Grant Writing Guide for Large Scale Grants

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Competing for grant dollars in the current education funding climate is both an opportunity and a challenge. Many state and local education budgets have been altered in response to accountability and achievement requirements or reduced because of funding shortfalls. In response, government and foundation grant programs are trying to assist schools, districts and community agencies in developing initiatives that increase educational opportunities for young people. At the same time, all sectors of our communities are calling for increased accountability in education and academic success for our students.

To win funding in this highly competitive environment, grant proposals must be well planned, complete, compliant and persuasive.

If, in response to increasing academic demands, you are looking for grant funds to create, expand or improve an academic program on a large scale ($25,000 or more), you will need a well designed project, active partners and a strong proposal. To assist you in organizing and writing a successful grant application for a larger-scale project, Texas Instruments has developed this guide which will take you through the necessary steps and provide some important tips on how to develop a winning proposal.

If you are looking to win a smaller grant (less than $25,000) from a local community source, review our "Guide to Winning Small Grants from Community Sources" at education.ti.com/grants

GRANT PROCESS

Grant proposal writing begins with a Request For Proposals, or RFP. This document is the source of information that the potential grantee needs to complete the proposal document. It contains all of the information required to develop a grant in accordance with the guidelines and priorities established by the grantor organization. Essential information to be found in the RFP includes such information as: grantor agency, program description, grantee eligibility, program priorities, proposal instructions and the ever important due date. The RFP is critical to the grant writing process and grantees must conduct a thorough review of the document.

However, the best projects begin before a competition is announced. A prepared applicant will research a problem, set goals, gather partners and determine a course of action long before a grant is identified. Conducting proper needs assessments and constructing effective implementation plans often take more time than is allowed by the submission deadline.

The primary aim in writing a grant should be to get the funding required to execute a specific program or project. A goal of writing a grant should never be just to get money. Successfully implementing a grant and writing a winning grant proposal are intertwined and equally complex. As such, it becomes imperative that the proposal accurately describes the program for which the grantee seeks support. Basic elements of a workable plan must be presented in order to dramatically improve the impact of the funds used to implement that project. Here are some the major steps in the grant writing process:

- Identify a problem.
- Conduct a needs assessment.
- Establish outcomes.

- Conduct research to identify the best strategies and activities.
- Write a concept paper outlining your need, outcomes, strategies and activities.
- Identify the partners you need and the roles they should play.
- Use your concept paper to get approval within your organization.
- Use your concept paper to get your partners to sign on to your project.
- Identify possible funding sources.
- Upon getting the RFP, carefully read it over and over again. Gain an overall understanding of the program requirements and priorities; research the grantor; know the deadline.
- Tailor your project to match the priorities identified in the RFP.
- Attend any technical meetings.
- Write the proposal.
- Get letters of commitment from project partners.
- Have a disinterested party read and critique your proposal, and make revisions.
- Get final approval from your organization.
- Submit your proposal.

Define the Need

The first step in creating a comprehensive project plan and proposal is defining your need, or what you want to accomplish. This may not be as simple as it sounds. At first, you may think that your need is to provide technology to students and teachers for a mathematics course and professional development for teachers about integrating that technology. That need is too small to win funding from a major foundation or government agency. Most granting organizations look for a comprehensive program that has strategic impact and sustainability beyond the granting period.

If you have a small need, you should look to frame it as part of a larger need with a vision and outcomes beyond technology purchase and integration. An example of such a project would be to revamp 7th and 8th grade mathematics curriculum to increase the percentage of students who successfully pass Algebra 1. As part of that project, you will integrate graphing technology into the instruction, provide extensive professional development to the mathematics teachers, develop an after-school tutoring program in conjunction with the Boys & Girls Club's, and evaluate the program at various points during the year.

Defining the need is the most important step in developing a proposal, and it will take the most time and effort. As you define your need, you should start by asking some key questions:

- Why are you requesting funds? (This will become your need statement.)
- How will this funding improve the school and community? (This will become your mission/goal.)
- What will it take to reach this goal? (This will drive the budget and the partners you look to bring on board.)
- What will your community look like when this need is addressed? (This will become your vision.)
- Who else in the community supports addressing this need? (These people and organizations will become your partners.)

You will quickly realize that you need a variety of community stakeholders to answer these questions and gather the information necessary to communicate your need. Stakeholders may include representatives from some of the following groups:

- School and district administration
- Teachers
- Students
- Parents
- School board
- After-school programs
- Local education groups
- Local business groups (e.g., chamber of commerce, Rotary Club™, business roundtable)
- Museums and other cultural organizations
- City and county agencies
- Mayors or county executives

Once you have these key stakeholders around the table helping to define the need, garner their support for the project and proposal. Granting organizations will want to see your stakeholders support your proposal in these ways:

- Donating matching funds
- Supplying volunteers & expertise
- Supplying materials or space for project activities
- Incorporating portions of your project into theirs
- Writing letters of support for the project
- Promising support beyond the grant period

Granting organizations want to see collaboration among groups and pooling of resources to support program goals. They want to see their grant being used as part of a larger effort for school and community improvement.

Proposals from stand-alone agencies with no partners, and proposals without a viable plan for sustainability beyond the grant period, are rarely funded.

Use Research to Make Your Case

Granting agencies, whether government or private, want to know how well the projects they fund are working. Many grant programs funded with federal dollars are now required to be supported by practices that have been proven effective. A 28-page guide from the U.S. Department of Education seeks to help practitioners distinguish between programs that have passed rigorous tests and those that have not. The publication includes a one-page diagram that gives an overview of the process as well as a checklist to use in evaluating whether an intervention is truly backed by rigorous evidence or by poorly designed or advocacy-driven studies. The guide is titled: Us DoE Guidance: Identifying and Implementing Educational Practices Supported by Rigorous Evidence.http://www.ed.gov/rschstat/research/pubs/rigorousevid/rigorousevid.pdf

Proposal reviewers also want to know that you are aware of previous research, which provides a solid framework for your project, so you build on past experience. And, you need to show the granting organization that you will be guided by data-driven information about your needs and planned intervention.

Incorporate research into your proposal in three main ways: (1) to frame the need you are addressing in your proposed project; (2) to support your intervention's quality and (3) to measure your intervention's effectiveness. Many proposal guidelines will include specific requirements for background data and research methods and measures to back up the intervention planned in the proposal. Be sure to follow any such requirements closely.

1) *Demonstrating The Need*. To show your need, use achievement and demographic data. Statistics from standardized tests, course passing rates, high school dropout rates, demographics of students who perform well versus those who do not, and other similar types of data can be used to identify and explain your need. For example, you may be able to show that a particular kind of student underperforms relative to the state standards, and that kind of student falls within the eligibility guidelines for the grant you are targeting. Be sure to work with your school district's data expert to gather the most accurate information available and to be sure you are analyzing the data correctly before you write the information into your proposal.

Sources for District, State, National Statistics include:

- AYP Data (from your district or state)
- NAEP Data (from nces.ed.gov)
- Local Exam Data
- Local Demographics
- Publications of the Council of Chief State School Officers (www.ccsso.org), or your own state department of education, or foundations active in education in your state.

2) *Supporting Quality*. To support the quality of your intervention, you should gather information on the past effectiveness of similar interventions in your district or elsewhere, done by researchers or practitioners. Also, if you have a track record of successful implementations, be sure to summarize it. You may be able to obtain data from companies whose products have been effective in making the change you want; research analyses of similar programs from other districts, states or research organizations may be available on the Web or in conference proceedings and journals, and you can find formal, reviewed studies published in research journals by searching research data bases which include relevant journals and books, or by searching ERIC.

Here is a list of some good sources for research on effectiveness of interventions. Often these are available for free or at low cost:

- Effectiveness of TI Technology (www.education.ti.com/research)
- Regional Education Laboratories (http://ies.ed.gov/ncee/edlabs/)
- National Council of Teachers of Mathematics, Research Briefs (www.nctm.org)
- National Research Council/National Academies, Division of Behavioral and Social Sciences and Education (www7.nationalacademies.org/dbasse/)
- Education Resource Information Exchange (www.eric.ed.gov)

3) *Measuring Your Effectiveness*. In general, your proposal usually needs to show that your program works. To do so, *before* the intervention you need to:

- Decide what evidence will convince you and others that your program is working
- Select or develop measures for each kind of evidence
- Collect baseline data at the beginning of your intervention, using the measures

***During* the intervention, you should:**

- Collect data which shows that your intervention is proceeding as you planned

***At the end* of each cycle of your intervention, you should:**

- Collect data using the measures you used at the baseline, and look for changes

There are many simple and sophisticated ways to measure effectiveness. You need to choose a way, which will answer the most important questions you and the granting agency have about effectiveness of your intervention. The plan needs to be practical and it needs to fit within your budget (a rule of thumb is to plan about 10% of program cost for evaluation research). The amount of research necessary for a proposal will increase with the complexity of the project and the amount of money being sought. Consider using an evaluation specialist as a consultant for your project, if your project is large or complex relative to your past experience.

Identify and Contact Potential Funders

Once you and your stakeholders have defined the need, the next step is to identify potential granting organizations. Alignment is the key word in this effort. Find an organization that supports the vision or goal you have identified, e.g., if you seek funding for a math improvement program, do not submit to a foundation that concentrates on social studies and visual arts. Most foundations and corporate giving sources make grant awards based on some combination of the following: (1) geographical location; (2) mission; and (3) type of support (scholarships, program grants, matching funds, etc.).

If the grant guidelines state that the foundation prefers to fund community-based organizations, you may want one of your community partners to be the lead organization on the proposal and have the school or district written in as a major partner. Alternatively, you may want to find another foundation that funds school-based programs.

The following resources provide information on federal, foundation, and corporate giving sources:

- **Federal and Foundation Funding** information from TI: *education.ti.com/grants*
- **The Foundation Center:** *http://www.fdncenter.org/*
  This site catalogs foundation information. Access to the funding information on the site requires a subscription fee of approximately $20 per month.

- **US Department of Education Forecast of Funding:** *http://www.ed.gov/fund/grant/find/edlite-forecast.html*
  This site lists virtually all programs and competitions under which the US Department of Education has invited or expects to invite applications for new awards and provides actual or estimated deadline dates for the transmittal of applications under these programs.
- **Funds net:** *http://www.fundsnetservices.com/educ01.htm*
  This site lists current Web sites of funding sources for general education programs. It also cites government funding sources.

Relationships

In the foundation and corporate arena, relationships are a key component to successful grant proposals for two reasons. First, building good community relationships with potential partners increases your ability to coordinate resources for your project and show potential funders that your project has wide support.

Second, building a relationship with a potential funder can increase your likelihood of winning a grant. Once you have identified potential foundations, contact them to talk about your project BEFORE you begin writing your proposal. A foundation grant officer can be a great advocate for your project and an excellent resource for developing a strong proposal.

If your organization has a contact with the foundation's Executive Director or a board member, set up a meeting to discuss your proposal. If your goals are aligned, this person can become an influential advocate for your application.

Some grant guidelines state that the foundation does not accept unsolicited proposals. This does not mean that you should not try to work with this foundation. It may mean that the foundation wants to develop a relationship with potential grantees before accepting a proposal from them. Pick up the telephone and talk to a grant officer. That is the best way to get your foot in the door and build a relationship. In addition, the grant officer may be able to steer you toward other potential funders for your project.

Craft the Proposal

Once you have identified your need; gathered your stakeholders and solicited their support; and identified and contacted potential funding sources, it is time to begin crafting your proposal.

First, determine what kind of proposal the granting organization(s) want. Foundations will have unique guidelines for proposals, so make sure you have the most updated guidelines and any forms they may require. Federal and state agencies will have strict content and format guidelines. It is very important to work with the program officer to make sure you meet eligibility requirements and have all required forms and content. Tips on submitting proposals to federal and state agencies are supplied in a separate section on page 6.

Second, identify a proposal manager. This person will be responsible for organizing and managing the entire proposal effort from your first kick-off meeting to the delivery of the application.
Third, identify a writer, who also may be the proposal manager. If you do not have grant development funds, ask a skilled staff member or stakeholder with expertise in the area of the proposed project to be lead writer. If you do have grant development funds, you may want to consider hiring a grant writer to serve as a lead writer or a reviewer of your proposal.

The following sections typically are required in foundation proposals, often in about five or six pages.

Basic Proposal Elements

a. Executive Summary/Abstract – A short summary of your entire proposal.

- This is the most important section of the proposal. It must be well organized, concise and self-contained.
- A reader must be able to understand the work you propose, your strategy for implementing the project, your passion for the project and your capabilities to make it successful.
- You should write this section last.

b. Statement of Need – Why the project is needed.

- This section describes the problem you want to address and should be illustrated with statistics/demographic information that support the need; narrative description of situation; and stories of individuals who will be affected by the program.
- Write as if your project will serve as a model for others to follow.
- Answer the following questions:
- Why is this project unique?
- In what ways does it build already done, either in your community or in another city/school / district?
- How does it fit into larger community goals and needs?
- What other organizations support addressing the need?
- Tie the need to a school, district, or community vision or mission for enhancing education.

c. Project Description
This section should explain, in detail, the purpose and importance of the project. Include detailed information about what the project will accomplish and how it will be implemented. A timeline, staffing chart and other graphical information are good ways to illustrate the project in a succinct and engaging way. Be sure to include:

- Goal—the resulting change that this project will create (e.g., "I will be able to run 3 miles because I will have lost 20 pounds.")
- Objectives—These are measurable, time-framed outcomes. They must be specific, tangible, measurable, and achievable within a specific time period. (e.g., "For the next month, I will eat healthy meals, walk 2 miles every day, run 2 miles on Tuesday and Saturday.")
- Milestones—The short-term accomplishments that keep the project on track (e.g., "Every week, I will plan healthy meals on Sunday and eat them throughout the week to keep me on my diet.")
- Administration—Describe the personnel involved in this project and their specific assignments. Be sure to submit a biographical statement or résumé for each individual. You should indicate which personnel will work full time or part time and which consultants and volunteers will be used.
- Partner Roles—Incorporate information on the specific roles of partner organizations in achieving the objectives.

> *The goals, objectives and milestones should be defined in depth; staffing requirements should be mapped closely to each activity; and necessary resources and support should be included.*
>
> *If you are attentive to mapping milestones and objectives to your goal, your proposal will be understandable to the reader, and a detailed budget that anticipates all possible costs should be very easy to prepare.*

d. Evaluation

Granting organizations require more rigorous evaluation now than they did in the past. Therefore, you must have an evaluation plan as a tool to measure how well you have achieved your stated objectives. Most evaluations include (1) a process evaluation that describes the implemented program and determines the extent to which the program has been implemented as it was defined; and (2) an outcome evaluation that determines whether the program achieved its goals and objectives.

It is generally recommended that you partner with an outside organization for evaluation and include the cost in your proposal. Examples of an outside organization might be a college or university, a nonprofit or for-profit organization that evaluates education programs, or a state department of education or other agency.

e. Sustainability

Discuss how this project will continue after the funding period ends. You may cite additional funding sources, matching funds and external partnerships that will be developed to provide continued financial support.

f. Budget

Be sure to look closely at your project description and evaluation sections as you develop the budget. It will help you anticipate and include the funding you will need. Keep these points in mind as you develop your budget:

- Your budget should be clear, concise, and easy to understand.
- Include budget justification, in-kind contributions, matching funds from other groups (if any) and indirect costs, if applicable.
- Adhere to all guidelines from the granting organization and double-check the figures.
- Cover the follow categories: personnel, fringe benefits, equipment, supplies, travel and other costs.

Writing and Formatting Tips

> *Remember that the funding organization may not be familiar with jargon or acronyms that seem self-evident to you. Use plain language and define any terms specific to your community, state, or the field of education.*

Successful proposals must be well written, well organized, and follow the principles of good informational design. Follow these tips to submit a clear and easy-to-understand proposal:

- Write in the active voice whenever possible.
- Be very concrete and specific. Answer the classic journalism questions: Who? What? Where? How? And Why?
- Keep your sentences and paragraphs short.
- Use plenty of white space. Page margins should be at least one inch on all sides.
- Use bulleted and numbered lists to make your points.
- Use page numbers, headers, and footers.
- Break your proposal narrative into small units.
- Use pictures, charts, graphs, and tables to display information.
- Organize your proposal to reflect the grant guidelines.
- Include a table of contents, frequent headings and sub-headings, and topic sentences at the beginning of your paragraphs.

Federal and State Grant Funding

The US Department of Education has grant programs for schools and districts. Some of these programs are funded directly from the US Department of Education (discretionary grants) while others are distributed to state departments of education for local competition within the state (block or title grants). If you are applying for discretionary grants, you should be aware of the stringent guidelines associated with them. Before you apply for a grant from the US Department of Education, keep these points in mind:

- Find out what upcoming federal opportunities are available by reviewing the "Forecast of Funding Opportunities" from the US Department of Education *(http://www.ed.gov/fund/grant/find/edlite-forecast.html)* and print out information on programs that match your defined need.
- Plan many months in advance to apply for a federal grant. Although the grant guidelines are likely to be released a couple of months before the application deadline, the Forecast of Funding will list the grant 6-12 months ahead of time.
- Be sure you are eligible to apply for the grant.
- Federal grants are evaluated according to strict scoring guidelines. Be sure to understand the evaluation criteria and give appropriate attention to each of them in your application.
- Understand the content requirements and the weight each section has on scoring. Make a clear connection in your program description to the required element in the grant guidelines.
- Contact your state department of education to find out when the block or title grant competitions will be open and what the requirements are.
- Include key community partners in your project. Solicit letters of support from them and include them in your proposal.
- Give yourself adequate time to develop and submit the proposal. Set your internal deadline for submission 4-6 weeks ahead of the grant deadline.
- Many federal grants now require proposals to be submitted through the US Department of Education's e-Grants Application Process. To ensure that you apply properly using this system, look at the e-Grants Web site early and allow yourself enough time to complete the online process.

Successful Grant Writing Strategies

Keys to Success

- *Include community stakeholders from the beginning and solicit their input.*
- *Include data and research in your proposal.*
- *Plan for your project well in advance of grant deadlines. For federal grants or other large dollar grants, consider allowing yourself at least several months to complete the application.*
- *Develop a vision and mission around your project.*
- *Follow the grant guidelines very carefully. Make sure your proposal is complete, compliant, and persuasive.*
- *Determine ways to make the project sustainable after the grant period.*
- *Find existing programs in your community with which you can partner for infrastructure, resources, funding, and expertise.*
- *If you are seeking funds from a foundation or corporate giving source, contact the grant officer PRIOR to developing your proposal.*
- *Use personal contacts whenever possible with foundations and corporate giving sources.*

Links to Other Grant Writing Resources

The following Web sites have an abundance of good information on writing strong proposals. You will notice overlap in some information, which should be taken as reinforcement that certain things are very important.

Catalog of Federal Domestic Assistance – Developing and writing grant proposals. This is a must-read for those applying for federal grants.
http://12.46.245.173/pls/portal30/CATALOG.GRANT_PROPOSAL_DYN.show
Corporation for Public Broadcasting – Basic Elements of Grant Writing
http://www.cpb.org/grants/grantwriting.html
The Foundation Center – A Proposal Writing Short Course
http://fdncenter.org/learn/shortcourse/prop1.html
Grant proposal information – From the Center for Nonprofit Management in Los Angeles, CA
http://www.silcom.com/~paladin/promaster.html
Lone Eagle Consulting – Grant Writing Tips
http://lone-eagles.com/granthelp.htm
The Minnesota Council on Foundations – Writing a Successful Grant Proposal
http://www.mcf.org/mcf/grant/writing.htm
National Science Foundation – A Guide for Proposal Writing
http://www.nsf.gov/pubs/1998/nsf9891/nsf9891.htm
Non-profit guides – Offers sample letters of inquiry and various formats
http://www.npguides.org
SchoolGrants – Grant Writing Tips
http://www.schoolgrants.org/tips.htm
University of Wisconsin Grants Information Center – an excellent listing of grant resources
http://grants.library.wisc.edu/organizations/proposalwebsites.html
(Please note these are links to outside resources we think you might be interested in visiting. TI is not responsible for the content, accuracy, or functionality of any non-TI site.)

Books on Grant Writing

Best Practices in Grants & Funding, eSchool News Special Report.
This booklet provides strategies and techniques for developing proposals and includes sample documents and best practices. Purchase at: _http://www.eschoolnews.com/catalog/product_info.php?cPath=26&products_id=30_

Complete Idiot's Guide to Grant Writing, Thompson, Mandy, Alpha; 2007
A comprehensive guide for all levels providing information on the grant writing process and components. Includes a CD loaded with sample applications, proposals, and follow-up letters. Purchase at_:
http://www.pppindia.com/cgi-bin/shop/bab_products_catalog.cgi?Operation=ItemLookup&ItemId=1592575897_

Demystifying Grant Seeking: What You Really Need to Do to Get Grants
Golden-Brown, Larrissa and Brown, John, John Wiley and Sons Inc, 2001
The book provides a systematic and logical way of searching for grants, and helps to identify which foundations to approach. Purchase at_: http://www.addall.com/detail/0787956503.html_

Everything Grant Writing Book: Create the Perfect Proposal to Raise the Funds You Need
Tremore, Judy and Burke-Smith, Nancy, Adams Media Corp, 2003
Offers advice to grant writers on how to work within the competitive market to obtain the funds most suitable to given needs. Purchase at: _http://www.addall.com/detail/158062877X.html_

Finding Funding, 4th ed., Brewer, Ernest, and Charles M. Achilles, Jay R. Fuhriman, Connie Hollingsworth. Corwin Press, 2001.
This book includes strategies for writing successful government and foundation grants and includes project management and Internet use. Purchase at: _http://www.corwinpress.com/book.aspx?pid=5263_

Fundraising For Dummies, Second Edition Mutz, John, John Wiley & Sons, 2005
A straight-forward detailed guide to the basics of fundraising, with more than 25 percent new material.
Purchase at:
_http://www.pppindia.com/cgi-bin/shop/bab_products_catalog.cgi?Operation=ItemLookup&ItemId=0764598473_

Grantseeking: A Step-by-Step Approach, rev. ed. Zimmerman, Robert M. San Francisco, CA: Zimmerman, Lehman & Associates, 1998.
The book explains the how to's of: writing a letter of intent, with a sample, creating a proposal and budget, and follow-up with funders. Purchase at: _http://www.amazon.com/exec/obidos/ASIN/B0007YLEOU/_

I'll Grant You That, Burke, Jim and Carol Ann Prater, Heinemann, 2000.
This resource is a book and CD-ROM for finding funds, designing projects, and writing proposals. Purchase at: _http://www.heinemann.com/shared/products/E00197.asp_

The First-Time Grantwriter's Guide to Success, Knowles, Cynthia, Corwin Press, 2002
Presents a systematic approach identifying internal needs and moves through the process of research, proposal development, and outreach to funders.
Purchase at: *http://www.corwinpress.com/booksProdReviews.nav?prodId=Book225477*

The Foundation Center's Guide to Proposal Writing, 4th ed. Geever, Jane C. United States of America, 2004.
Provides information on how to prepare award winning proposals, including examples. Purchase at:
http://fdncenter.org/marketplace/catalog/product_monograph.jhtml?id=prod10047

The Grantwriter's Internet Companion, Peterson, Susan, Corwin Press, 2000.
This book offers tools for using the Internet to find funding and grants. Purchase at:
http://www.corwinpress.com/book.aspx?pid=5184

Winning Grants Step by Step, Carlson, Mim. San Francisco, CA: Support Centers of America, 1995.
Contains exercises designed to help with proposal planning and writing skills and to meet the requirements of both government agencies and foundation funders. Purchase at *Amazon.com* or:
http://www.josseybass.com/WileyCDA/WileyTitle/productCd-078795876X.html

Writing for a Good Cause: The Complete Guide to Crafting Proposals and Other Persuasive Pieces for Non-Profits, Furlich, Danielle S, and Barbato, Joseph, Simon and Schuster, 2000
A comprehensive how-to book, furnishing helpful advice on how to write the best proposal from initial research to final product. Purchase at:
http://www.pppindia.com/cgi-bin/shop/bab_products_catalog.cgi?Operation=ItemLookup&ItemId=0684857405

Links to Federal and National Resources on Education and Funding

The following lists provide a wide variety of federal and national resources relating to education, technology, NCLB, school reform, statistics and funding. Use these resources as your first stop for in-depth information on important education issues.

Federal Resources

Educator's Desk Reference (formerly AskERIC)
http://www.eduref.org/
Contains a general education reference section, lesson plans, Q&A archive on education issues, and information from the ERIC Database.

ExpectMore
http://www.expectmore.gov
Federal web site providing performance reports on all federal programs.

Federal Grant Resource Site
http://www.grants.gov/
Grants.gov allows organizations to electronically find and apply for more than $400 billion in federal grants.

Federal Register
http://www.ed.gov/news/fedregister/announce/index.html
Lists Notices Inviting Applications for grants to be awarded by the U.S. Department of Education.

National Aeronautics and Space Administration (NASA)
http://education.nasa.gov/home/index.html
The following is a list of websites for specific NASA educator programs:

- **NASA Explorer Schools**
  http://explorerschools.nasa.gov/portal/site/nes/
- **NASA Explores Program**
  http://nasaexplores.com
  provides free weekly K-12 educational articles and lesson plans on current NASA projects.
- **NASA Lunar Meteorite Sample Loan Program**
  http://www.nasa.gov/audience/foreducators/Lunar_Sample.html
  Educators can become certified to borrow lunar and meteorite materials.
- **Urban and Rural Community Enrichment Program - URCEP**
  http://www.nasa.gov/audience/foreducators/5-8/development/URCEP.html
  This program is specifically designed to serve middle school students in urban and rural areas. Major activities include lectures, demonstrations, and hands-on classroom activities that supplement the ongoing curriculum. Special emphasis is placed on communications, logic, and reasoning skills that are curriculum related.

National Center for Education Statistics
http://www.nces.ed.gov/

National Technical Information Service (NTIS)
http://www.ntis.gov
NTIS serves our nation as the largest central resource for government-funded scientific, technical, engineering, and business related information available today. Here you will find information on more than 600,000 information products covering over 350 subject areas from over 200 federal agencies.

No Child Left Behind Information
http://www.ed.gov/nclb/landing.jhtml

Office of Management and Budget
http://www.whitehouse.gov/omb/
OMB evaluates the effectiveness of agency programs, policies, and procedures, assesses competing funding demands among agencies, and sets funding priorities.

Teacher-to-Teacher Program
http://www.teacherquality.us
The US Department of Education's Teacher-to-Teacher program is a four part initiative that includes Teacher-to-Teacher Summer Workshops, a Research to Practice Summit, Teacher Roundtables and Teacher Updates.

US Department of Commerce, Technology Administration
http://www.technology.gov/
The Technology Administration focuses on the contribution of technology to America's economic growth. There are several technology programs associated with this agency.

US Department of Education
http://www.ed.gov

United States House of Representatives: Committee on Education and the Workforce
http://edworkforce.house.gov/

United States Senate: Committee on Health, Education, Labor, and Pensions
http://help.senate.gov/

National Education Groups

Achieve
http://www.achieve.org
American Association of School Administrators
http://www.aasa.org
American Education Research Association
http://www.aera.net
American Federation of Teachers
http://www.aft.org

American Legislative Exchange Council

http://www.alec.org

Association of American Educators

http://www.aaeteachers.org

Consortium for School Networking (CoSN)

http://www.cosn.org

Core Knowledge Foundation

http://www.coreknowledge.org

Council of Chief State School Officers

http://www.ccsso.org

Council of Great City Schools

http://www.cgcs.org

Education Commission of the States

http://www.ecs.org

Education Consumers Clearing House

http://www.education-consumers.com

The Education Trust

http://www.edtrust.org

Educational Research Service

http://www.ers.org

Federal Program Evaluations

http://www.expectmore.gov

GreatSchools.net

http://www.greatschools.net

Just for the Kids

http://www.just4kids.org

Lawrence Hall of Science

http://www.lawrencehallofscience.org/

Mathematically Correct

http://www.mathematicallycorrect.com

National Alliance of Black School Educators

http://www.nabse.org

National Association of Elementary School Principals

http://www.naesp.org

National Association of Secondary School Principals

http://www.nassp.org

National Association of State Boards of Education

http://www.nasbe.org

National Center for Educational Accountability

http://www.nc4ea.org

National Council on Teacher Quality

http://www.nctq.org

National Council of Teachers of Mathematics

http://www.nctm.org

National Science Teachers Association

http://www.nsta.org

National Home Education Network
http://www.nhen.org
National School Boards Association
http://www.nsba.org
Teach for America
http://www.teachforamerica.org/
Tech Corps
http://www.techcorps.org
The Partnership for 21st Century Skills
http://www.21stcenturyskills.org/index.php
Triangle Coalition for Science and Technology Education
http://www.trianglecoalition.org

Other Resources

Locate your State Department of Education
http://www.nces.ed.gov/ccd/ccseas.html
Nation-Wide School Locator
http://www.nces.ed.gov/globallocator
SchoolGrants
http://www.schoolgrants.org/welcome.htm

(Please note these are links to outside resources we think you might be interested in visiting. TI is not responsible for the content, accuracy, or functionality of any non-TI site.)