxxxxx"

First Name *

Last Name *

Next

Password Assistance | Existing User?

HEARST *foundations*

Portal Sign Up / Step 1 / Step 2 / **Step 3**

Username *

Username must not include an @ symbol. Please do not use an email address.

Password *

Password must include at least 8 characters with 1 special character (\$, !, % etc), 1 upper case character and 1 lower case character. Please keep a record of your username and password.

Confirm Password *

Register or go back a step

[Password Assistance](#) | [Existing User?](#)

After registering, a new user will receive the email below.

Dear :

Thank you for registering for the Hearst Foundations' Application and Reporting Portal.

Before you can get started, please confirm your email address by either clicking the link below or copying and pasting the link in your browser.

https://hearstfoundations.force.com/grants/FGM_Portal_CommunitySignupConfirm?id=a0N1H00001Ejl5z&code=94075.81477749628

Sincerely,

The Hearst Foundations

Returning Users (Users with a prior portal account with the Hearst Foundations)

For applicants who have already activated their new portal accounts on the new portal (launched in October 2020), they can login with the new username and password.

For those applicants whose login information was created on the previous version of the portal (before October 2020), and who have **not** yet activated new accounts on the new portal, please follow the below steps to set up a new portal account **before** beginning the Eligibility Quiz and application process.

Step 1:

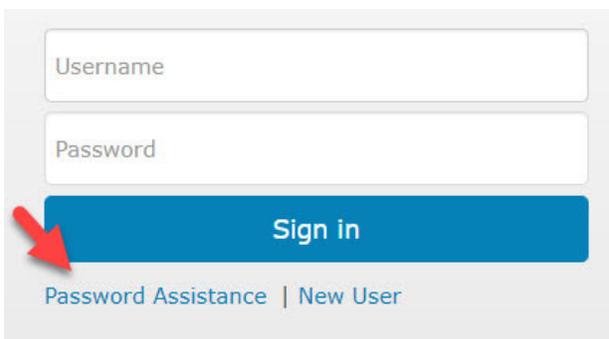
Contact the Hearst Foundations. If an organization is based **East of the Mississippi River**, please email support.ny@hearstfdn.org and if an organization is based **West of the Mississippi River**, please contact support.sf@hearstfdn.org for set up. The Hearst Foundations' staff will create a new account and an email will be sent to the registered email address to complete the process.

Step 2:

Upon receipt of the email (check SPAM folders if not received immediately), the applicant must **click the link to verify** the email address and follow the remaining steps to activate the account. The email will be from noreply@salesforce.com; **on behalf of Hearst Foundations (support.ny@hearstfdn.org)**.

Once the applicant has verified the email address and confirmed the new username, he/she can set up a password. Click the **Password Assistance** link to complete this process.

Please use the instructional video for password setup on the Hearst Foundations' website under "How to Apply" for further assistance:



Username

Password

Sign in

[Password Assistance](#) | [New User](#)

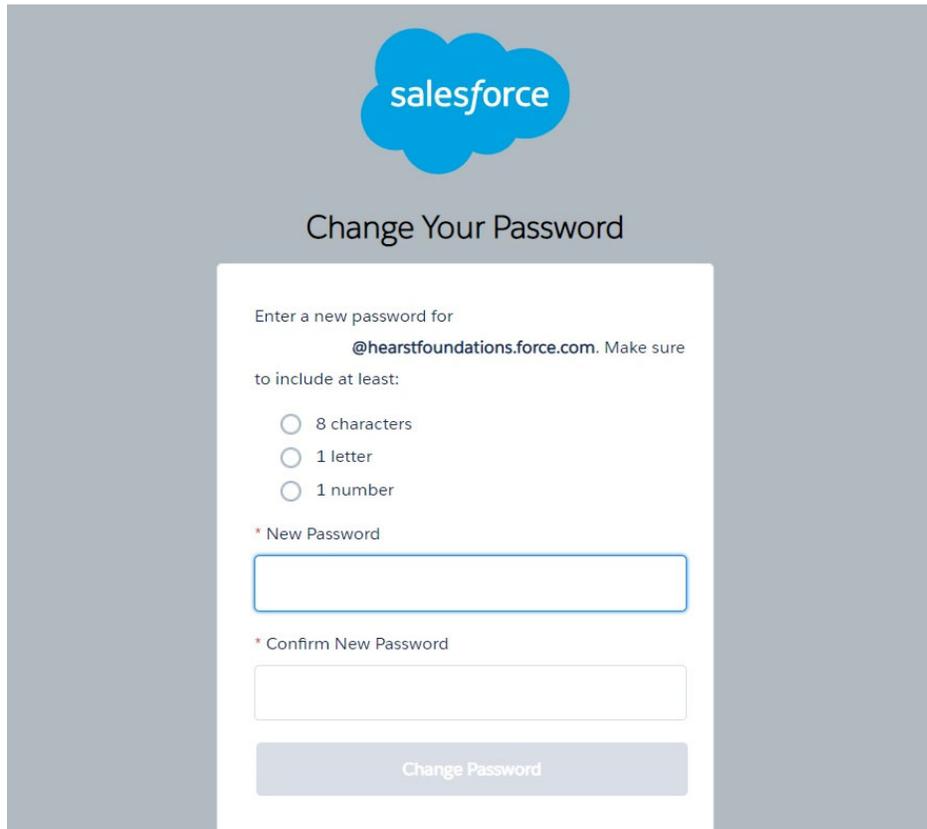
Step 3:

To set the new password, the applicant will need to provide the new username.

If you are having difficulty logging in, please confirm that you entered the correct user name and password for the new Hearst Foundations Portal (launched October 2020). Passwords are case sensitive. If you are a returning user and have not created new login information for the new portal, you will need to create new login information by contacting support.sf@hearstfdn.org, if your organization is located west of the Mississippi River or support.ny@hearstfdn.org, if your organization is located east of the Mississippi River. If you have already established your account on the new portal and your login details are not working, please request a password reset by entering your user name below. If you already requested a password reset and were directed to this page after clicking the link in your email, your reset link may have expired or has already been used. Please reset your password again and copy and paste the reset link into your browser.

Step 4:

The new password must contain eight characters, with at least one letter and at least one number. **Please note the new Username and Password** for future access to applications and reports.



The image shows a screenshot of the Salesforce 'Change Your Password' interface. At the top is the Salesforce logo. Below it, the title 'Change Your Password' is centered. The main content area is a white box with a light blue border. It contains the following text: 'Enter a new password for @hearstfoundations.force.com. Make sure to include at least:'. Below this are three radio button options: '8 characters', '1 letter', and '1 number'. The '8 characters' option is selected. Below the options are two text input fields: '* New Password' and '* Confirm New Password'. At the bottom of the white box is a grey button labeled 'Change Password'.

Important: Before beginning an application, please note the new Username and Password for future access to applications and reports.

Steps to Completing the Application:

To assist in the application process, we have created a short instructional video to orient you. The link is found on the Hearst Foundations' website's "How to Apply" page.

- 1) **Immediately upon entering the application, an applicant should complete the Project Title field and click Save at the bottom of the page.** This will create a record of the application in the system and allow applicants to navigate to other parts of the portal and work in increments with the ability to return to an application for three months.

There may be other errors for required fields that may be listed when the application is saved, but please proceed.

Please Note: The text entered as **Project Title** will be overwritten by internal nomenclature as soon as it is saved. Applicants should not attempt to edit this title.

- 2) Applicants should use **Help Text** that appears directly under each field name for further instructions.
- 3) Applicants should use the **Save & Next buttons** to navigate through each tab.
- 4) Please follow the character counts that are included in the help text and disregard the character count calculator under the text fields (they are inaccurate and will cause issues when submitting the request).
- 5) **APPLICATION TAB:** When creating the **Proposal Narrative**, applicants should use the suggested headers for each section, as instructed on the application. We suggest writing and editing the narrative in a word processing program, such as Word, and copying and pasting into the field once finalized. The character count, including spaces, is 18,000. **Please ignore the character count calculator that appears under the text field.**



- 6) **FINANCIALS TAB:** All applicants should complete all fields under the Financials sections. If a field is not relevant, applicants should enter 0. If the applicant seeks to clarify any aspect of the financials, the applicant should provide this information in the Notes on Financials field.

Under Revenue Sources, please be sure to delete -0- and enter the correct percentage that will total 100%, i.e., if Tuition/Fees is 66%, delete the zero, otherwise it will show as 066.

- 7) **EDUCATION TAB:** If you are a K-12 school or an institution of higher education, please complete the additional fields relating to the student population and academic statistics.

- 8) **BENCHMARKS TAB:** For Program applications, applicants will need to complete information on the **Benchmarks** tab.

Using the **New** button on the right side, applicants need to create **three** specific Benchmarks to share how the organization will measure the success of the requested initiative.

Benchmarks should be measurable in number or percentage terms and match the duration of the grant term. Examples are provided on the portal.

Dashboard Profile

Application Docket

Program Application Docket

Application Financials Education **Benchmarks** Primary Contact Attachments

Cancel Review/Submit

Please provide **three** benchmarks (goals) for your proposed effort. Please use the **Description** field to briefly state each goal for your effort and enter the associated number and percentage goal into the **Number Goal** and **Percentage Goal** fields, respectively.

For example: A college readiness program's outcomes for 200 students served.

Description: Of 200 served, number and percentage of students entering sophomore year of college.

Number Goal: 170 (to reflect that 170 students of 200 served are expected to persist into sophomore year).

Percentage Goal: 85% (to reflect 85% of the program's students are expected to persist into sophomore year).

Show 10 entries

Benchmark	Description	Number Goal	Percentage Goal	Last Modified	Action
No Data Available					

Showing 0 to 0 of 0 Entries

Next

- 9) **PRIMARY CONTACT TAB:** All applicants will need to complete the **Primary Contact** tab to add the Executive Leadership of the organization. Applicants should follow the instructions provided on the page to identify an existing contact (already in the system) or create a new contact.

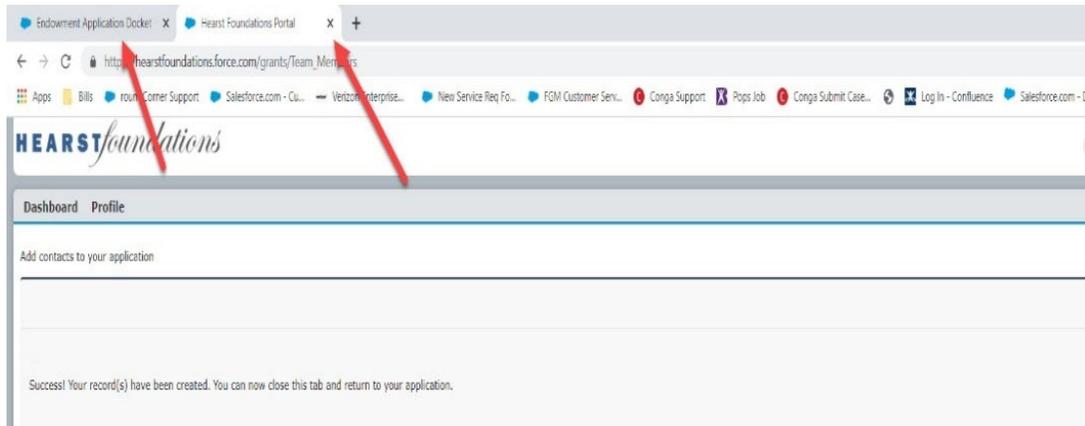
The screenshot shows a navigation bar with five tabs: 'Application', 'Financials', 'Education', 'Primary Contact', and 'Attachments'. The 'Primary Contact' tab is selected and highlighted in blue. Below the navigation bar, the page title is 'Primary Contact'. A message reads: 'Please save your application first before adding a contact'. Below this message is a blue hyperlink: 'Click here to add Contacts to your application'. A red arrow points to this link. At the bottom of the section are three blue buttons: 'Save', 'Save & Next', and 'Clear Changes'.

- 10) When adding the details of the **Primary Contact (Leadership)** of the organization, applicants need to select or type the most appropriate salutation from the Salutation dropdown menu and provide first and last name, as this information will be used for grant agreement letters if the grant is awarded.

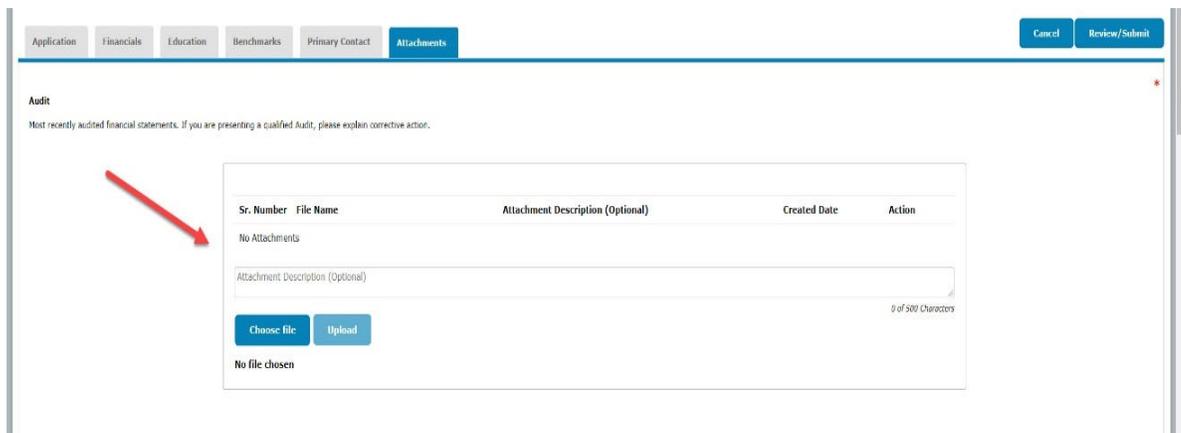
The screenshot shows a web interface for adding contacts. At the top, there are links for 'Dashboard' and 'Profile'. Below that, the heading is 'Add contacts to your application'. There are 'Previous' and 'Next' buttons in the top right corner. The main content area contains the text: 'No contacts were found that match your criteria, please create a new contact here.' Below this text is a form with five input fields: 'Salutation', 'First Name', 'Last Name', 'Email', and 'Title'. At the bottom right of the form area, there are 'Previous' and 'Next' buttons.

After creating the new contact or selecting an existing contact, exit out of tab and return to application tab.

NOTE: The person added will NOT be listed on the page afterward. However, if the Success! Message below is visible, it has been confirmed.



11) **ATTACHMENTS TAB:** All applicants will need to complete the **Attachments** tab by attaching the following documents as PDF or Excel attachments. **Please do not include an Attachment Description:**



- a. Most recent Audit (**990s are not accepted**)
- b. Organizational Budget for the current and projected fiscal years and explanation of any deficits
- c. Program Budget (required for all applications, except General Support and Endowment) for the fiscal year in which funds are being requested and prior fiscal year (if applicable).
- d. List of 10 largest Foundation and Corporation Grants for the previous and current fiscal years, for organization and program (if applicable). Please include funder name and amount

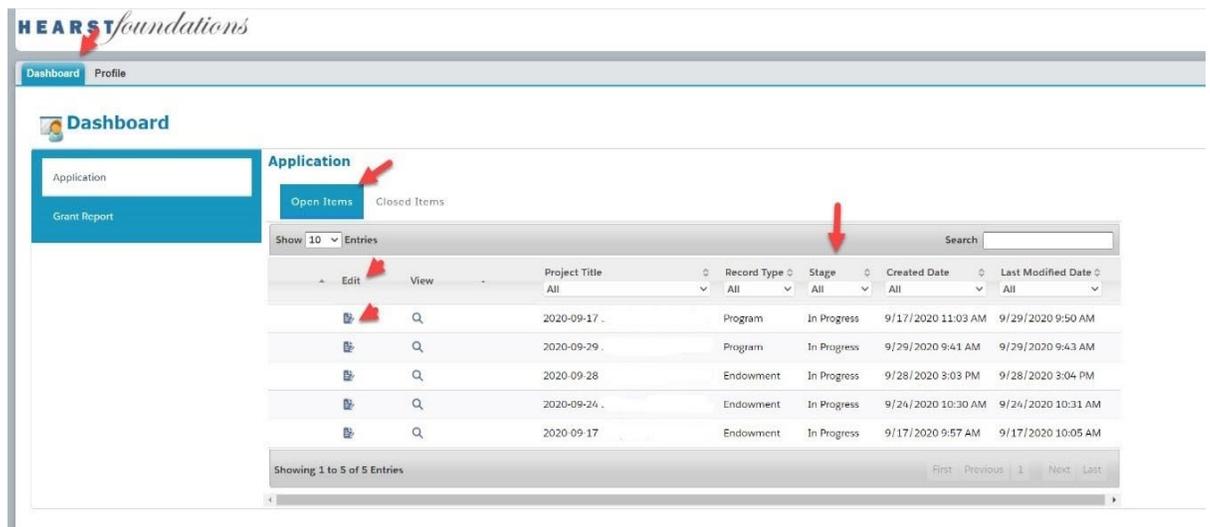
- e. List of Board Members, names and primary affiliations
- f. Current IRS documentation certifying that the applicant is tax-exempt under Section 501(c)3 of the Internal Revenue Code and classified as a 509(a)(1) or 509(a)(2).
- g. Institutional Endowment Report (Endowment applicants only). This is downloaded from the Attachments page. Please complete and re-upload.

12) **PROFILE:** After uploads are completed, applicants should click on **Profile** on the top left side of the page to complete all the required tabs (**Contact** and **Organization**). Applicants will need their EIN numbers to complete this section.

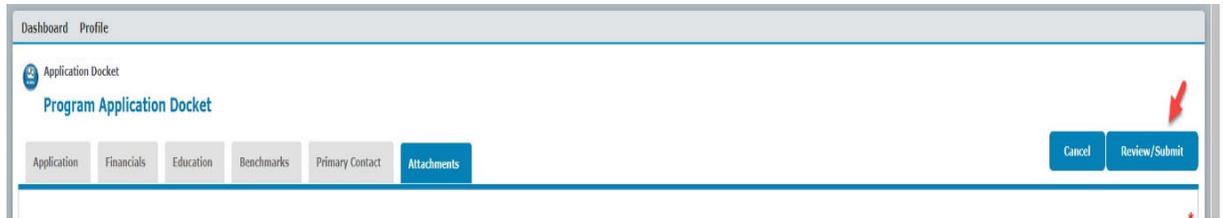


13) When the **Profile** section (the tabs **Contact** and **Organization**) has been completed, applicants should click on the **Dashboard** link on the upper left side and select the **Open Items** tab on the **Dashboard** page.

Then, click the **Edit**  icon on the left side to return to the application.



- 14) **APPLICATION SUBMISSION:** Click the Review/Submit button to complete the application.



From the **Review/Submit** page, applicants can return to application, print and submit the application. An error message will appear at the top of the page if the application is submitted and information is missing. The tab and specific error will be listed so applicants can return to the field(s) to make updates.



- 15) While not all fields are required for submission, they are required for the review process, so applicants should complete all sections in full except where noted.

If unable to submit, applicants should check the top of the page where any **errors or incomplete fields** will be listed in a red bar. Applicants should complete the missing sections or attach missing items to proceed.

- 16) Once the application is submitted, the **Dashboard** should reflect the change in the **Stage** column, updating to **Submitted** and a confirmation email will be sent to the email address provided.

		All	All	All	
	Q	2019-06-20 Test	Application	Program	Application Started
	Q	GR-000017152	Grant Report	Report for Non Endowment Grants	Submitted

Submission Checklist: Applicants are ready to submit when...

- ✓ The **Profile** section on the upper left of the screen (includes the tabs **Contact** and **Organization**) has been completed.
- ✓ All fields (both required and relevant non-required) have been completed.
- ✓ The **Primary Contact** tab has been updated with the executive leadership of the applicant's organization.
- ✓ The **Benchmarks** tab has been populated with three Benchmarks/Goals (Does not apply to Endowment applicants.)
- ✓ All required attachments have been uploaded (including the Institutional Endowment Report for Endowment applicants).

After Submission of the Grant Application:

- Upon a successful submission, applicants will receive an email confirmation to the email address provided, and the **Stage** column on the **Dashboard** will update to **Submitted**.
- Further updates regarding the status of an application will be via email and will be posted on the portal on the **Dashboard** (login required) in the **Stage** section.

Support:

The Online Portal has recently been changed due to the retirement of the former version of the portal. It has also been extensively tested to identify and eliminate issues. If an applicant runs across issues, he/she should attempt to troubleshoot and try alternative devices or browsers (for example, the most recent versions of Chrome or Firefox are recommended for use).

If applicants are having difficulties applying or require troubleshooting, please email support.ny@hearstfdn.org if located East of the Mississippi River and support.sf@hearstfdn.org if located West of the Mississippi River.

If an applicant forgot his/her **password**, he/she should click on **Password Assistance** on the **Login** page. The applicant will be prompted to enter his/her username to reset a password. As soon as you receive the email, click on the link or cut and paste it into a browser so you can create a new password. The applicant should record this new password for further use.

Please use instructional video on the “**How to Apply**” page on the Hearst Foundations’ website (<https://www.hearstfdn.org/applying-reporting/how-to-apply>) for more password set-up assistance.

If an applicant forgot his/her **username**, please email support.ny@hearstfdn.org if located East of the Mississippi River and support.sf@hearstfdn.org if located West of the Mississippi River.