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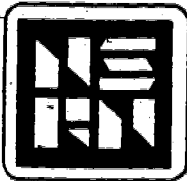
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ABSTRACT

Funding for school safety projects is often difficult to find. This bulletin discusses appropriate federal agencies where funding for school safety projects may be available, tips on writing a proposal, a contact list for education funding sources, and information resources. (Author/MLF)

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ED199884

Technical Assistance Bulletin

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

SCHOOL SAFETY FUNDING SOURCES: WHERE TO LOOK

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SUMMARY

Funding for school safety projects is often difficult to find. This bulletin discusses appropriate federal agencies where funding for school safety projects may be available; where you can find information about funding and tips on writing a proposal.

THE PROBLEM

More school administrators are turning to the state and federal governments for assistance in the areas of school crime and vandalism. Such aid, however, is much more difficult to obtain than are funds for more traditional educational purposes.

There are two reasons for this difficulty. First, the federal government, as well as other funding sources do not make grants to assist states and localities in conducting activities for which they are normally responsible. Providing a safe and productive environment in the school has been seen, until recently, as the duty of a school and school system. Secondly, although there are federal agencies whose mandate is to assist states and localities with problems of crime, violence and juvenile crime, the agencies providing such assistance are primarily criminal justice agencies--and until recently they have not viewed schools and school systems as part of their constituency. Education agencies use the same argument to explain why they are not in the business of providing security personnel and assistance. Thus, it is much easier to obtain funds for an innovative instructional program than for safety and security. The task, however, is not impossible. It requires a basic knowledge of how funding programs work, what they pay for, and how to gain access to the Federal Treasury.

THE SOLUTION

SOURCES OF FUNDING FOR SCHOOL SAFETY

A school administrator seeking funds for an innovative reading program usually knows exactly where to go to find aid. Funding school safety requires more ingenuity and creativity. Specific school safety funds are almost non-existent. Most programs, however, can get into the back door of funding agencies whose priorities are other than school safety. The following is a list of major agencies which might offer assistance. In seeking out grant programs, it will be wise to take an extremely broad view of what constitutes school safety.



United States Department of Justice

In the area of school safety programs, most federal funding has recently come from the Department of Justice, Office of Juvenile Justice and Delinquency Prevention. They have funded alternative education initiatives, the National School Resource Network, Delinquency Prevention Research and Development Programs and Law Related Education (LRE) Programs. The OJJDP has been in the process of re-evaluating its role in the school environment this year, and its funding priorities may change in the years ahead. For more information about these and other school related programs sponsored by the OJJDP, contact, OJJDP, Room 422, 633 Indiana Avenue, N.W., Washington, DC 20531.

In addition, the Justice Department operates grant programs to strengthen and improve law enforcement and criminal justice in states and localities. The department's funding arm is the Law Enforcement Assistance Administration (LEAA). LEAA was created by and operates under the authority of the Omnibus Crime Control and Safe Streets Act of 1968, as amended. One of the amending statutes is the Juvenile Justice and Delinquency Prevention Act of 1974.

LEAA is the first major block grant program enacted. States are allocated funds on the basis of population, and with the stipulation that a state planning agency (SPA) be formed for the preparation of a comprehensive statewide criminal justice plan. Additional funds are allocated for juvenile justice on the basis of the state's population under the age of 18. These funds are sub-allocated to local criminal justice agencies on the basis of the state criminal justice plan and priorities.

Schools are not restricted from receiving funds, but many state and local criminal justice agencies do not consider the educational system as part of their constituency. Funds generally go for district attorney's offices, police departments, court administration, juvenile justice agencies, and nonprofit and community youth serving organizations. Schools and school districts are not considered youth serving agencies by many criminal justice administrators.

In order to access LEAA block grant funds, school administrators must determine how the state and local LEAA affiliated agencies feel about funding school districts. If the climate is favorable, an application should be submitted according to local practices. Funds may be available for innovative programs and/or model approaches to security. Given the desperate financial condition of most local criminal justice agencies, this is not likely to be the case. In that event, state and local planners should be lobbied.

School districts, either singly or in association, should mount a statewide campaign to have educational programs included in the state plan's priorities. This is an essential first step in gaining access to LEAA block grant funds. Once this is accomplished, proposals from school districts will be received more favorably.

Another approach might be for the school district to become affiliated with the local police department, family court, or district attorney's office for the purpose of submitting a joint application. The type of approach used will depend largely on the local need and the willingness of the various agencies to participate and work together.

It is not impossible. After three years of running into all the roadblocks noted above, a large city school district recently received a grant of approximately



\$250,000 in local LEAA block grant funds to train student leaders to help improve the climate of a number of high schools. The determining factor was local political pressure applied to the LEAA grantor agency to get it to consider the school district as a youth serving agency under the state plan. It should be noted that this is an educational service program. Requests for guards or security devices will do less well in this type of funding competition. This can be traced to the criticism LEAA received in its early years for funding almost nothing but "hardware" oriented grants.

When a competition is announced, avoid applying as a single school district. Find out who else in the area is interested and get included in their proposal or spearhead the forming of a consortium. Group applicants tend to do better than single ones, especially school districts.

If rejected, find out who was funded and what services might be available through the grantee. This approach offers the benefit of getting a service without going through the application process. This approach works only if the program is national in scope or if the ultimate grantee is located in the rejected applicant's area.

The LEAA Office of Community Anti-Crime Programs funds community-oriented programs. While the school district cannot be the applicant, it can assist and stimulate an application by perhaps organizing high school students to participate in community safety programs. This is just one example of the type of things which might be done.

LEAA also funds research programs and technical assistance efforts. If a local university is interested in getting funded to do research on some area of juvenile crime, the school district might become involved as a participant. Similarly, the National Criminal Justice Information and Statistics Service can be used to obtain data regarding this area.

United States Department of Labor (DOL)

The Comprehensive Employment and Training Act (CETA) is implemented by DOL. Its purpose is to alleviate unemployment in areas of high need. CETA grants are made to prime sponsors "... who identify employment and training needs in their areas and plan and provide the job training and other services required to meet those needs." (1979-80 US Government Manual, p. 389.)

A school security staff can be provided through the CETA block grant program. The availability of Title II CETA funds for education purposes depends upon the school district's relationship with the prime sponsor, which may be the city or county government, or a consortium of local units. This becomes a local lobbying effort, with the school system competing for scarce funds with other governmental and private units.

Title IV of CETA includes a number of youth employment programs. These may be used for innovative school safety programs. The on-the-job training may be structured to train youth in security roles, as well as other trades. The development of a building maintenance program could train a number of project participants in maintenance for security purposes, thus providing additional services to schools. The drawback is that all tangible materials for the program must be provided by the employer; CETA provides only stipends and training costs. A good program can be killed if the school district cannot afford to supply support materials.



Department of Education

The US Department of Education is in business to fund and assist school systems which are its constituency. Unfortunately, funds earmarked specifically for school safety purposes are practically nonexistent.

The Safe Schools Act, which is part of the Education Amendments of 1978, is authorized to grant up to \$15 million, nationwide, for large school districts to improve safety. Congress, however, appropriated no funds for the program. The most appropriate response to this is for school districts to begin to lobby their congressional representatives for an appropriation for the remaining years of the program. This is the only funding source designed specifically for school safety.

In the absence of an appropriation, administrators must look to other sources for aid. In doing so, a broad view of safety must be taken. Any program which can help to improve school climate can be considered. It must be kept in mind, however, that a grant used to fund this purpose might also have been used to meet other, equally pressing needs. The ordering of priorities, therefore, becomes of paramount importance in planning the direction of programs to be funded by the school system's largest source of external aid, other than general state aid.

The following is a list of the programs under ESEA, as amended by the Education Amendments of 1978, which might accommodate the improvement of school climate.

- Title II, Basic Skills Program seeks to improve reading, mathematics and writing in innovative ways. Such programs might aim to use basic skills improvement to impact upon school tone. This, however, stretches the purpose of the title quite far. The example is included primarily to point out the danger in a myopic approach to school funding.
- Title III, Special Projects fund such programs as Law Related Education, Metric Education, Consumer's Education, Environmental Education, and others. There are many possibilities here, but funds are extremely limited and grants tend to be small. Title III is made up of thirteen separate program areas, each having its own set of regulations.
- Title IV, Part C, Innovation in Education is a formula/project type of grant. States receive an allocation and distribute funds to school districts by means of sub-allocation or statewide competition. Each state handles it differently. Applicants need to check specific state procedures and priority areas to determine if Title IV, C, is an appropriate avenue to fund school safety.
- Title VI, Emergency School Aid provides grants to eligible districts to reduce minority group isolation. Grants are large and can be in the multi-million dollar range. If integration problems are causing disruptions in the school, leading to safety problems, an ESA grant will certainly go a long way to ameliorate the situation. ESA is one of the most complicated Department of Education programs and must be carefully studied.
- Title IV, Of The Civil Rights Act provides funds for school boards with extra personnel to help advise on desegregation policies and practices.



- Title VII, Bilingual Education is designed to assist limited English speaking children to become proficient in English. The program can be most helpful if a language minority is experiencing difficulty and causing disruptions.
- Title VIII, Community Schools provides funds to operate school building programs as a community resource after school hours. Such a program can improve security by having people in school buildings after hours. It can, however, also create additional security difficulties.

In addition, the Department of Education funds programs under the Vocational Education Act (VEA) and the Higher Education Act. VEA programs are similar to CETA youth employment programs in that they provide skills training. Higher Education programs include Teacher Corps and Teacher Centers. Teacher Corps programs involve an entire school and a local university in the improvement of all aspects of the school organization. They are hard to get funded, but definitely provide resources to improve school climate and tone. Teacher Centers provide teachers with in-service training and workshops in areas of greatest teacher interest. Problems of violence and safety are most appropriate for inclusion.

All the Department of Education Programs, with the exception of the unfunded Safe Schools Act, are designed for purposes relatively unrelated to school safety, per se. In order to prepare a fundable proposal, care must be taken not to get too far from the program's purpose. If the school safety purpose can be achieved within the context of the program regulations, the application will be appropriate.

State Education Agencies

In addition to state administered federal programs, state education departments may have their own grant programs, funded with state revenues, which can be applied to the school safety problem. Administrators should identify and contact state agency personnel who might have a role to play regarding such programs. The same is true of state funded criminal justice agencies.

General Services Administration (GSA)

Safety and security devices, as well as other materials, may be obtained through the Federal Surplus Property Program. School districts can submit a "wish list" to the state surplus property agency in hopes of obtaining useful materials. While a lot of surplus is junk, valuable items are available at greatly reduced cost. The Grantsmanship Center News reports that Alabama A&M University was able to obtain a \$3 million computer for \$12.50.

While this is an extreme, the system is worth investigating. Contact the state surplus property office for details.

Private and Corporate Sources

Private foundations and businesses often make grants to school districts. While worth looking into, it is a remote possibility that schools can be funded for security and safety measures through this source. Innovative programmatic projects are likely to do better. Information on foundations, nonetheless, is available in the Foundation Directory, published by the Foundation Center of New York City and in The Annual Register of Grant Support, published by Marquis Who's Who of Indianapolis, Indiana.



It is possible that security devices might be donated by local corporations or businesses. Such a donation might be attractive to a company if it could provide the opportunity to test a product and receive publicity about it.

Where Is The Information

Experienced fund raisers, as well as novices, share the difficulty of sorting through an enormous amount of information regarding grants. This section provides a road map for negotiating the bureaucratic maze of the United States Government when in search for funding. The beginner, especially, should follow the sequence as listed.

- United States Government Manual
 - Available from the Government Printing Office (GPO) at about \$7.50, and in most libraries.
 - 1979-80 Manual (914 pages) lists and describes all federal agencies.
 - Covers the judicial, legislative, and executive branches: organization, staff, functions, programs, and further sources of information.
- Catalog of Federal Domestic Assistance (CFDA)
 - Available annually from GPO for around \$20, and at most libraries.
 - Extensive, well-written instructions and a number of separate indexes arranged by agency, function, subject area, and popular name.
 - Each funding agency is assigned a two-digit number followed by a decimal point and three additional numbers identifying the particular program (the designation for the Department of Justice, for example, is 16. The number for Law Enforcement Assistance Administration Planning Grants is 16.500).
 - Arranged alphabetically and numerically.
 - One or two page summary supplies most significant details of the grant program; e.g., eligibility, funding levels, program description, application procedures, eligible activities, and other items related to each specific program.
 - Contains enough information to decide whether or not it makes sense to pursue the funding source.
 - Incomplete in three important areas: one year behind in describing newly legislated programs; does not report presidential referrals and deferrals; does not announce application closing (deadline) dates.
- The Federal Register
 - A daily publication available in libraries and by subscription at approximately \$50 per year. (May be the best spent \$50 investment to be made!)
 - Publishes announcements of every significant action taken by federal agencies, i.e., not just funding.



- Most up-to-date source of federal regulations for new and continuing grant programs, and general regulations applicable to all of an agency's programs, which are later published as agency circulars.

- When a program closing date (i.e., application submission date) is announced, the Register includes name, address, and phone number of Washington contact person who can supply an application "package" including a reproduction of the regulations and closing date announcement, a standard application form and detailed instructions.

- The Office of the Federal Register conducts training workshops in the use of the document and publishes the Federal Register: What It Is and How to Use It.

- Some users claim the Register is the grants-person's lifeline. (Call 202/523-5235 for more information.)

- Code of Federal Regulations (CFR)

- Publishes annually in book form all government regulations (see Federal Register above) grouped by functional area and agency (e.g., educational programs are found in Title 45).

- Commerce Business Daily (CBD)

- Daily publication of the US Department of Commerce, announcing all government contracts available for bid.

- When a potentially interesting contract is identified, bidder must send for complete Request for Proposal (RFP) immediately from the agency listed. RFP contains standard contracting forms and a description of the specific work to be performed.

- Private Services

- Newsletters and journals published by non-governmental agencies. While many of these monitor the Register and CBD and summarize pertinent information they should be regarded only as supplements.

- Usually focused on special topics (e.g., health, housing, education) they are no substitute for government publications.

- Often contain interpretations of regulations, good ideas for programs, and/or reminders and features about frequently neglected funding sources.

- Two outstanding publications are the Grantsmanship Center News (\$20 per year) published bi-monthly by the Grantsmanship Center, 1031 South Grand Avenue, Los Angeles, CA 90015; and Education Funding News (\$118 per year) published weekly by the Educational Funding Research Council, National Press Building, Washington, DC, 20045. In addition, many trade and special interest journals include information about funding sources pertinent to their constituencies.



● Personal Contacts

- Establishing and maintaining relationships with funding agency personnel is one of the most important aspects of obtaining grants. Initial contacts can be made by telephone and reinforced by a visit to Washington, DC, or to the state or regional office.

- Such relationships help the applicant get a firm grip on the official regulations as well as any informal priorities that may exist. This is especially useful if the agency uses an inhouse staff review of proposals as opposed to a panel of independent reviewers. Finding out which is used is essential information that should be sought early.

- In line with this type of activity, obtaining a copy of the agency's telephone directory is most useful, but difficult if the applicant can't get to Washington.

- Many school districts and localities support their own Washington office, or band together to maintain one. Having a staff member on the spot can save much time in getting vital information.

- Working through the staff of the school district's Congressman and Senators is another way to get information, particularly on matters that are pending. Start by building relations with their local or regional office people, but when it is necessary get in touch with their Washington offices. Staff members usually specialize on various topics and are the real "work horses" in legislative offices.

- A word of caution: Be as precise as possible. Know the name (and number, if applicable) for the act or program you want help on. List questions beforehand. Make thank you calls or send letters to the officials afterward, with carbon copies to the staff member who helped you. This will pay off the next time an inquiry is necessary.

How To Write Your Proposal

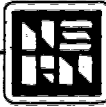
Writing a proposal can seem like an overwhelming task to those new to the field. However, experts agree that there are basic ingredients that make up any proposal. The following outlines the areas to take into consideration, and a process to follow in developing your proposal.

● Proposal Summary

The proposal summary should describe who you are, the scope of your project, and the projected cost. Focus on the uniqueness of your project, the impact you expect it to have, as well as the key goals and key services you wish to deliver. The summary might be included in a cover letter, or included on a government form.

● Background Information

This section should include specific information on who you are. Describe how you got started, and any accomplishments of your group. Establish your credibility.



- Statement of Need

Define the problem you wish to address as concretely as possible. Do not make overgeneralized, global statements. And do not try to make the problem worse than it is. Narrow the problem down. Explain how the need came about, and provide data (e.g., data from a needs assessment, or testimony from officials and potential users) about the extent of the problem. Define clearly the problem with which you intend to work, and conclude why yours is the needed approach.

- Goals

Define your key goals in undertaking the project. What will the outcome of your project be?

- Program Components

Outline and describe the key services you propose to institute to solve the stated problem.

- Management and Staff

Develop job descriptions for staff, volunteers and advisory board (if appropriate).

- Funding

Outline potential sources for short and long-term funds. Explain who else is committed to funding the project when the initial funding runs out.

- Evaluation

If you plan to include an evaluation component in your proposal, include how you will use the evaluation and when it will begin.

- Budget

Include a budget of your expenses including salaries of key personnel.

IMPLICATIONS

This bulletin has stressed the fact that schools are at a disadvantage in seeking funding for safety purposes from traditional education funding sources. The ideas presented can, however, help to overcome this disadvantage. To implement these ideas, school administrators must be flexible in how they define their problems. They must be receptive to working with other agencies and community groups in trying different approaches. They must be aggressive in the search for funds and in lobbying legislators and other administrators. The chances of obtaining a grant will be increased if the tactics and attitudes expressed above are used effectively.



Contact for further information:

Andrew J. Grant
Briarcliff Manor
7 Hazelton Circle
New York, NY 10510

SOURCE DOCUMENTS

- A - Contact List for Education Funding Sources
- B - Information Resources
- C - Government Printing Office Bookstores.

APPENDIX A

CONTACT LIST FOR EDUCATION FUNDING SOURCES

SOURCE: NEW YORK CITY BOARD OF EDUCATION
Special State and Federal Programs Unit
347 Baltic Street
Brooklyn, New York 11201

CONTACT LIST FOR EDUCATION FUNDING SOURCES

<u>Mailing Address</u>	<u>Contact Person(s)</u>	<u>Telephone No.</u>
Alcohol and Drug Abuse Education Program United States Department of Education 400 Maryland Avenue, S.W. FOB # 6 - Room 2047 Washington, D.C. 20202	Dr. Helen Nowlis	202/245-7292
Arts Education Program Arts and Humanities Staff United States Department of Education 400 Maryland Avenue, S.W. Donohoe Building, Room 3728 Washington, D. C. 20202	Dr. Harold Arberg	202/245-8912
Bilingual Education Program Elementary and Secondary Education Act - Title VII United States Department of Education Reporters Building 400 Maryland Ave., S.W. - Room 420 Washington, D.C. 20004	Mr. Rudy Munis	202/245-2595
Career Education Program United States Department of Education 400 Maryland Avenue, S.W. ROB # 3 - Room 3108 A Washington, D.C. 20202	Dr. Kenneth Hoyt	202/245-2284
Citizen Education for Cultural Understanding United States Department of Education Division of International Education 400 Maryland Avenue ROB-3 Room 3919 Washington, D.C. 20202	Dr. Stewart Tinsman	202/245-9692
Civil Rights Act Program United States Department of Education 400 Maryland Avenue, S.W. FOB-6 Room 2001 Washington, D.C. 20202	Mr. Elton Ridge	202/245-8484
Community Education Program United States Department of Education ROB-3 Room 5622 7th & D Streets, S.W. Washington, D.C. 20202	Dr. Julie Englund	202/245-0691

<u>Mailing Address</u>	<u>Contact Person(s)</u>	<u>Telephone No.</u>
Consumer Education Program United States Department of Education 1832 M Street, N.W. Suite 807 Washington, D.C. 20036	Dr. Dustin Wilson	202/653-5983
Emergency School Aid Act Program United States Department of Education 400 Maryland Avenue, S.W. FOB # 6 - Room 2001 Washington, D.C. 20202	Dr. Lawrence Bussey	202/472-3770
Emergency School Aid Act Special Projects Branch United States Department of Education 400 Maryland Avenue, S.W. FOB # 6 - Room 2017 Washington, D.C. 20202	Dr. Dave Lerch	202/245-2465
Environmental Education Program United States Department of Education 400 Maryland Avenue, S.W. FOB # 6 - Room 2025 Washington, D.C. 20202	Dr. Walter Bogan	202/245-9231
Ethnic Heritage Program United States Department of Education 400 Maryland Avenue, S.W. ROB # 3 - Room 3928 Washington, D.C. 20201	Dr. Stanley Wilcox	202/245-2761
Gifted and Talented Program United States Department of Education 400 Maryland Avenue, S.W. Donohoe Building - Room 3835 Washington, D.C. 20202	Dr. Dorothy Sisk	202/245-2482
Metric Education Program United States Department of Education 400 Maryland Avenue, S.W. Donohoe Building - Room 5620 Washington, D.C. 20202	Dr. Floyd Davis	202/653-5920
National Endowment for the Arts Director of Education Programs 2401 E Street, N.W. - Room 1300 Washington, D.C. 20506	Mr. Kamaki Kanahela	202/634-6028
National Endowment for the Humanities Division of Education Programs 806 15th Street, N.W.-Mail Stop 202 Washington, D.C. 20506	Dr. William Russell	202/724-0373

Mailing AddressContact Person(s)Telephone No.

National Endowment for the
Humanities
Assistant Director for
Institutional Grants
Division of Education Programs
806 15th Street, N.W.-Mail Stop 202
Washington, D.C. 20506

Dr. H. Gene Moss

202/724-0393

National Diffusion Network
United States Department of Education
400 Maryland Avenue, S.W.
ROB # 3 - Room 3616
Washington, D.C. 20202

Ms. Betty Fogg
Dr. Lee E. Wickline

202/245-2257

National Humanities Faculty
1266 Main Street
Concord, Mass. 01742

Mr. Thomas Kingston

617/369-7800

National Institute of Education
Program
Funding, Office of Government and
Public Affairs
Washington, D.C. 20208

See individual
announcements.

See individual
announcements.

National Science Foundation
SEDR - RISE - Room 648W
Division of Science Education and
Development
Washington, D.C. 20550

Dr. Richard West

202/282-7736

Right to Read Programs
United States Department of Education
400 Maryland Avenue, S.W.
Donohoe Building - Room 1179
Washington, D.C. 20202

Mrs. Shirley Jackson

202/245-7944

Teacher Center Program
United States Department of Education
1832 M Street, N.W. - Room 819
Washington, D.C. 20036

Dr. Alan Schmeider

202/653-5844

Teacher Corps Program
United States Department of Education
400 Maryland Avenue, S.W.
Donohoe Building - Room 1725
Washington, D.C. 20202

Dr. William Smith

202/245-0355

Women's Educational Equity Act
Program
United States Department of Education
400 Maryland Avenue, S.W.
FOB # 6 - Room 2147
Washington, D.C. 20202

Dr. Joan Duval

202/245-2181

APPENDIX B

INFORMATION RESOURCES

NOTE

These prices should be regarded as approximate, because of current inflation rates.

SOURCE: NEW YORK CITY BOARD OF EDUCATION
Special State and Federal Programs Unit
347 Baltic Street
Brooklyn, NY 11201

A Comprehensive Guide to Successful Grantsmanship

William J. Hill
Grant Development Institute
2552 Ridge Road
Littleton, Colo. 80120. 1972

Subscription - \$24.00

This general guide, with a monthly newsletter as a supplement, includes subjects such as Fundamentals of Successful Grantsmanship, How to Organize a Successful Grant Program, The Ten Phases of Grant Development, How to Write and Evaluate Grant Proposals, Secrets of Successful Grantsmanship, Tools for Successful Grant Development, and Candid Thoughts on Federal Grants.

Congressional Directory

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Cost - \$8.50 hard cover
\$6.50 paperback

This Directory is issued in the spring of each year with background information on all members of Congress, plus statistical details on elections and terms of office; it lists committee memberships, plus the names and addresses of cabinet officials and major federal agency personnel.

Congressional Record

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Cost - \$45.00 per year
.25 per copy
Catalog # - X/a: (Cong.)

This publication includes public proceedings and debates of Congress as recorded by the official reporters. It is an invaluable record showing House and Senate action for each day they are in session.

Developing Skills in Proposal Writing

Mary Hall
Continuing Education Publications
Waldo Hall 100
Corvallis, Oreg. 97331.

Cost - \$10.00

This comprehensive book provides a detailed description of the proposal development process.

American Education

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Subscription - \$11.00 per year
\$1.10 per copy
Catalog # - HE 19.115

Bread Game, The

Glide Publications
330 Ellis Street
San Francisco, Calif. 94102. 1973

Cost - \$1.95 (paperback)

Budget of the United States
Government

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Cost - \$3.45

Catalog of Federal Domestic
Assistance (1978)

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Cost - \$20.00

Commerce Business Daily

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Subscription - \$80.00 per year
Catalog # - CT 57.20

A Compendium of Federal
Education Laws: Congress

U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

Cost - Free

This magazine, which is published 10 times a year, includes articles on Office of Education programs, reports on new legislation and statistical data on federal funds.

This book contains chapters on foundations, the proposal, sponsors, suggested accounting procedures, and reporting on a grant.

This compact volume includes the budget message of the President and summary information. It also contains facts and figures which most users of the budget would normally need.

This catalog is designed to assist in identifying the types of Federal domestic assistance available, describing eligibility requirements for the particular assistance being sought and providing guidance on how to apply for specific types of assistance.

This publication is a daily list of U.S. Government procurement invitations, contract awards, subcontracting leads, sales of surplus property and foreign business opportunities.

This book is a compilation of legislation grouped by major educational levels, such as higher education, elementary and secondary education, adult and vocational education.

Federal Aid Handbook

The University of the State of N.Y.
The State Education Department
Division of Educational Finance
Albany, New York 11230

Cost - Free

This book includes excerpts of the various federal aid to education laws and provides detailed guides to program rules, regulations and procedures. Also, it includes information on state categorical special aid to educational programs and data on the distribution and allocation of federal funds to New York State local educational agencies.

Federal Aid Service

Croft-NEI Publications
24 Rope Ferry Road
Waterford, Conn. 06386

Subscription - \$5.00 per month

Monthly newsletters include current information on funding sources and Federal legislation for education.

Federal Circular A-95

Intergovernmental Division, OMB
Executive Office Building
Washington, D.C. 20503

Cost - Free

This circular describes the clearinghouse procedures and requirements as they apply to numerous federal programs.

Federal Circular A-95: What It Is and How It Works

Intergovernmental Division, OMB
Executive Office Building
Washington, D.C. 20503

Cost - Free

This item describes the concept behind the A-95 Clearinghouses, and explains the Project Notification and Review System.

Federal Funding Guide 1979

Education Funding Research
Council
752 National Press Bldg., N.W.
Washington, D.C. 20045

Cost - \$24.95 (Hard cover)
\$19.95 (Soft cover)

This comprehensive book contains basic information about federal education programs and techniques for obtaining federal funds.

Education Daily

Education News Service Division
Capitol Publications, Inc.
2430 Pennsylvania Ave., N.W.
Washington, D.C. 20037

Subscription - \$240.00

Education Funding News

Education Funding Research
Council
752 National Press Bldg. N.W.
Washington, D.C. 20045

Subscription - \$118.00 per year.

Education U.S.A. and
Washington Monitor

National School Public Relations
Assn.
1801 N. Moore Street
Arlington, Virginia 22209

Subscription - \$42.00 per year

Effort

Committee for Full Funding of
Education Programs
148 Duddling Place, S.E.
Washington, D.C. 20003

Subscription - \$100.00

Federal Aid Information Services

National School Public Relations
Association
1801 N. Moore Street
Arlington, Virginia 22209

Subscription - \$90.00 per year

This daily newsletter includes information of importance to educators involved with federal programs and current issues in general.

This publication updates congressional and HEW action and indicates how to obtain available funds. It is primarily designed for persons involved with federal funds for education.

This weekly newsletter (September - May) contains information on legislation and funding sources for all levels of education. Two summer issues are published.

This is a digest of information on education appropriations as they progress from subcommittee to the floor in both houses (8 - 10 times a year).

This guide for school district administrators focuses on legislative outlook, opinions and trends in federal fundings. It reports changes in administrative procedures and their impact on administrators.

Fundraising From Bake Sale to Grant

Funding Information Service

Junior League of Washington, Inc.

3039 M Street, N.W.

Washington, D.C. 20007. 1974

Cost - \$1.00 (paperback)

This book surveys fundraising techniques, proposal writing, budget preparation, and legal groundwork for incorporation under tax exempt status.

Grants Administration

Superintendent of Documents

U.S. Government Printing Office

Washington, D.C. 20402

Cost - \$17.50

This manual is issued annually by the U.S. Department of Health, Education and Welfare, and lists all major grants policies.

Grantsmanship Center News, The

Grantsmanship Center

1015 West Olympic Blvd.

Los Angeles, Calif. 90015

Subscription - \$20.00 per year.
6 issues

This magazine deals with both public and private funding for education and social programs. It usually includes "how to" articles and updates on deadlines and new grant opportunities.

Grantsmanship Workplan, The

Capitol Publications, Inc.

2430 Pennsylvania Ave., N.W.

Suite G - 12

Washington, D.C. 20037

Cost - \$29.95 + \$1.00 for
Handling

This 103 page softcover book provides overall plans to obtain funds and prepare proposals.

Grant Writing Made Easy

William J. Hill

Grant Development Institute

2140 South Holly

Denver, Colorado 80222. 1973

Cost - \$3.50 single copy
\$2.50 each for five or more
copies

This book has sections on easier proposal writing, twenty ways to improve your writing skills, and how to pre-evaluate your proposal.

Federal Grants and Contracts Weekly

Capitol Publications, Inc.
2430 Pennsylvania Ave., N.W.
Suite G-12
Washington, D.C. 20037

Subscription - \$114.00 per year

This weekly newsletter lists and summarizes grants and RFP offers for education and other HEW programs.

Federal Register

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Subscription - \$50.00
Catalog # GS 4.108.

This daily publication includes proposed and final regulations, closing dates for submission of proposals and other invaluable information concerning all federal agencies. It is generally recognized as the single most important publication for persons responsible for federal programs.

Foundation Directory, Edition 6

Columbia University Press
136 South Broadway
Irvington, New York 10533

Cost - \$35.00
Includes Supplements

This volume includes a descriptive directory, arranged by state, including all key information about more than 2,500 foundations.

Foundation Grants Index

Columbia University Press
136 South Broadway
Irvington, New York 10533

Cost - \$20.00 per year

This book is an annual compilation of grants awarded by the nation's largest foundations. It lists grants of \$5,000 and more.

Foundation News

Foundation Center
888 7th Avenue
New York, New York 10019

Subscription - \$20.00 per year

This bimonthly magazine lists grants in excess of \$10,000 as awarded periodically by major foundations. It also includes general articles about the current state of the world of foundations. The Foundation Center is itself a valuable source of information on foundations. It maintains files on about 18,000 presently active foundations.

New Copyright Law and Education. The
Educational Research Service
1800 North Kent Street
Arlington, Va. 22209

Cost - \$7.00

Research in Education
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Subscription - \$38.00 per year

Resources in Education
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Cost - \$42.70
Catalog # 19.210

School Financial Aid Bulletin
The University of the State of New
York
The State Education Department
Division of Educational Finance
Albany, New York 12224

Cost - Free

Seeking Foundation Funds
National Public Relations Council
of Health and Welfare Services,
Inc.
419 Park Avenue South
New York, New York 10016. 1966

Cost - \$2.25 (paperback)

This 60-page report focuses on aspects of the new copyright law that have implications for educators and librarians.

This monthly publication includes an index and abstract of the ERIC (Education Resources Information Center) system.

This book provides information on education research sponsored by the Office of Education and the National Institute of Education. It is designed to keep teachers, administrators, research specialists and others in the educational community informed about the latest educational research findings.

This bulletin includes information on grants and such financial matters as monthly cash ceilings for federal funds, due dates for final expenditure reports, social security rates, and carry-over of federal funds.

This publication provides general information on foundation funding and procedures.

Guide to OE Programs - 1979

OE Guide-79
Washington, D.C. 20202

Cost - Free for single copies

This comprehensive list includes basic information about all programs administered by the U.S. Office of Education.

How to Get Your Fair Share of
Foundation Grants

Public Services Materials Center
104 East 40th Street
New York, New York 10016

Cost - \$12.00

This book discusses foundations in the 70's, what foundations expect, researching foundations, appointments and approaches, and writing a proposal.

How to Write Successful Foundation
Presentations

Public Services Materials Center
104 East 40th Street
New York, New York 10016

Cost - \$8.95

This book has step-by-step instructions in writing foundation presentations, together with examples of grant-winning proposals. Subjects include writing appointment letters and preparing presentations for general operating funds, special projects and capital funds.

Inside Education

The University of the State of N.Y.
The State Education Department
Albany, New York 12224

Subscription - Free to schools,
colleges and community leaders

This is the official bulletin of the New York State Education Department. It contains articles of interest to educators regarding school programs in the State including occasional funding information.

Sources of Information on Funds for
Education - An Annotated Bibliography

Division of Continuing Education
Extension Hall Annex
University Campus
Corvallis, Oregon 97331

Cost - \$4.00

U.S. Code: Congressional and
Administrative News

West Publishing Company
50 West Kellogg Boulevard
St. Paul, Minnesota 55102

or

West Publishing Company
170 Old Country Road
Mineola, Long Island N.Y. 11501

Cost - \$87.00 per year

The Weekly Regulatory Monitor

The Washington Monitor
499 National Press Building
Washington, D.C. 20045

Subscription - \$250.00 per year

This booklet is an annotated listing of available materials on funding for educational programs.

These books, issued periodically, list current legislation, discussions, and presidential messages.

This weekly publication summarizes and categorizes all items published in the Federal Register. The publication is not exclusively for education programs.

APPENDIX C

GOVERNMENT PRINTING OFFICE BOOKSTORES

SOURCE: THE FEDERAL REGISTER: WHAT IT IS AND HOW TO USE IT
GPO

Government Printing Office Bookstores

Washington, D.C.:

- Main Bookstore, 710 N. Capitol St. Phone, 202-275-2091.
- Commerce Department, 14th and E Sts. NW. Phone, 202-377-3527.
- HEW, 330 Independence Ave. SW. Phone, 202-472-7478.
- Pentagon Building, Main Concourse. Phone, 703-557-1821.
- State Department, 21st and C Sts. NW. Phone, 202-332-1437.
- ICA, 1776 Pennsylvania Ave. NW. Phone, 202-724-9928.
- Atlanta, Ga., Federal Bldg., 275 Peachtree St. NE. Phone, 404-221-6946.
- Birmingham, Ala., 9220 Parkway East-B, Roebuck Shopping City. Phone, 205-229-1056.
- Boston, Mass., John F. Kennedy Federal Bldg., Sudbury St. Phone, 617-223-6071.
- Chicago, Ill., Everett McKinley Dirksen Bldg., 219 S. Dearborn St. Phone, 312-353-5133.
- Cleveland, Ohio, Federal Office Bldg., 1240 E. 9th St. Phone, 216-522-4922.
- Columbus, Ohio, Federal Office Bldg., 200 High St. Phone, 614-469-6956.
- Dallas, Tex., Federal Bldg.-U.S. Courthouse, 1100 Commerce St. Phone, 214-749-1541.
- Denver, Colo., Federal Bldg., 1961 Stout St. Phone, 303-837-3964.
- Detroit, Mich., Patrick V. McNamara Federal Bldg., 477 Michigan Ave. Phone, 313-226-7816.
- Houston, Tex., 45 College Center, 9319 Gulf Freeway. Phone, 713-226-5453.
- Jacksonville, Fla., Federal Bldg., 400 West Bay St. Phone, 904-791-3801.
- Kansas City, Mo., Federal Office Bldg., 601 E. 12th St. Phone, 816-374-2160.
- Los Angeles, Calif., Federal Office Bldg., 300 North Los Angeles St. Phone, 213-688-5841.
- Milwaukee, Wis., Federal Bldg., 519 E. Wisconsin Ave. Phone, 414-224-1304.
- New York, N.Y., 26 Federal Plaza. Phone, 212-264-3825.
- Philadelphia, Pa., Federal Office Bldg., 600 Arch St. Phone, 215-597-0677.
- Pueblo, Colo., 720 North Main, Majestic Bldg. Phone, 303-544-3142.
- San Francisco, Calif., Federal Office Bldg., 450 Golden Gate Ave. Phone, 415-556-6657.
- Seattle, Wash., Federal Office Bldg., 915 Second Ave. Phone, 206-442-4270.