

FALL 1999

Journal



EDUCATIONAL
OPPORTUNITY

Ernest W. Brewer, Editor

SPECIAL ISSUE

Grantseeker's Toolkit For Writing Grant Proposals

Contents

From the Editor	5
Editorial Board.....	7
Chapters	
Chapter 1 Grantwriting Article Abstracts	9
Chapter 2 Grantwriting ERIC Documents	73
Chapter 3 Grantwriting Books	77
Chapter 4 Grantwriting Periodicals	85
Chapter 5 Grantwriting Internet Resources	87
Chapter 6 On-Line Proposal Writing Courses	89
Chapter 7 Grantwriting Websites	91
Board Members	99
JEO Journal Writers Cooperative.....	103
Guidelines for Authors.....	106
SAEOPP Membership Information	110
Index to Notifications.....	111



Chapter 1

Articles Abstracts

These articles have appeared in professional journals over the years. While I have attempted to include many recent articles, a number of vintage items have been included, usually for their general applicability but occasionally for historical interest. Although the majority relate to general education, a few items from other fields have been included because they contained information and/or tips of relevance beyond their fields of study.

Affholter, D. (1995). **Monitoring outcome.** *The Grantsmanship Center Magazine*, 26(1), 9-13.

This article discussed the benefits of outcome monitoring. Outcome monitoring, according to this study (a) offered information on early detection of performance problems, (b) identified opportunities for performance improvement, (c) promoted widespread commitment to continuous advancement, (d) utilized more efficiently the support resources, and (e) increased the confidence in the organization's ability to perform. Affholter outlined a method for designing an outcome-based monitoring system.

Amman, J. (1989). **Winning grants for classroom projects.** *Instructor*, 99(1), 76-78.

This article was directed toward instructors who might want to add to their classroom experiences using grant monies. Amman offered strategies such as (a) brainstorming for ideas on a sound proposal, (b) planning the details, seeking a grantor, and (c) drafting and writing the proposal. She discussed the essential parts of a proposal, specifically targeting the individual goals of each. Amman discussed ways to successfully manage the grant and prepare it for presentation. This article

provided basic information that anyone could use as a background for writing a proposal and notifying the appropriate agencies.

American Vocational Association. (1995). **The push for Perkins funding.** *Vocational Education Journal*, 70(3), 18.

This article highlighted a position paper prepared by the American Vocational Association that addressed whether or not the federal government should continue to invest in vocational-technical education. The paper called for a redraft of legislation to focus on five areas: (a) vision, mission, and goals; (b) collaboration and partnership; (c) educational delivery; (d) funding, governance, and leadership; and (e) accountability. There was a call for the government to increase funding and to shift existing money into different programs. Depending on which recommendations were accepted and implemented by the federal government, the entire structure of this legislation could change.

Anderson, D. (1994). **Administrators and endowments: Fundraising as leadership.** *Journalism Educator*, Spring, 49(1), 70-75.

This article pointed out the tremendous need for extra funding in schools of journalism and mass communications. Past and current fundraising practices and new trends were discussed. Anderson determined that fundraising in the last 20 years has become more competitive and more structured. Foundations' funding priorities and administrators' needs and qualifications are discussed with relevance to journalism.

Bailey, A. L. (1988). **Heads of several black colleges criticize three foundations for making their grant programs more selective.** *The Chronicle of Higher Education*, 34(44), A29-30.

Professors and heads of small colleges would have most use for this article. Bailey asserted that the Andrew W. Mellon Foundation, the Charles Stewart Mott Foundation, and the Pew Charitable Trusts have instigated a new, more selective process

for awarding grants to small, historically black colleges. Many higher officials argued that this new program favored financially-strong institutions over struggling ones because the stronger offered better proposals and demonstrated most opportunity for continued growth. As a result of this selectivity, many small financially strapped but equally deserving colleges have been eliminated from the competition. They have expressed concerns about financial strength and accreditation decisions. The targeting approach may become more prevalent in the future, but it has been drawing much criticism for its elitist philosophy. Opponents argued that an open competition would allow all colleges an opportunity to vie for grants. Supporters of the targeting approach defended their programs, asserting that it actually benefited small colleges because it prevented them from unnecessary paperwork and time on unsuccessful grant proposals.

Bailey, A. L. (1985). **So you want to get a grant.** *Change*, 17(1), 40-43.

Bailey's article would be useful for the beginning grant writer at institutions of higher education because it discussed tips on how to obtain a grant. Time constraints, development, and suggestions for writing were considered. Bailey advocated starting early—at least a year in advance—to gather all of the needed resources. Developing proposal elements included planning many aspects of the project, focusing the project, getting support from peers and advisors, and researching current literature and potential grantors or foundations. Bailey provided the essential framework for writing a grant proposal and nuances to enable the writer to capture the attention of the reader.

Bailey, A. L. (1987). **Writing proposals grows more exacting as the competition for grants heats up.** *The Chronicle of Higher Education*, 33(18), 33-35.

Increasingly, foundations have been requesting more information about the solidity of the schools before they even consider grant proposals. They have wanted confirmation that the school was well-managed and attractive to other benefactors. A two-

stage screening process that considered requests for monies has become a popular trend for many. It has consisted of an initial letter of inquiry from the seeker, which was evaluated, and, if the school was considered viable, the school would receive an invitation to submit a proposal. Competition for grant money has been fierce; so, with the foundations narrowing their selection, grant seekers must demonstrate the individuality of their proposal, focusing on what they could do about solving the problem.

Beasley, K. O. (1991). **Classroom cash.** *Tennessee Teacher*, 59, 8-11, 28.

This article is written primarily for teachers, as a guide to possible funding sources for the acquisition of classroom materials, teacher training, class trips, and summer camps. Beasley offered examples of teachers who have been successful in acquiring funding. She explained some of the more important components of the grants process and encouraged use of her three "Ds" of grantwriting: Define, Dream, and Do. She also supplied the reader with a list of funding sources for Tennessee, as well as national organizations.

Bjerklie, D. (1990). **Fast-track grants.** *Technology Review*, 93, 19-20.

This article stated that the National Science Foundation (NSF) has eliminated peer review in a new NSF program, Small Grants for Exploratory Research, because it favored the traditional "tried and true" experiments over modern "high risk exploratory research." The motivation was to generate novel ideas and reward them for creativity in an arena that has traditionally recognized only the status quo. A supporter noted that funders must continue to support ideas grounded in long-term research as a base, and at the same time they must allow consideration of innovative ideas.

Blum, D. E. (1990). **Younger scientists feel big pressure in battle for grants.** *The Chronicle of Higher Education*, 37, A1, A16-17.

Blum's article provided an in-depth look at the problems re-

researchers encountered in finding and keeping funding for their projects. Problems inherent in establishing oneself as a researcher at a university have included (a) lack of tenure, (b) absence of a track record with which to qualify for other grants, and/or (c) no other sources of support to sustain research while funding was being sought. Statistics indicated that researchers in the "below 36 years of age" category fared better than those in higher age categories in receiving funding. Nevertheless, young researchers were still spending more time looking for money than conducting research, and as a result some new scientists and researchers might change careers. That could cause a shortage of scientists by the 21st Century.

Bob, M. L. (1988). **Confessions of a grantsperson.** *Library Journal*, 113(11), 26-29.

The author has applied for 500 grants in the last 25 years. His article discussed 13 typical questions a grantwriter might have and gave some useful pointers on writing successful proposals. It also pointed out the mixed messages to be considered during the grantwriting process.

Bowles, J., & Robinson, W. (1989). **PHS grants for minority group HIV infection education and prevention efforts.** *Public Health Reports*, 104, 552-559.

This article reported on four successful HIV intervention strategies undertaken by the Minority HIV Education/Prevention Grant Program through the newly established Office of Minority Health (OMH). The grant program has supported efforts to demonstrate the effective strategies and activities of minority community-based and national organizations involved in HIV education and prevention and also has encouraged innovative approaches to address the diversities among minority populations. The authors stated that HIV was recently added to a priority list of health concerns of the Office of Minority Health (OMH), established in December 1985 upon recommendations by the Secretary's Task Force on Black and Minority Health. In 1988, grants totaling \$1.4 million were awarded to four national and 23 community-based minority organizations.

Brandeis University Center for Human Resources. (1989). **Working it out: Performance management strategies for increasing services to at-risk youth.** *Youth Programs, Winter/Spring 1989*, 1-29.

This article suggested that there were advantages of using Job Training Partnership Act discretionary grants for at-risk youth and stressed the best practices and policies for the local level on issues that needed to be clarified for proposal writing. It explained the term "at-risk youth," and suggested employability and contracting methods to encourage high performance. Strategies for future proposals were also discussed.

Brannen, K. C., & Gard, J. C. (1985). **Grantsmanship and entrepreneurship: A partnership opportunity under the small business innovation development act.** *Journal of Small Business Management, 23(3)*, 44-48.

Brannen's article gave an overview of the three phases of the Small Business Innovation Research Program, focusing specifically on Phase I, an evaluation period in which projects are assessed for "scientific and technical merit." Specific guidelines for creating the proposal were outlined, and a list of participating government agencies followed. Brannen and Gard discussed the contract pricing proposal and highlighted specific pitfalls of budget development, which could also be applied to general proposal writing. Brannen referred grant seekers to other sources for further information on this topic.

Bremser, W. (1994). **Tracking special monies.** *The Grantsmanship Center Magazine, Fall, 25*, 9-12.

Bremser focused on donations made to nonprofit organizations and the two new accounting standards to track these funds. The Financial Accounting Standards Board issued SFAS 116, "Accounting for Contributions Received and Contributions Made," and SFAS 117, "Financial Statements for Not-For-Profit Organizations"; both provided guidelines for better tracking of funds to make sure all funds were being spent for their designated purposes.

Brewer, E. W. (1993). **Managing multiple funding sources and writing grant documents.** *New Directions for Adult and Continuing Education*, 60, 21-37.

The art and science of grants management is a skill for the grant seeker who has come to understand the types of grants, the grant guidelines and resources, and the four major stages of grantwriting and administration. This article focused on exploring, writing, implementing, and closing-out grants and contracts.

Brewer, E. W., & Hollingsworth, C. (in press). **Applying for and writing education grants.** Professional Reference for Teachers. Austin, TX: Holt, Rinehart, and Winston Publishers.

This article was written especially for science teachers. However, it would be applicable for any classroom teacher interested in securing additional funding for classroom projects and/or equipment. The authors direct the reader through the process of developing an idea, getting approval, locating an appropriate funding source, making initial contact, and developing the proposal. There was a pre-writing checklist and advice on responding to positive or negative responses to one's proposal.

Brumback, G. B., & Maslyn, R. T. (1991). **Who's minding our grants business?** *The Bureaucrat—The Journal for Public Managers*, 20(1), 43-46.

This article discussed depletion of already limited federal money due to grant fraud, waste, and abuse. It suggested that grants managers might be needed to make sure the money reached the appropriate recipients. The Office of the Assistant Secretary for Management and Budget conducted a study to create a new occupation, grant management, that would effectively teach persons how to manage every aspect of grant programs. Phase one has been completed, and phase two was outlined in the article.

Brustein, M., & Mahler, M. (1994). **Doling the dollars.** *Vocational Education Journal*, 69(7), 19-21.

This article summarized the School-to-Work Act and the process of applying for funding under the Act. Local agencies now must make their educational and vocational-technical funding needs known to their states in hopes that the states would be able to expand on those needs and apply for federal funding. The option was still open to local agencies to apply directly for the funding if their states had not applied. However, that would be much more difficult due to the application requirements.

Bryant, T. (1994). **You can get grants.** *Instructor*, 104(1), 33-36.

Four teachers shared their grant-getting success stories and advice for writing winning proposals. These teachers' successes were attributed to (a) identifying newly established grants because they might have less competition initially; (b) understanding that the more a writer believed in something the easier it became to write the proposal; and (c) once a teacher had won one grant, it would seem much easier to win others. The article included a list of teacher-friendly grant sources and guidelines for successful grantwriting.

Buhl, A. (1990). **To be effective in the 1990s, grantmakers need an array of new skills.** *Foundation News*, 31(6), 38-39.

Grantmaking has become an ever-changing business. Individualized approaches that were successful in the past are sometimes no longer effective. This article suggested that in educational settings, collaborative approaches to grantmaking could be key to success. Grantmaking has involved interaction with and approval from a variety of groups. Therefore, collaborative approaches, such as facilitation, negotiation, resolution, and mediation, were encouraged.

Bumgarner-Gee, C. (1997). **Somewhere over the rainbow: Dreaming an arts and education community partnership.** *Arts Education Policy Review*, 98, 13-33.

The author reviewed the processes by which a group in Columbus, Ohio, applied for and received funding and then administered an art program. This consortium consisted of arts, education, and technology professionals interested in the research, development, and implementation of distance learning programs in the arts throughout the Columbus public schools. They created a cohesive program that bridged the resources and missions of art organizations and schools in Columbus and were awarded \$76,600 to fund their proposal. The author emphasized the necessity of being sure the funding structure was aligned with the mission of the program and that each agency fully supported the mission.

Burd, S. (1992). **Humanities scholars fear loss of popular challenge-grant program.** *The Chronicle of Higher Education*, 38(21), A27.

This article provided information to prospective grant writers on recent changes within the National Endowment for the Arts, and how these changes affected recipients of the Humanities Challenge-Grant Program. Motivation behind budget cuts within the Challenge Grant Program, which is a part of the National Endowment for the Humanities (NEH), were discussed. Burd reported that reasons may have included (a) staff changes at NEH resulting in a dissolution of the Office of Challenge Grants and relocation of its responsibilities within other endowment areas, and (b) lack of support by NEH Chair Lynne Cheney. The article quoted several concerned sources who related fears that such a beneficial program would be cut.

Burd, S. (1992). **Role of NEA, NEH peer-review panels questioned.** *The Chronicle of Higher Education*, 38, A21.

Peer review panels played an advisory role in the selection process of grant awarding, according to Representative Sydney Yates, while Congress has assumed that these panels played a guiding role. This article reported on a budget hearing on the humanities endowment. Burd believed that peer review boards should not be credited with final decisions when awarding or rejecting grant proposals.

Burke, C. C. (1989). Grants: Step-by-step system can help you bring more money into your program. *The New School Shop Tech Directors*, 49(1), 22-24.

Many people have not applied for funding for fear their ideas or programs would be rejected. This article detailed the grant writing process, giving key steps and writing tips that could result in improved chances for success. Burke outlined a flexible three-phase approach for any grant being applied for at the federal, state, local, or foundation level: preparation, writing, and locating funding sources.

Burroughs, R. C., Erlenbach, J. E., & Sporre, D. J. (1990). Issues and strategies in procurement. *ACA Bulletin*, 74, 49-53.

Based upon ideas taken from presentations at the national conference of the Association for Theater in Higher Education, Chicago, 1990, the article suggested strategies that could enhance effectiveness in preparing proposals and presenting them to department chairs and deans. The authors presented a simple "Five-P" formula: Planning, Proposal, Presentation, Persistence, and Personal Credibility. This formula could be beneficial to anyone who works in an academic environment where administrative support must be gained before seeking funding.

Callahan, M. W. (1980). Sources of grant funds. *Respiratory Care*, 25(1), 128-138.

This article provided a summary of resource agencies for individuals interested in grant funding. It discussed the different types of federal government agencies and foundations designed to provide information and guidance to grant seekers. The agencies were divided into subdivisions and a brief description of research goals was included. The structure of private organizations was discussed. A list of all the national foundation agencies was available, including fields of interest and types of support.

Cannon, H. C. (1991). Are community colleges ready for NEH challenge grants? *Community Technical and Junior College Journal*, 62(1), 58-59.

This article provided an explanation of the Challenge Grant Program, which was a part of the National Endowment for the Humanities and its positive implications for community colleges. It listed activities allowable under the grant and also described the actual grant process for the program. The Challenge Grant required that the grantee institution provide matching funds. The author also discussed the raising of funds. This article was designed especially for community, technical, and junior colleges seeking funding for the humanities.

Catlett, C. (1989). **Constructing a competitive proposal.** *ASHA*, 31(2), 71-72.

This article detailed some basic steps for applicants to make their proposals more successful. Catlett emphasized the importance of how to say what needed to be said effectively. She focused on the individual components of the proposal, as well as the overall impact of the abstract. The article also contained information on how to become a reviewer and included a list of electronic information sources.

Cederborg, G. A. (1975). **Write disciplined reports that captivate your readers.** *Chemical Engineering*, 82(14), 98-100.

This article discussed how to maintain a balance between subjective and objective writing to interest your reader and to present substance. It also showed how to streamline technical reports. Cederborg addressed clear writing, adequate research, organization, purpose of the paper, revision, and grammar details. Although it did not specifically address grant writing, this article could be very helpful to those engaged in the grantwriting process.

Chapman, W. (1991). **The Illinois experience: State grants to improve schools through parent involvement.** *Phi Delta Kappan*, 72(5), 355-358.

This article reported that the State of Illinois addressed the problem of at-risk-for-failing school children by creating the Urban Education Partnership Grants (UEPG) Program. As the

grant's name implied, UEPG believed that resolution rested in united efforts among schools, families, business and social services to coordinate resources, solve problems, and provide more chances for student success through new strategies and programs. UEPG has awarded more than 30 two-year projects over the last three years. The money went directly to the individual schools where principals acted as project directors, identifying the needs of the students. The article stressed that collaborative efforts yielded success.

Chase, D. (1989). **Getting funded (or why I find so many golf balls)**. *Vocational Educational Journal*, 64(1), 25-28.

Chase stated that grant money was available for those who knew where to look. He offered suggestions on how to prepare for grant writing, how to get funded, and what groups of people generally established need. He highlighted the education of young adults and adults as a timely target for grant seekers. The components of a grant were outlined, and a checklist was provided on what proposal readers looked for. Even when a proposal was turned down, Chase encouraged networking, determination and a positive attitude to improve the chances of success with the next one.

Chavkin, N. F. (1997). **Funding school-linked services through grants: A beginner's guide to grant writing**. *Social Work in Education*, 19(3), 164-175.

Chavkin's article focused on school-linked services and the advantages of receiving external funding through grant awards. She discussed the background, relevant current issues, and suggestions for finding and using grants. She emphasized the need to be proactive in researching grants and the need to know one's audience when writing a proposal. An extensive reference list was provided with some internet sites.

Chithelen, I. (1989). **Grantsmanship**. *Forbes*, 144(11), 310-311.

Arthur Obermayer, a great salesman and grantsman, was notorious for swindling money from the government and

investors. This article examined his career and the advice he gave to grant seekers. Obermayer pinpointed the agencies that had the funds, discussed whom to approach within an organization, how to sell a successful proposal to the government, and how to sell a concept to a company. Through his expert and tenacious effort as a grantsman and fraud, he has become a multimillionaire.

Clayton, K. (1988). **Springboard to research and development: Impact of the AHEA foundation project grants.** *Journal of Home Economics*, 80(1), 17-22.

This article reviewed a survey conducted among recipients of American Home Economics Association (AHEA) Foundation grants and contracts. It included a history and summary of the AHEA Project Grants Program. AHEA Foundation Grants ranged from \$500 to \$11,000 and were awarded most often to college faculty members. Forty percent claimed they could not have conducted their projects without the grants. Many professors have used these grants to fund their refereed publications. Clayton discussed who could apply and the types of projects that received priority.

Clogston, A. M. (1987). **Applied research: Key to innovation.** *Science*, 235, 12-13.

This article discussed the fact that government grants are diminishing as a result of budget cuts, and examines three foreseeable consequences that would arise from lack of funds: (a) Greater investments would be made at the university level, while industrial grant funding would be reduced, (b) Peer-review groups would be formed to monitor fundamental research, and (c) University-based research technology centers would be formed to direct the research toward "creating the technology that the nation needs." The article magnified the importance of close supervision and monitoring of federal grants to pinpoint specific areas of research.

Coburn, J. (1999). **Successful approaches to funding.** *Technology & Learning*, 19, 54-58.

Five educational districts are presented as success stories. They each used the approaches recommended by Coburn. An article of this type should serve as a serious motivator for groups who believe they have little chance of receiving additional funding for their programs. Perhaps the most important suggestion was that the proposal should describe each stage of the funding cycle.

Creticos, P. A., & Sheets, R. G. (1991). **States fund training for competitiveness.** *Technical and Skills Training*, 10, 38-42.

This article examined state-sponsored training programs that provided training grants and technical assistance to companies to improve and re-teach their current workforces. Two problem areas were identified that often prevented a competitive world class-work force. Competitive strategy, operational objectives, company implementation, and employee understanding of project objectives were discussed. Successful and unsuccessful case studies were presented.

Culliton, B. J. (1987). **Howard Hughes moves into science education.** *Science*, 235, 150.

Government funding of educational programs has diminished decidedly in this decade, forcing educators and educational institutions to look at a variety of sources to enhance the public school curriculum. The Howard Hughes Science Institute has established a 30 million dollar commitment to undergraduate education. This article described the uniqueness of the grant.

Curtis, J. (1988). **In their own style.** *Foundation News*, 29(2), 42-43.

This article reviewed the Scrivner Award, named for the late Robert Winston Scrivner and his legacy. His philosophy was that philanthropy should reflect current issues in society and should be flexible to change with the times. The selection committee looked specifically for a creative grantmaker who considered what he or she would do with the money received. In a time when most people were seeking grants, this award recognized the grantmakers themselves.

Daniel, C. (1987). **Pilot program cuts red tape for federal grants.** *Science*, 235, 966.

This article discussed the Florida Demonstration Project, a two-year study by the University of Florida, designed to eliminate costly administration procedures of federal grants. Its aim was to lessen the involvement of federal agencies in the grant management process by turning over more power for project management to universities. The project allowed researchers to combine grants from differing agencies into a "common pot" to promote economic efficiency. Supporters heralded it as a more efficient and productive move, while opponents were wary of potential legal violations.

Daniel, L. G., & Gallaher, I. (1990). **Impediments to faculty involvement in grant related activities: A case study.** *Society of Research Administration Journal*, Fall Issue, 5-13.

This article pointed out problems that often hindered faculty in the grant writing process. Is teaching the primary function of a university faculty member or is it research? As the debate continued, pressure has mounted for the faculty to prepare grant proposals that they felt unprepared for. Lack of procedural information, lack of information about funding sources, and lack of a rewards system for those who bring in external funding were listed as obstacles in the grantseeking process. The problems were addressed, and some solutions were offered to increase faculty morale and involvement.

Danielson, L. C., Coutinho, M. J., & Denny, R. K. (1993). **Federally supported research procedures: The view from within.** *Research and Special Education*, 14(3), 28-32, 38.

This article offered a general explanation of the grant process. Danielson focused on features of the funding process, particularly within research programs administered by the Office of Special Education Programs. The second half of the article examined the application review process for the different types of awards. A detailed distinction was made among the following: grants, contracts, and cooperative agreements.

Davis, D. F. (1990). **Do you want a performance audit or a program evaluation?** *Public Administration Review*, 50(1), 35-41.

This article presented a good theoretical and philosophical explanation of the differences between auditing and research evaluation. Although grant proposals were not addressed explicitly, this could be relevant for proposal writers because auditing and research evaluation were important areas of funding and management of grants. A clear distinction was made between the two.

Dennison, D. (1987). **Grants for teachers: A way to finance innovative ideas.** *Higher Education Journal*, July Issue.

Dennison stated that over the years, innovative teaching has been hampered by a lack of funds, but that if teachers educated themselves on the grant process, their students would benefit. This article gave detailed information on the benefits of obtaining grant money for the classroom, the experience of receiving the grant, funding sources and advice on writing the proposal. A sample grant proposal was included.

De Sanctis, V. (1982). **Private foundations: Quiet partners in adult education.** *Lifelong Learning, The Adult Years*, 5(6), 8-10.

This article evaluated the presence of foundations in adult and continuing education policies and programs. It presented a brief description of the overall goals of foundations and favorably reviewed the Carnegie Corporation, the Ford Foundation, and Kellogg Foundation's contribution to adult and continuing education. Some additional benefits discussed were that a cross-section of recipients was receiving awards and that foundation support often contributed to receiving legislative power and additional support.

Desruisseaux, P. (1986). **Ford foundation, flush with recent earnings, rethinks.** *The Chronicle of Higher Education*, 33, 56-58.

This article discussed the reorganization of the Ford Foundation since Franklin A. Thomas became president, and examined

the impending analysis of the foundation. The article also discussed the areas to which the foundation directed its research. The article mainly concentrated on the grants made to education, but it also touched on research efforts supported in Third World countries.

Dial-Driver, E. (1993). **Building bridges: Connecting academic departments through a federal grant.** *Community College Review*, 21(1), 26-30.

A "decentralization of decision-making authority" has been occurring in universities across the country as academic departments have been divided and compartmentalized. This article showed how a faculty member at Rogers State College took an opportunity to "establish interdisciplinary ties among faculty" by "connecting academic departments through a Federal grant." This grant united the various disciplines. It fostered an influx of ideas for use in each curriculum, as well as the development of interpersonal skills among departments.

Diamond, J. (1989, July). **Publish or perish.** *Discover*, 96-101.

This article related the importance of conducting research and publishing subsequent articles, as well as the difficulties of each. The increasing pressure to publish has been tied to the competition for grants. Many have depended on grants for their research as well as for job security. If funds were not granted or renewed, research and publications would stop. These publications were essential for future grant applications. Diamond expressed the gravity of this dilemma.

DiPlacido, P. C. (1989). **Computerizing an office for sponsored programs at a small medical school.** *Society for Research Administration Journal*, 221(2), 23-25.

This article examined increased funding at the Medical College of Philadelphia from \$4 million to \$12 million over the course of seven years. It explained how programs could increase their funding via computer database systems and how these updated systems allowed grantseekers to gain an edge over

the competition. DiPlacido also stressed that faculty collaboration played a role in the grant process.

Duke, D. L. (1992). **The rhetoric and the reality of reform in educational administration.** *Phi Delta Kappan*, 73(10), 764-770.

Duke discussed the importance of careful examination of goals in proposal writing and used one example of project failure to show that obtaining funding did not ensure success—the University of Virginia Department of Educational Leadership and Policy Studies' attempt to develop and pilot a restructured principal preparation program. The idea was structured too idealistically, and the criteria were not workable.

Dundjerski, M., Moore, J., & Rocque, A. (1995). **Foundations: A tight year ahead.** *The Chronicle of Philanthropy*, 7(1), 13-17.

Foundations have been forecasting an increase in the number of grant proposals to be received as a result of cuts in government spending on the federal and state levels. Predictions were that charities and organizations would be denied funds more often than in previous years. Cuts in social services, art funds, and public broadcasting, as well as reform in the welfare system have attracted increased interest among grant makers.

Durgin, R. W., & Drier, H. N. (1990). **How to fund career guidance programs.** *ERIC Materials*.

This selection was near book-length. It was an instructional piece for grantwriters and was disseminated by the federal government. It offered specific instructions for developing grant proposals in education, especially in career guidance.

Dykman, A. (1994). **Let the reforms begin.** *Vocational Education Journal*, 69(7), 24-28.

Dykman discussed (a) the preparation by the first eight states that were to receive implementation grants for school-to-work programs, (b) the substance of each of their programs, and (c) the uncertainties that could be resolved only through program

implementation. It was notable that each state selected received less money than requested. As a result, each state would have to scale back its initial plans.

Dykman, A. (1995). **On the block.** *Vocational Educational Journal*, 70(6), 26-33.

Dykman addressed the move by Congress to change the Carl D. Perkins Vocational and Applied Technology Act. Perkins and over 100 other grants would be consolidated into block grants to give more power to local and state governments where federal money was concerned. The House has proposed a bill, the Consolidated and Reformed Education, Employment and Rehabilitation Systems Act. The Senate has drafted the Workforce Development Act. Both were pending approval and were discussed in length, evaluating pros and cons. Changes in funding were discussed, and education watchdogs gave opinions on the issue. AVA conducted a survey of all 50 governors to determine their stance on block grants and education spending. The results were discussed in this article.

Ewing, S. E. (1990). **Nourish thy children.** *Vital Speeches of the Day*, 56(17), 517-519.

This article addressed child care in the U. S. in relation to the increasing female work force. It gave examples of attempts to legislate day care and some child care extreme cases from around the world. The contention was that industry must help provide for their employees' child care needs. Ewing stated that childcare services should investigate corporate support as well as federal funding.

Fedler, C. B., & Gregory, J. M. (1988). **The information matrix: Taking the trouble out of technical writing.** *Engineering Education*, 78(11), 183-185.

This article presented an adaptable framework for organizing the parts of a technical document. Fedler and Gregory provided a nine-block matrix that was designed to accomplish three goals: (a) capture the reader's attention, (b) present the

paper's foundation, and (c) credit the sources and highlight the facts. With some modification of the information within the specific blocks, the model could be used to enhance clarity in proposal writing.

Fege, A. F. (1999). **The 106th Congress: What to watch.** *Educational Leadership*, 3, 86-87.

Fege presented an overview of the federal legislature's stance on options for funding of educational initiatives in the near future. Much of the discussion focused on the role of the federal government in local initiatives. Coming debates will center on which federal initiatives would be most likely to promote higher student academic performance. Much of federal grants monies will be in the form of block grants to the states. The issue of spending accountability was at the center of the debate.

Ferguson, J. (1992). **Grants for education: Their development and management.** *School Business Affairs*, 58(2), 4-14.

Since there has been an increasing demand for change in pre-college education, Ferguson offered a practical article that introduced the beginning grant seeker to the how's and who's of grant funding for education. This article directed the reader in aggressively and knowledgeably pursuing the grant opportunities available from federal, state, local, foundation, and corporate sources. In addition, it pointed out that a team search for grant funds often provided school districts with benefits beyond the financial support they might receive.

Ferguson, J. (1994). **Take nothing for granted: Managing the effective grants office.** *School Business Affairs*, 60(2), 10-17.

This article offered suggestions on developing proposals, submitting proposals, and handling the disappointments of non-funded proposals. It was largely devoted to program implementation, and it detailed each phase of implementation. The article contained information on managing grants, with an emphasis on record keeping and the responsibilities of personnel.

Ferguson's advice could be especially invaluable to novices who might need help concerning their rights and duties as grant recipients.

Ferguson, J. (1995). **Staffing the grants office: Build a team to increase effectiveness.** *Journal of the National Grantseekers Institute*, 2(2), 21-28.

In her article, Ferguson focused on developing an effective grants office. She included job descriptions and interview questions to consider when evaluating an existing grants office. In addition, she addressed the skills and characteristics needed for effective grants management.

Flaherty, F. J. (1988). **The feds prepare a blacklist.** *The Progressive*, 52(2), 15-17.

This article focused on the Reagan Administration's Office of Management and Budget (OMB), and proposed regulations to publicly post a nationwide blacklist of people and organizations banned from receiving federal grants. While the OMB believed that such a listing would be helpful in the battle against waste, fraud, and abuse in grants management, various federal watchdog agencies stated that it would violate some basic concepts of the right to privacy. There has been little opposition from the general public, perhaps due to the lofty goals set forth by OMB or perhaps because of little understanding of the technical aspects.

Floersch, B. (1994). **A review of administrative requirements for federal grants.** *The Grantsmanship Center Magazine, Fall Issue*, 25, 4-5.

Floersch described the recently revised rules for administration of grants to nonprofit organizations. A chart was included that detailed where to find information on the administrative rules which applied to each category of nonprofit organizations, as well as a list of supplemental publications. Persons applying for federal grants on behalf of nonprofit organizations should have knowledge of the latest administrative requirements

including statutes, government-wide directives, regulations of government agencies and the terms and conditions of the specific grant.

Foley, T. M. (1988). **NASA investigates research grant to set up industry association.** *Aviation Week and Space Technology*, 129(8), 30.

This article illustrated latent pitfalls in the grantwriting process, demonstrated by NASA's problems with a grant to the Lew Evans Foundation. Questions were raised by government, industry and congressional officials about the allocation process and the propriety of using NASA funds to establish an industry association. This mismanagement and neglect within the grant process showed the overall consequences of such flaws within the system.

Foote, J. (1991). **Here come the activists.** *Foundation News*, 32(5), 41-44.

Affinity groups have become the newest development in American philanthropy to tackle pressing social issues. Foote cited that affinity groups were taking a collaborative approach toward centralizing their information and resources, creating strength in numbers, and ideology. This article explained the emergence of affinity groups and their importance in the grantmaking process; and it presented a contact list of affinity groups recognized by the Council on Foundations.

Frels, L. (1992). **Sources and means of acquiring grant support for selected projects.** *Journal of the American Association of Nurse Anesthetists*, 60, 362-4.

Although this article was directed to members of the American Association of Nurse Anesthetists, detailed attention was given to foundation grant sources, specifically *The Foundation Directory*. The purpose of the article was to help grantseekers to identify their potential sources of funding and to understand how to contact their sources. These sources were primarily publications, and to some extent computer-assisted searches.

Fuller, E. O., Hasselmeyer, E. G., Hunter, J. C., Abdellah, F. G., & Hinshaw, A. S. (1991). **Summary statements of the NIH nursing research grant applications.** *Nursing Research*, 40(6), 346-351.

This article described the results of a study of the characteristics of approved and disapproved nursing research grant applications done by the National Center for Nursing Research. The findings of the study were that applications which were approved displayed a broad range of strengths, with favorable reviewer comments in many areas of the proposals and weaknesses in few areas. The converse was found of rejected proposals. In both approved and rejected proposals, the weaknesses tended to be primarily in the area of experimental design and techniques. Although directed to health care researchers, this article was relevant to any person preparing a grant proposal because it offered insight on the criteria that caused reviewers to consider some proposals worthy of funding.

Garza, S. A., & Fuhriman, J. R. (1990). **Elements of successful grant proposal writing.** *Journal of the Southeastern Association of Educational Opportunity Program Personnel*, 9(2), 4-11.

Garza and Fuhriman provided the results of a survey they had conducted on successful grant writers who regularly responded to RFPs and submitted proposals to the federal government. The authors concluded that many grant proposals were not funded because of inadequate proposal writing techniques and practices. Their article addressed five important areas and provided information on how others could develop successful proposals.

Gelatt, J. P. (1989). **Obtaining grant funding: Ten steps to success.** *ASHA*, 31(2), 67-69.

Gelatt observed that there was no simple formula to success in grantwriting but that there were significant steps that could increase one's chances. This article detailed 10 ways to put a competitive proposal together, stressing two essential criteria:

(a) clear statement of what would be accomplished, and (b) identification of a need.

Gelatt, J. R. (1988). **The business of grantseeking.** *ASHA*, 30(9), 43-45.

Decreases in federal funding, along with competition among grantseekers have motivated grantwriters to utilize the tactics of planning, marketing and positioning from a business-oriented approach. The article concluded with a list of marketing-oriented readings to further aid individuals in the grantwriting process.

Gershowitz, M. (1995). **In the pipeline: Program officers, review panels and the selection process.** *Journal of the National Grantseekers Institute*, 2(4), 3-10.

For new proposal writers who have wondered what happened to their proposals after they were submitted, Gershowitz has provided a behind-the-scenes look at the review process. In this article, he has walked the reader through the various stages of proposal review—logging in, initial staff review, organizing review panels, producing additional copies, peer review, equalizing raw scores, and awarding the grant.

Glass, S. (1995). **The perfect proposal.** *Currents*, 21(2), 24-46.

Glass, a foundation executive, has detailed three key instructions for foundation grant seekers to follow in proposal development: prepare before writing, perfect the presentation, and prevent awkwardness. Proposal content should be precise, accurate, and polished. The narrative should address crucial details regarding the goals, activities, and intended effects of the specific project.

Gloeckner, G. (1993). **Key to successful proposal writing.** *Technology Teacher*, 52(6), 49-50.

Gloeckner introduced the novice to several techniques of proposal writing. To be competitive one must have a unique,

well-supported idea that has been written in such a way as to appeal to the interests of the funding agency. Also, one must be well-informed about the competition and the grant process. Three ways to write proposals were offered. Locating funding sources and making personal contact were considered essential for obtaining funding. Collaboration on grant writing was encouraged as well.

Goodwin, I. (1994). **Congress enacts 1995 R&D budgets, with NIST and NSF the big winners.** *Physics Today*, 47, 59-61.

The 103rd Congress completed action on 5 of 13 regular appropriation bills with most of the R&D money bills being enacted prior to the new fiscal year. Despite the freezing of all discretionary funding for fiscal 1995 and tight caps, the NSF and the National Institute of Standards and Technology saw increases in appropriations. The large boosts, however, were in non-research programs.

Gordon, S. L. (1988). **Grant application for clinical research.** *Journal of Sports Medicine*, September Issue, 16-21.

Gordon's article was divided into two sections: Part One dealt with the optimal development of an investigator-initiated research proposal that began with a scientifically sound idea. He presented guidelines on the purpose of writing the proposal. Part Two dealt exclusively with procedures and possible approaches for successful writing of National Institute of Health applications. This section pinpointed the shortcomings of disapproved grants, and Gordon offered suggestions for avoiding them.

Gortner, S. (1971). **Research grant applications: What they are not and should be.** *Nursing Research*, 6(4), 292-295.

Gortner offered a different approach to grantwriting. She suggested that the major components take the following sequence: introduction, specific aims, methods of procedures, significance of the research, available facilities, collaboration, and an appendix. This approach to grantwriting would be more scientifically based with emphasis on statistical substantiality.

Greenfield, J. (1994). **Donor renewal.** *The Grantsmanship Center Magazine*, 25, 22-30.

Greenfield discussed in depth the process of seeking donations. The strategy of approaching potential donors, presenting literature about the organization, timing and developing long-lasting relationships were explored. Lists were provided regarding what to do and what to avoid with regard to fund-raising. Proper communication between donors and non-profit organizations was needed to establish faithful donor relationships.

Grunberg, G. (1992). **Land of the rising funds.** *The Grantsmanship Center Whole Nonprofit Catalog, Summer Issue*, 22-23.

Grunberg discussed some of the factors which have influenced the philanthropic activity of Japanese corporations in the United States. These included (a) providing funds to nonprofit groups in order to cultivate relationships with executive board members, (b) giving educational grants to fund science and math programs for potential future plant workers, (c) awarding research grants to colleges and universities to recruit top graduates, and (d) funding local arts programs to promote goodwill within the community. Projects funded by the Japanese foundations characteristically have been rooted in mutual interest.

Hale, P. (1996). **The management process.** *Journal of the National Grantseekers Institute*, 2(4), 11-18.

Hale's article provided a quick overview on the various stages of managing grant funds. He addressed some OMB circulars and financial management standards on grant administration and touched on the issues of project extension and close-outs of grant projects.

Hallahan, D. P. (1993). **Grant proposal writing for junior faculty in special education.** *Remedial and Special Education*, 14(3), 21-27.

This article focused on junior faculty as grantwriters who were

expected to use some of their previous doctoral training or graduate research assistantship skills in search of extramural funds. Hallahan stated that good grantsmanship is a skill to be learned but cautioned that the odds were generally stacked against the writer and that the competition was keen. He gave valuable pre-writing and writing tips to beginning proposal writers.

Hanson, J. H. (1995). **Mission-based grantsmanship: Develop a consensus for your funding agenda.** *Journal of the National Grantseekers Institute*, 2(2), 9-20.

Hanson focused on the cultural disparity often found between professional grantseekers and program officers and foundation trustees. He analyzed and provided advice on the positive and negative attitudes that colleagues often held and offered points on motivation. He noted that, "Your grantsmanship program must take into account the alienation of professionals from the corporate community you represent as well as their need to be nurtured and counseled."

Hanson, M. (1988). **For my next trick.** *Times Higher Education Supplement*, 812, 15-16.

Written from a scientific researcher's point of view, this article offered a philosophical discussion on the link between grant monies and human endeavors. The article discussed common problems faced in today's universities by grantwriters and those who depend on them. Hanson addressed grantwriting from a realistic angle and acknowledged the frustrations involved.

Hastings, A. H. (1982). **The block grant record: Lessons from experience.** *Phi Delta Kappan*, 63(5), 330-332.

This article defined block grants and distinguished them from other "categorical" grants. It also explained the difficulties with block grant administration. Hastings compared the expected outcomes of block grants with success in practice; the results were discouraging.

Healey, J. K. (1987). **Not yet a profession.** *Foundation News*, 28(4), 26-29.

Healey called for professionalism in grantmaking. The author saw a potential need for intervention in an operation that did not maintain proper standards of behavior. Therefore, foundations should establish codes of ethics to retain their credibility and independence. Ethical agreements between grantmakers and grantseekers were seen as necessary for relationships based on honesty, respect and modesty.

Heezen, R. R. (1991). **Take money for granted: Grant proposals that work.** *Library Journal*, 115(18), 62-63.

Librarians can become discouraged when applying for grants. However, with the current economic downturn, librarians must go after the estimated \$36.5 billion awarded through grants each year. This article discussed four major points for those wishing to become successful in the grantwriting marketplace: (a) needs must be expressed in the form of desired outcomes, (b) grantee's focus must be consistent with grantor's focus, (c) preproposal contact increases the success rate, and (d) advocates can help.

Hekelman, F. P., Alemagno, S. A., & Horton, C. (1990). **Grantsmanship skills: A survey of junior faculty at a major university.** *Society of Research Administration Journal*, 22, 15-18.

Case Western Reserve University conducted a survey of their junior faculty to assess their needs in learning to successfully submit grants. Eighty percent (80%) of junior faculty had no formal training in writing proposals for funding. The results prompted the university to form an educational planning committee to offer formal training and a mentor program to allow junior faculty to have senior grantsperson critique their proposals. All faculty members, not just senior faculty, must become competent grantwriters.

Helm, B. (1990). **Proposal writing: What about that fifty-page limit?** *Journal of the National Council of Educational Opportunity Associations*, 5(1), 10-11.

Helm volunteered suggestions on reducing the size of proposals. She insisted that grantwriters adhere to the recommended page limit to avoid putting the proposal at a disadvantage. Three steps to help trim the proposal are included in the article. First, give only the information that is requested. Second, write concisely, avoiding unnecessary jargon. Third, use any or all of the 11 suggested ways to cut back on size, without disturbing content.

Helm, B. (1990). **Proposal writing: There is more to it than just writing objectives.** *Journal of the National Council of Educational Opportunity Associations*, 5(2), 10-12.

The author focused on writing sound objectives. She noted that in formulating objectives, one must have a clear understanding of how the objectives relate to documentation, data collection, and evaluation criteria. She concluded that the objectives must relate to the project's legislative intent and purpose, and she pointed out that objectives must be measurable and quantifiable. At the same time, they must be realistic and practical enough to be accomplished within the specified timeframe.

Helm, B. (1989). **Proposal writing: Addressing the questions.** *Journal of the National Council of Educational Opportunity Associations*, 4(1), 8-11.

In a series of articles, Helm addressed some specifics about proposal development. In this article she focused on the questions asked in the Student Support Services RFP, detailing how to read them and to understand exactly what information was being requested. That approach would enable the writer to obtain the maximum points allowed for each specific section of the proposal. She suggested breaking each question into separate elements and answering every element very systematically and completely.

Helm, B. (1989). **Proposal writing: Addressing the accessibility issues.** *Journal of the National Council of Educational Opportunity Associations*, 4(2), 13-16.

In this article, Helm dealt with an issue hardly mentioned in the grantwriting arena. She noted that proposals typically received low scores for inadequately addressing physical accessibility and program accessibility. She stated that if one's facility were not physically accessible, one should not ignore this factor in the proposal. She suggested that the writer focus on the positive aspects of accessibility and/or mention modifications to be made if the proposal were funded.

Helm, B. (1988). **A proposal they can't refuse: What is your style?** *Journal of the National Council of Educational Opportunity Associations*, 3(2), 30-32.

In this article, Helm addressed some tricks-of-the-trade and tips for improving grant proposals. She stated, "No individual page in your proposal should be solid narrative without something to break it up for the reader's ease of reading." She provided tips such as (a) being considerate of the reviewer, (b) using words that appeared in the technical review form, and (c) being selective in what one included in the appendices.

Henderson, A. (1986). **The first education block grant: Has it improved education?** *The Education Digest*, 52(1), 16-19.

This article examined Chapter II of the Education Consolidation and Improvement Act, which consolidated 28 smaller programs into a single, block grant. The new block grant allowed school districts more freedom and fewer restrictions. Henderson brought to light some perceived inequities of fund distributions under the Chapter II consolidation, and recommended ways to make funding more equitable.

Hendrick, R. (1998). **The impact of federal grants and other funds on general fund expenditure decisions: A detailed analysis of one city.** *Journal of Public Administration Research and Theory*, 8, 353-389.

Hendrick reported on a case study of the city of Lansing, Michigan. In the study, she examined the city's financial records over a lengthy period (1964-1988). Such funds were not subject to

scrutiny through the normal budget process, and Hendrick recommended better mechanisms for oversight, especially in the area of the relationship between problems and solutions. Hendrick found a direct correlation between increases in grant funding and an increase in general fund expenditures. She found that the converse was also true also: Grants also stimulated general fund expenditures to provide additional services. She concluded that financial mismanagement of grant funds and other off-budget revenues could ultimately jeopardize a government's fiscal health. The findings of this study would be applicable also to school systems that might not apply rigorous procedures in allocating grant monies.

Herbert, D. (1990). **Arts education venture capital available.** *Tennessee Teacher*, 58(3), 15-24.

The Arts in Education special projects category at the National Endowment for Arts was available to national, state, and local-level arts, education, and related organizations. This article would be of tremendous help to anyone planning to write a proposal for this purpose. It gave basic information about the probability of getting a grant funded and provided examples of previously funded grant proposals.

Heylin, M. (1990). **Congress sends mixed signals on USDA's competitive-grants program.** *C&EN*, 68(48), 15-16.

This article discussed the drawbacks to the Competitive Research Grants Office's (CRGO) 14% cap on overhead costs universities could recover from CRGO grants. CRGO's history is examined, as well as its lack of funding over the years. CRGO received considerably less funding than it had hoped for, and this was primarily related to indirect costs. Many feared that the overhead cap could soon affect other federal agencies with larger competitive-grant programs.

Hoachlander, G. (1995). **What the numbers really mean.** *Vocational Educational Journal*, March, 20-23, 50.

Hoachlander discussed the guidelines of the 1990 Perkins Act

which required the development of performance measures and vocational educational standards to evaluate programs. Evaluation must be based on state standards. Hoachlander stated five assessment techniques that some states have been using. Quantitative and qualitative assessments were discussed. These should be balanced in the evaluation.

Hodge, W. A. (1988). **The eleven commandments of writing effective law-related education proposals.** *The Social Studies*, 79(1), 4-9.

Hodge's article addressed the importance of writing effective grant proposals. He gave 11 flexible rules for general application—including some circumstances not governed by guidelines. The article was geared to teachers, principals, and other school personnel but could prove helpful for persons writing any type of proposal.

Hudelson, D. (1994). **Getting off the tracks.** *Vocational Education Journal*, 69(7), 22-23, 68.

Hudelson gave an overview of the School-to-Work Opportunities Act (STWOA) of 1994, with emphasis on purpose, funding, collaboration with businesses, and the future of the act after funding was discontinued. Hudelson discussed some of the gaps between the ideals and realities of the program and stated that the overall benefits of the program were unclear.

Hudelson, D. (1994). **School-to-work opportunities.** *Vocational Education Journal*, 69(3), 17-19, 48.

This article relayed a history of the School-to-Work Opportunities Act (STWOA) and provided some basic information about program funding and eligibility. Hudelson mentioned of collaboration among agencies, educational institutions, and businesses, as well as emphasis on meeting the criteria for the three basic components of the program. Hudelson supported the goals of the program and recognized it as a major step in the restructuring of vocational education.

Jacobson, D. (1994). **Realities and opportunities for funding geography education.** *Journal of Geography*, 93(1), 50-53.

Jacobson stated that geography funding for K-12 has increased but that funders still were not enthusiastic. Jacobson offered six tips to attract funders' support for geography education. She offered suggestions for strengthening the relevancy of geography to gain philanthropic support. The article included a brief discussion on conflicts of interest .

Jay, L. (1991). **Repolishing the teacher's apple.** *Management Review*, 80(10), 28-30.

Many corporations have been entering the grants business in support of the American educational system because they have seen some of the benefits of actively participating in educating their future labor pool. This article highlighted several companies participating in teacher programs and gave examples of grants to train teachers. Employers and educational teachers through "partners in education" aimed to upgrade the educational system and the teaching profession.

Jennings, J. F. (1987). **The sputnik of the eighties.** *Phi Delta Kappan*, 69(2), 104-109.

This article presented a general history of local, state, and federal funding for education programs. While Jennings praised local and state efforts to improve the education system, he called for a more active role by the federal government. The article discussed funding of educational grants in programs for the disadvantaged and a need for additional federal money and program support for school reform so that an economically competitive society could emerge.

Johnson, W. (1994). **School/business technology partnerships.** *Multi-Media Schools*, September/October Issue, 2, 43-46.

American educators have been encouraged that they could tap into the vast amount of grant funds sponsored by private corporations to offset shortfalls in funds for classroom technology.

These efforts have allowed American students to become competitive players in the technological revolution. Johnson said that educators could find sources of potential business contacts through *The American Business Phone Book*, a CD-ROM reference guide. Johnson offered many suggestions for making school/business links with reciprocal benefits.

Johnston, G., & Kolbuz, L. M. (1987). **Grant winners don't walk on water: They work hard and have faith.** *American School Board Journal*, 174(11), 39-41.

Johnston and Kolbuz provided the grantseeker for school projects with their grantwriting advice. They outlined sources of grant funding for school systems, discussed programs that have been recent winners, and emphasized planning by asking relevant questions having to do with the purpose of the grant. The article also gave a detailed checklist to ensure that all pertinent points are covered in grantwriting. They added that the needs of public education could be met by rallying community support for outside funding, rather than through tax hikes.

Kelley, J. A., & Gay, J. T. (1990). **Elements of grantsmanship: The process, the art.** *Nursing and Health Care*, 11(7), 346, 348-350.

This article was directed toward individuals in the nursing/health care field, but it would be of benefit to anyone new to grantwriting and administration. It described grant development and walked the reader through the three-step grantwriting process: pre-application, application and post-application. The steps were described in terms of matching knowledge with creativity.

Kennedy, T. J. (1990). **The rising cost of NIH-funded biomedical research.** *Academic Medicine*, 65(2), 63-73.

This article addressed how policy has affected federal support of health research. It explicitly described concerns for the future of NIH-funded biomedical research. A main concern was that, unless there were large increases in funding, the number

of competing awards must decline, or the size of the noncompeting pool would increase over the next several years.

Kiritz, N. J. (1979). **Program planning and proposal writing: Expanded version.** *The Grantsmanship Center News*, 5(3), 33-79.

Kiritz provided an extensive review of the development of proposals, including a thorough set of guidelines for preparing the various components of a proposal. Examples, good and bad, were used to support the various techniques reviewed. He included a checklist at the end of each section. Emphasis was placed on the creative application of the guidelines provided, not on using the guidelines as a strict set of rules that inhibit the writer unnecessarily.

Kiritz, N. J. (1993). **Proposal clinic: When your agency approaches outside funders to meet internal needs.** *The Grantsmanship Center Whole Nonprofit Catalog, Fall Issue*, 22, 6-9.

The thesis of this article was that the proposal writer must be careful not to incriminate her or his organization or to demonstrate its shortcomings in the proposal. Kiritz identified the areas of renovation and staff development as being particularly vulnerable. He suggested that proposal writers emphasize strengths rather than weaknesses to demonstrate that their organizations were winners, not losers.

Kiritz, N. J. (1994). **The proposal clinic: Responding to an RFP.** *The Grantsmanship Center Magazine, Summer*, 24, 4-8.

Kiritz summarized an RFP prepared by a minority affairs division of a state health department, offering suggestions on the proposal format. To illustrate his point, Kiritz critiqued a proposal submitted by a large metropolitan hospital. Kiritz walked through the application, pinpointing unclear information and mistakes that would prevent the proposal from being accepted. Applicants should determine if the RFP's was consistent with their agency's capability to prepare the proposal and to implement the plan.

Knight, L. (1988). Write on the money. *Currents*, 14(9), 6-22.

This article illuminated details that even seasoned grantwriters have sometimes neglected. It also covered proposal writing from the standpoint of content, structure, length and closure. The author offered tips that could be used as a checklist for each section.

Knowles, L. (1995). A conversation with Miklos Marschall. *Foundation News and Commentary*, Jan/Feb Issue, 13-15.

Knowles, a consultant in Washington, D.C., conducted a candid and insightful interview with Miklos Marschall, the executive director of CIVICUS. The topic of the interview was the state of the world's nonprofit community. CIVICUS has provided an opportunity for international nonprofit organizations to discuss relevant issues of mutual concern. The author chronicled the growth of the international volunteer or nonprofit sector. He noted a lack of political recognition, visibility, public awareness, and support the encouraged equal partnerships among government, private, and nonprofit organizations as opposed to philanthropy.

Knupp, R. F. (1993). Six steps to successful grantwriting. *Thrust for Educational Leadership*, 22, 17-21.

This article would be of special to interest high school principals, educators and administrators because it instructed readers on the process of seeking grant funds for schools. Knupp offered a step-by-step format for seeking grants, providing a very basic procedure that novice grantwriters could easily follow. She gave six steps to seeking grants: (a) form a grantwriting team; (b) do some homework; (c) find an RFP or appropriate grant source; (d) establish a proposal preparation timeline; (e) copy, package and mail the completed application; and (f) acknowledge the efforts of all the grant helpers. Knupp also named and described several sources of information for grant possibilities.

Koziol, L. C. (1991, 1992). Making your grant proposal work:

Some things those grantwriting books never told you (two parts). *Pi Lambda Theta Newsletter*, 36(2) and 36(3), 5-6 (part one), 5-6 (part two).

Koziol presented the overall structure of grant proposals, and she outlined clearly and concisely some essential skills of successful grantwriters. Koziol noted that specificity, measurable objectives, and appropriate evaluative mechanisms were critical to winning grants. She also suggested spinning off new projects from existing experience and utilizing an advisory board.

Kollasch, M. (1993). **School media matters**. *Wilson Library Bulletin*, 67(7), 68-70.

Kollasch gave information on grantwriting for school libraries and provided valuable resources and examples to help professional librarians. He offered pre-writing suggestions pertaining to organization, researching, and collaborative proposal writing. The National Library Power Program requirements were discussed.

Kraft, M. (1999). **Toward equity in funding of secondary art programs**. *Art Educator*, 52, 54-59.

Kraft looked at equity of funding for middle and high school art programs. Her findings were that (a) schools with minority enrollments did not receive equal funding for the arts and (b) most art programs she reviewed were inadequately funded. She also suggested some ways to improve funding for art programs and emphasized that grantwriting, though hard work, often was often well-rewarded.

Krathwohl, D. R. (1988). **The preparation and submission of the proposal**. In *How to Prepare a Research Proposal* (pp. 37-91). Syracuse University Press.

Krathwohl divided the proposal development process into three parts: statement of the problem, translation of that problem into the activities of the proposal, and a statement of resources

needed to accomplish the activities. This article recommended a different approach to writing a proposal. It suggested emphasizing different portions of a proposal depending on the type of grant. Krathwohl stressed the importance of understanding funders' requirements and funding interests.

Kreig, I. (1989). **Interactive philanthropy.** *Foundation News*, 30(6), 59-60.

This article compared interactive philanthropy with proactive and reactive grantmaking. Interactive philanthropy was described as an "information and feedback loop" that was adaptable—flexible with grantee responses and adaptive to creativity in proposals. Some drawbacks of the method were that it was time-consuming and that it was sometimes risky.

Kundel, H. L., & Walsh, C. (1993). **Preparing a research grant application budget.** *Investigative Radiology*, 28, 513-516.

Kundel and Walsh wrote this article to help optimize the organization and preparation of a research grant application budget. Practical information to produce a realistic, durable budget, including the costs for the principal investigator and other personnel and necessary equipment, was presented in great detail. Although the article dealt specifically with the NIH grant application, it would assist other grant seekers as well.

Kussrow, P. G., & Lawrence, H. (1993). **Instruction in developing grant proposals: A librarian-faculty partnership.** *Research Strategies*, 11(1), 47-51.

This article focused on a course offered at Florida Atlantic University. The course was designed for students wishing to write effective grant proposals. The course combined proposal writing with instruction in two levels of bibliographic library skills, and the course has proven extremely helpful to those with no formal training in grantsmanship nor knowledge of library sources. The goal of the instructor was to increase the funding odds of the students' proposals. A course evaluation stated that not only was there an increase in submitted and/or funded

proposals, there was also a development of new library skills and improved grantwriting ability.

Lambert, M. (1991). **Into the future.** *Foundation News*, 32(5), 32-33.

The Kellogg Foundation has recently moved into new headquarters and has adopted a \$7 million communications system to help with grantmaking. Kellogg said that, for the most part, the move had led to greater technological efficiency with the grantmaking process, as well as with other technological uses by grantees. This article examined the impact of this move and the expected changes to the grantmaking process as a whole.

Laughlin, P., & Sigerstad, A. M. H. (1990). **The research administrator's role in creating a supportive environment for interdisciplinary research.** *Research Management Review*, 4(1), 1-7.

This article summarized the efforts of the administration of Carnegie Mellon University to study and review the debate over single-investigator grants versus multi-investigator grants. It described the methods used to gather information relevant to the study and discussed the interpretation and use of the data. Because the number of multi-investigator grants have been increasing in the U.S., the article would be relevant for administrators and potential grantwriters.

Leonard, J. (1989). **Best supporting role.** *Foundation News*, 30(5), 42-46.

Because more foundations have been devoting much of their funds to special projects, grantseekers must find other sources of funding. This article explored the need for increased general support funding and chronicled the decline of general support projects since 1981. The positions on this controversial issue of several major foundations were presented.

Leonard, J. (1992). **Flowering fields of interest.** *Foundation News*, Jan/Feb. 1992, 48-51.

Across the nation, twenty percent of community foundation assets and gifts have been tagged as fields of interest. This article clarified the role of community foundations and their methods of targeting funds for areas of interest that address local needs or populations.

Liedtke, J. A. (1988). **Grantwriting for the classroom teacher.** *The Technology Teacher*, 47(8), 25-28.

This article discussed grantwriting for classroom teachers and provided library references for seeking and applying for funds. Time management was discussed because a timeline of events with individual time allotments would help complete the proposal at the required time. Details of the proposal narrative were discussed, with emphasis on specificity.

Lively, K. (1994). **Clinton wants big increases for job-training programs.** *The Chronicle of Higher Education*, 60, A35.

President Clinton has outlined a budget that included a spending increase of \$1.1 billion in 1995 on labor department programs. This article promised spending in the areas of school-to-work programs, Job Corp Centers, and some JTPA training and re-training for unemployed workers. The announcement brought optimism for community colleges hoping to receive grants and other extra funding for re-training programs. Under this plan, small grants would be provided for each state to develop a master plan for training and retraining. Several states would receive larger grants for their pilot programs. Eventually all states would receive large grants.

Loveland, S. R. (1980). **Writing a grant application.** *Respiratory Care*, 25(1), Part 2, 139-153.

Grant proposal writing can be overwhelming to the inexperienced writer. This article discussed the basic anatomy of a proposal, listing all components from the cover page through the budget. The requirements of each section were explained along with recommendations that would facilitate the application process. Loveland included an appendix with pertinent

information to strengthen the proposal.

Maloy, R. W., & Seldin, C. A. (1982). **Program planning and grantwriting in one Massachusetts school system.** *Phi Delta Kappan*, 64(1), 65-66.

The Greenfield Public Schools of Massachusetts was selected as a demonstration system for innovations in education and was given grant money for two years. This article focused on this school system and the benefits that resulted from the programs it established. One of the rewards was a cohesion among the local school systems, individuals and community agencies as they worked together toward a common goal.

McAdoo, M. (1998). **Buying school reform: The Annenberg grant.** *Phi Delta Kappan*, 79, 364-369.

The author discussed the purpose and stipulations of the Annenberg Grant and then presented information on a 25 million dollar New York City project targeted toward empowerment of local staff to bring about school reform. Overall the results were disappointing due to a lack of systemic planning for school reform. Lessons for grant writers: (a) think systems when thinking school reform, (b) availability of funds does not guarantee desirable outcomes, and (c) implementation may be the most difficult aspect of grantsmanship. This was a thought-provoking article.

McGee, L. (1982). **Seek small grants.** *Tennessee Teacher*, 50(3), 8-9.

Since school budgets are strained, grants would be one of the best ways for teachers to obtain funds for classroom projects. This article instructed classroom teachers in methods of obtaining funds not only for expensive items, but also for small, inexpensive ones such as art supplies. It provided steps for grant solicitation and encouraged asking new businesses or banks for funds—offering the added incentive of good publicity for companies that supported education through their donations.

McMillen, L. (1990). **Several big foundations revise their grant making to focus on elementary and secondary education.** *The Chronicle of Higher Education*, 37, A23.

This article documented a trend of some foundations and charitable trusts toward financially supporting a greater number of elementary and secondary educational efforts. Post-secondary institutions have been suffering under the new changes. There has been a trend to move more minorities and disadvantaged students into higher education, whereas the transition should take place in the formative years. This article should be useful to anyone in the business of elementary or secondary education, especially in this time of budgetary cutbacks.

Mermin, N. D. (1991). **What's wrong with those grants?** *Physics Today*, 44, 9-10.

This article was a satire of the current research grant policies within university systems. While Mermin poked fun at indirect costs and postdoctoral support, he made some legitimate suggestions for improving the funding problem for individual investigators, for the federal government to directly subsidize the universities, and for doctoral students to fund their dissertation research through fellowships. The author made further suggestions on how to change the current system.

Mertens, T. R. (1987). **Reflections on writing and reviewing grant proposals.** *Journal of College Science Teaching*, 16(4), 267-269.

This article gave recommendations on how to begin writing a proposal. It stressed that each part of the format must be clearly addressed and within the guidelines. Organization and professionalism were noted as important in the approach and the submittal.

Mervis, J. (1993). **At NSF: Fewer, longer grants.** *Science*, 262, 1636-1638.

This article concerned the funding problems of NSF. Due to com-

plaints that NSF grants have been too small to allow scientists to do their best work, a move toward bigger grants with longer funding cycles was underway. Some worried that only prestigious institutions with proven track records would be funded. Some believed it would eliminate novices and others who could not meet the stiff competitive guidelines now set forth by the National Science Foundation. "Would that be best for all?"

Miller, C. (1989). **Grants: A teacher's prospective.** *Vocational Education Journal*, 64(1), 29-30.

This article discussed Miller's belief that grant proposals could be very important when teachers were building new curricula. It cited local sources of funding in the community, such as professionals, service organizations, and local businesses. Since most community funding was not advertised, Miller advocated networking to stay abreast of funding sources. The article gave tips on grant writing to meet proposal guidelines and the needs of the school.

Miller, R. (1995). **Grants—Your key to prosperity.** *Fund Raising Management*, 27, 17-19.

Miller stated that grants should be viewed as "venture capital." They provide opportunities to expand old programs and to try new ventures. He stated that over \$126 billion was donated annually for grants, counting funding from private and corporate foundations. Miller recommended that grant writers develop a filing system and a data-base that would be ready to go when one needed information to apply for a grant.

Moffat, A. S. (1994). **Grantsmanship: What makes proposals work?** *Science*, 265, 1921-1922.

Moffat addressed the issues of getting noticed above the competition and avoiding continual rewrites. She highlighted some mistakes other scientists had made and made suggestions for achieving successful proposals the first time. Moffat claimed that the best strategy for getting noticed was to prove that one had been successful or innovative in the past and that one's

current proposal would make a significant difference in a specific area.

Morgan, M. G. (1985). **Using student experience to teach the technical proposal.** *The Technical Writing Teacher*, 11(3), 199-200.

Morgan used students and the academic experience to teach students how to work in small proposal-writing groups and how to develop and follow a systematic process for writing a proposal. He emphasized six major stages in the process, and tested students on their creative problem-solving as well as their writing skills.

Morris, D., & Seldman, N. (1987). **The city as nation.** *Foundation News*, 28(5), 1987, 40-42.

This article dealt with the ever-increasing problem of waste management and how grantmakers helped find solutions to the problem. The foundations that first funded community-based recyclers have enabled this important national movement to spread. Foundations can use this recognized national problem as an avenue to accomplish multiple goals.

Mundel, J. (1983). **So you wanna be a proposal writer.** *The Grantsmanship News*, 11(4), 52-53.

This article provided the novice grantwriter with a humorous but useful discussion of the unexpected pitfalls involved with proposal writing that can ultimately keep the proposal from being completed and finally mailed.

NIH Staff. (1985). **Helpful hints on preparing a research grant.** *The Grantsmanship Center News*, 13(3), 43-51.

The authors gave helpful hints to novice grantwriters on such topics as following the guidelines, paying close attention to the experimental design and methods section, justifying budgets, providing appendix information, writing citations correctly, presenting research logically, adhering to a deadline, seeking advice on the first draft, and revising.

Nickelsburg, G. B. (1988). **Getting a grant.** *Association Management*, 40, 126-127, 129.

This article presented a step-by-step approach to securing grant funding. It gave a quick overview of necessary factors for success, listing 28 "Things You Should Do." A list of helpful questions about one's proposal was included. A beginner would probably not find the information as useful as a grantwriter with some experience.

Nicklin, J. L. (1993). **With Clinton in office, some foundations reassess their spending priorities for research education.** *The Chronicle of Higher Education*, 39(36), A35-36.

This article explained that some major foundations might change their funding plans under the Clinton administration's priorities. It mentioned several foundations, the types of projects funded by them, and the changes they are expected to make. This article would be useful for a grantwriter, particularly for a beginner seeking direction in their quests for grant monies.

O'Bryan-Garland, S., & Larsen, R. D. (1984). **Writing grant proposals: Dispelling the myths.** *Spectrum*, 2(3), 31-34.

This article could motivate the hesitant novice to write his or her first proposal. It uncovered the myths and substantiated the realities of grantwriting. The authors gave a chart of recommendations for proposal writing and also answered several questions about grantwriting that the novice writer would have. The authors' encouragement made writing the "first" proposal seem like a possibility.

O'Connor, K. (1990). **Anatomy of a winning grant proposal.** *Instructor*, 100, 32-34.

Educators often have had good ideas for teaching projects but no budget funds to cover them. This article presented a successful proposal written by two elementary school teachers. The proposal was annotated with comments on the elements of a

good grant proposal, and general guidelines.

O'Neal, G. J. (1995). **Active and informed board members help ensure grants success.** *Journal of the National Grantseekers Institute*, 2(2), 3-8.

In her article, O'Neal stressed the importance of involving one's governing board in planning for grants. She provided a list of grants-related responsibilities to use in involving one's board of directors in securing grants. In addition, she presented ways to educate board members and to get them involved in the process.

Oetting, E. R. (1986). **Ten fatal mistakes in grantwriting.** *Professional Psychology: Research and Practice*, 17(6), 570-573.

Oetting gave information on ten main errors he saw while reviewing proposals for the National Institute on Drug Abuse. This article would be an excellent resource for prospective proposal writers because it would alert them to errors and teach them how to correct their mistakes rather than spending a lot of time on a proposal that would not be funded. Several significant references on proposal preparation were offered.

Ornstein, A. C. (1990). **School budgets in the 1990s.** *Education Digest*, 55(6), 15-16.

This article discussed the trends affecting education budgets, suggesting causes of some of the trends. Reduced federal spending and tight state budgets have been hampering local school boards that might be prone to needless spending. The trends most significantly affecting budgets were classroom size, updating of old buildings, smaller schools, energy economics, teacher and administrative layoffs, and state budgets. Improved education spending must take place before taxes are hiked to solve the problems. Ornstein provided a number of alternatives for educators.

Paetsch, J. R. (1991). **Applying for a state training grant.** *Training and Development Journal*, 45(4), 61-68.

This article offered a thorough discussion of the application process for a state training grant. Paetsch commented on background, assistance, benefits, criteria constraints, application requirements, targeting strategies, grant specifics, award decisions, training specifics, and bias in the decision-making process. Paetsch presented the requirements and tips for making successful applications.

Payton, R. (1985). **The taming of the corporation.** *Change*, 17(1), 27-30.

As Payton considered the state of postsecondary education, he noted a decline in the quality of education in the humanities and social sciences. He contended that corporate philanthropy should address general education on campus. The article offered insights into the process of social change and suggestions for the future. With corporations setting aside one to two percent of profits for philanthropic purposes, it might be wise to consider the relationships and what each side could expect from a partnership.

Pena-McCook, K. (1998). **National leadership grants fund innovative institutes.** *American Libraries*, 29, 54-57.

This article gave highlights of leadership training programs that have been funded through this program. Many included the training of minorities for leadership positions within the educational library system.

Plesich, J. (1989). **On target: How to write the grants that get the money.** *Learning*, 17(9), 40-41.

This article provided some important, detailed tips for writing grants, while breaking down the specific elements of most grant information. It also listed 15 steps to improve one's chances of having a grant proposal selected. In addition, some examples of successful projects were given, as well as resources for finding grant ideas.

Pokhywczynski, J. (1992). **Peer reviewers describe success in**

grantwriting. *Journalism Educator*, 47(3), 71-74.

Grant proposals must be on target to receive awards. Pokhywczynski talked with peer reviewers who revealed what aspects of a proposal led to acceptance or rejection. The author also discussed the types of proposals that are submitted and compared them to the types of proposals that are desired by reviewers. Grant writing techniques are suggested to help the novice improve his or her chances of being funded.

Pollock, R. E., & Balch, C. M. (1989). **The NIH clinician-investigator award: How to write a training grant application.** *Journal of Surgical Research*, 46(1), 1-3.

This article outlined the steps in writing a training grant application, with emphasis on the investment in the individual development of the independent investigator and contrasted that with the research project grant in which the emphasis was on the project. It also discussed a shortage of practitioners/surgeons to apply for these grants and the importance of medical research to the medical community and the country. The two phases of proposal writing, pre-writing and compilation, are discussed, along with the time factor.

Reeve, E. (1993). **A faculty guide to writing grant proposals.** *Community College Journal*, 63(4), 28-31.

This article stressed the importance of grant writing to educational institutions in hard economic times. Reeve encouraged matching the interests of funding sources with those of the grant seeker. Most of the article addressed ways to find funding. Reeve recommended that the grant seeker talk with those in charge of handling current grant funds, faculty members who have met with success, and the librarians who could provide comprehensive lists of agencies.

Regan, D. (1988). **To fund or not to fund: Is the answer worth the effort?** *Design for Arts in Education*, 89(4), 51-54.

This article questioned the funding process for arts education.

Regan conducted a statistical study to answer two questions: (a) "Do panel proceedings 'work'?" and (b) "Would random funding of proposals achieve similar results to those obtained by the panel review process?" These questions challenged the worth of the NEH, the NEH review process, and the worth of the grant proposal review process in general. The peer panel system was carefully examined, and it was suggested that this system was biased.

Reiss, A. H. (1992). **Presenters seek new ways to fund arts programs.** *Fund Raising Management, March Issue*, 63-64.

This article discussed several kinds of arts presenters and new means to target new audiences. The overall goal was to render the arts appealing and affordable. Reiss also listed new sources of funding from corporations and stressed the importance of tying proposed funding to business needs.

Renz, L., & Lawrence, S. (1992). **A primer on foundation science report.** *Science*, 257, 1750-1753.

Foundation support for science and engineering, although much less than federal support, has been a more constant and less fluctuating source of funding. This article reported on the trends of foundation support for science over the last decade (1980 to 1990) and offered advice on approaching foundations for grants.

Robinson, E. M. (1991). **Know thy sponsor—project selection methods at federal research agencies.** *BioScience*, 41(8), 575-577.

This article described peer review and manager discretion in federal funding of research and explored the need for flexibility and risk-taking. It also listed various federal departments and their methods of application review and selection. Due to the competition for grants, Robinson stressed the importance of "knowing thy sponsor," so that grantwriters could mold their applications to fit agencies' goals and objectives, problem foci and methods of application review.

Roe, B. (1993). **Tearing down the foundation walls from within.** *The Grantsmanship Center Nonprofit Catalog, Summer, (2).*

Roe described the National Network of Grantmakers' (NNG) efforts on grantmaking reform. The article provided information that could impact foundations and grantmaking institutions in the future. The author suggested that the NNG was formed to reform the grantmaking process because, in the past, this process has been in large part of an insider's network that was hard to penetrate. If more grantmaking institutions and foundations would adopt the NNG's program, the results could mean increased opportunities for new grantwriters.

Rose, A. D. (1992). **Financing technology.** *The American School Board Journal, 179(7), 17-19.*

This article focused on finding funds to incorporate technology into the educational setting. Looking toward the community and its networking system, local businesses and grants are suggested as possible sources. Grants could be for specific educational uses—as in vocational or technical programs. Rose also proposed asking state legislators to impact educational reform through funding for technology.

Rowh, M. (1994). **Making time for making grants.** *Foundations, July/August Issue, 26-28.*

Rowh recommended six tips to help grantwriters manage time more efficiently: (a) reduce time spent in meetings, (b) organize paperwork, (c) use time-saving technology, (d) delegate authority, (e) make efficient use of reading time, and (f) plan tasks and assign priorities.

Scala, R. (1991). **"Better Homes" builds its foundation.** *Fund Raising Management, April Issue, 30-34.*

This article reviewed the intent of "The Better Homes and Gardens" Foundation grant that has helped agencies for the homeless. The foundation has made 50 grants and funded programs in 23 states, providing nearly \$900,000. The article would

assist readers in understanding which agencies were likely to receive funding and why. It also discussed the evaluation criteria used to award grant monies.

Schwartz, D. (1992). **From wonder to work.** *Momentum*, 23(1), 18-23.

After giving some general tips about writing proposals, this article discussed a three-phase process for the grant proposal: planning, development, and follow-up. Planning included brainstorming with colleagues and identifying and researching funding sources. Development included keeping the proposal short, concise, readable, and motivating. Follow-up was to aid the applicant in assessing the success or failure of the proposal.

Selby, M., Riportella-Muller, R., & Farel, A. (1992). **Building administrative support for your research: A neglected key for turning a research plan into a funded project.** *Nursing Outlook*, 40, 73-77.

The authors stated that proposal writing entailed careful planning and attention to details, especially in the area of administrative support. Even if a proposal were funded, weak administrative support could completely undermine a research project. This article detailed the snags one could encounter when developing a proposal and planning a budget. Some comments on small grant funding were expressed. Although the article was intended for nursing professionals, its pointers would be useful for any first-time grant seeker.

Selby-Harrington, M. L., Donat, P. L., & Hibbard, H. D. (1993). **Guidelines for managing a research grant.** *Nursing Research*, 42(1), 54-58.

This article was written to help novice investigators manage federal research grants. It focused on managing a grant after funding has been awarded. The emphases were on management of finance, personnel, quality, and time throughout the funding period. Further discussions included planning for the

continuation application and preparing for future grants. Although the authors' focus was on federal research grants, many concerns such as administrative issues were relevant to privately funded research grants as well.

Sexton, D. L. (1982). **Developing skills in grantwriting.** *Nursing Outlook*, 30, 31-38.

This article was written for novice grantwriters and contained a brief, well-organized synopsis of the process of submitting a proposal. It outlined seven steps of preparation, aspects of the project to address in the document, and the review process. Funding agencies, public and private, were discussed in great detail, giving readers perspicacity into the institution that would be best suited for their particular projects.

Shulman, S. (1990). **Scrambling for research dollars.** *Technology Review*, 93, 14-15.

This article stated that the Department of Defense (DOD) has supplied two-thirds of all federal funds for research and development to academics. A discussion of the results of the military cutbacks followed. Academicians must turn to industry for funding and should maintain a conscious effort to resist reliance on "soft money" from any source.

Singh, N., & Thomas, R. (1989). **Matching grants versus block grants with imperfect information.** *National Tax Journal*, 42, 191-203.

This article examined the growing debate concerning grant-in-aid reform proposals and the need to consolidate categorical grants within broad functional areas. The authors examined matching grants versus block grants in different scenarios to assess which were more desirable. Reasons are stated to explain why matching grants were favored over block grants.

Sladek, F., & Stein, E. (1981). **Expenditures to avoid: Over-, under-, unallowable.** In *Grant Budgeting and Finance: Getting the Most Out of Your Grant Dollar*. New York: Plenum Press, 1981.

Sladek and Stein concluded that expenditure problems were rarely intentional. They presented written and "unwritten" rules of the game and discussed ways of avoiding over-expenditures, under-expenditures, and unallowable expenditures, including the "Four Tests of Allowability" to prevent disallowances.

Sleeper, J. (1985). **The foundations: Who, what, when, and how.** *Change*, 17(1), 12-26, 52-53.

The article presented the need for foundations and the services they provide, but it faulted their lack of focus. The author fully supported the role that foundations have played in the grant process, but Sleeper noted that "they" are not doing enough for the three current areas of emphasis for foundations that grant to higher institutions: (a) survival of liberal arts institutions, (b) maintenance of equal access for minority and women, and (c) dedication of university research and other resources to solving larger societal problems. Also included was an overview of future philanthropic trends, which could indicate a downturn in available grants for higher education in the late 80s and early 90s.

Sliger, B. (1998). **The ABCs of small grant acquisition for social studies teachers.** *Social Education*, 62, 10-11.

Sliger presented suggestions for securing funds for special classroom projects. He outlined four steps: (a) think goods and services, not money; (b) develop an excellent project idea; (c) cultivate contacts and relationships; and (d) be persistent. The ideas presented were helpful for educators seeking funding for small projects.

Sliger, B., & McLeod, T. (1997). **A 10-minute lesson in technology grantwriting.** *Techniques: Making Education and Career Connections*, 72, 32-33.

This article provided a quick and easy beginning to the process of obtaining grant monies for technology. The first step suggested was to develop a strategic technology plan. Such a plan

must address the question, "What impact will the technology have on student learning?" The process of identifying and contacting possible sources was explored. The information would be useful for classroom teachers as well as for administrators considering a school- or system-wide technology program.

Smith, G. (1995). **The risks and rewards of nontraditional grant making.** *International Journal of the W. K. Kellogg Foundation*, 5(1), 5-9.

Smith reported that the W. K. Kellogg Foundation was challenging the traditional public and private sector grant making authorities to explore the role of nontraditional grantees. This group would include agencies or organizations that would not be considered for funding by traditional granting authorities because of the size, experience, or financial history of the grant seeker. Two case studies were presented in support of nontraditional grantmaking.

Smith, L. M. C. (1990). **Writing effective proposals.** *Business Education Forum*, 45, 15-16.

This article illustrated a helpful approach to effectively compete for funds available to business teachers at the state, local, and in-house levels. Smith particularly emphasized the importance of having an attractive, carefully written and logically arranged proposal. She also added that being familiar with unbudgeted school revenue and that having the request in the right hands at the right time would increase its chances of being funded.

Smith, R. A. (1989). **Preparing your institution for a program project site visit.** *SRA Journal*, 21(3), 27-33.

This article reviewed the project site visit from the perspective of the site team personnel and the institution personnel. The article clarified the roles of individuals involved in the site visit, the process of the site visit, what to expect and what would occur in following a site visit. The article discussed the time and effort requirements of both parties for a successful site visit,

including the preparatory efforts of the institution—such as “mock” site visits—and the expectations of the site team.

Solomon, G. (1991). **Where and how to get grants.** *Electronic Learning*, 10(4), 16-19.

Although this article concentrated on writing grants for computer education, the advice was universal to writing grants for any project or program. The article was divided into three sections: (a) different types of grants and their funding sources, (b) tips for prewriting and writing a successful grant proposal, and (c) listings of grant resource guides.

Solomon, G. (1993). **All about grants.** *Electronic Learning*, 12(5), 14-23.

This article described schools which have already received funding and what their projects involved. It offered readers ideas from grants that have been awarded, tips on how to write and submit a proposal, and key names and addresses of relevant agencies.

Somerville, B. (1982). **Where proposals fail.** *The Grantsmanship Center News*, 10(1), 24-25.

Somerville, a veteran proposal reviewer, discussed the basics of proposal writing and gave lists of what to do and what to avoid when requesting funding from any source. This article would be a useful instructional tool for novice grant writers, making them aware of what has failed, so that the writer could avoid similar mistakes. Concise, clear writing, and a sound budget were said to offer the best competitive advantage.

Sparks, R. D. (1989). **Matching ideas and funds.** *ASHA*, 31(2), 77, 99.

While this article primarily addressed funding expectations for those seeking grants from private organizations and their funding expectations, the principles could be applied to any proposal. It contained information on identifying possible fund-

ing for one's ideas, with suggestions on how to pursue the funding. Special attention should be given to how the idea is presented. Sparks stated that foundations most wanted to see clearly articulated ideas.

Spring, T. D. (1983). **Pull a proposal out of your hat.** *The Balance Sheet*, 65, 12,14.

To help them meet the needs of their students, Spring encouraged teachers to draft proposals to their administrators such as proposals for the purchase of state-of-the-art equipment. This article explained the requirements of a well-written proposal, spelling out the different parts of an effective proposal and providing a brief description of each section.

Stanton, S. (1992). **The big picture: Corporate and foundation sources of nationwide giving.** *Technology and Learning*, 12(4), 38-44.

Stanton's article presented good tips on how and where to apply for grants. It gave a helpful directory of companies and foundations that provided grants or other assistance, such as equipment for education.

Stepnick, E. (1985). **Accountability for government supported university research: A lesson from the behavioral sciences.** *The Government Accountant's Journal*, 34(4), 37-43.

This article gave a brief history of accountability guidelines and analyzed the problems of accountability from a behavioral science viewpoint. Stepnick confronted the frustrations of grant recipients of university research grants. It also illustrated the restrictions inherent in medical research and training grants awarded by the National Institute of Health.

Stearman, D. M. (1988). **Exploring the how and why of foundation grantmaking.** *Liberal Education*, 74, 34-35.

This article concerned Northwestern University's grantwriting course entitled, "Philanthropy in America: Private interest and

the public good." The course offered a multidisciplinary approach, drawing on historical, political, sociological, and philosophical perspectives. The students studied the professionalization and bureaucratization, culture, and future of philanthropy. They researched a specific foundation and presented their findings. These profiles of the foundations were donated to a regional association of grantmakers.

Stewart, D. (1990). **What the feds (and others) want to read in a project proposal.** *Adult and Continuing Education Today*, 20.

Since grant proposals for federal funds were read by experts who knew (or have been briefed on) what was involved in the overall program, it was necessary that the proposal writer "give them what they ask for." This article listed the important points for writing such proposals. Grantwriters must identify and support the need with measurable objectives, good procedures, and well-designed evaluation plans.

Stopka, C. B., & Beland, R. M. (1989). **Let's get funded: Guidelines for obtaining grants.** *Journal of Physical Education, Recreation and Dance*, 60(2), 67-71.

This article discussed how to write a proposal to fit the funding source's guidelines. It outlined types of grants, sources of funding, grant proposal components, general guidelines, and specific suggestions. A list of factors that could lead to the rejection of a proposal was provided. Physical educators who sought grant funding could benefit from this article, and general guidelines and specific suggestions provided should be useful for grantwriters in other fields as well.

Stowe, B. (1995). **The perfect proposal II.** *Currents*, 21, 25-28.

Stowe's article was about grant planning and development and contained information specific to the grantwriting process. There were three basic processes to be followed by foundation grant seekers: preliminary research, solid proposal development, and continuous communication. Continuous dialogue and interaction between institutions and foundations during

the grant seeking process and after submission of the proposal were encouraged.

Streharsky, C. J. (1984). **Understanding the adult learner: Implications for effective teaching of proposal preparation skills.** *SRA Journal*, 16(2), 31-36.

This article identified traits and needs of adult learners and discussed helpful instructional strategies for teaching proposal writing skills to adults. Many new writers may not have been in a classroom in some time and may feel insecure. Instructors should compensate for this. Some successful learning techniques included participant goal-setting, instructor availability, analysis of case studies, role playing, and small group activities.

Toft, R. J. (1985). **Federal "foundations."** *Change*, 17(1), 20-21.

This article described some of the federal programs available for research and discussed the research interests of each one. Three types of federal grant programs were discussed: challenge grants, national need grants, and grants for special groups with national concerns. Each group was defined and described in detail.

Tornquist, E. M., & Funk, S. G. (1990). **How to write a research grant proposal.** *IMAGE: Journal of Nursing Scholarship*, 22(1), 44-51.

A good grant proposal must not only be well-written and well-organized, but also must follow the funding source's guidelines. This article covered the standard parts of a proposal and offered effective suggestions for writing each section. Tornquist gave hints on how to play on one's strengths.

Turpin, T., & Cage, B. N. (1998). **Factors influencing grant-writing of K-12 teachers.** *Paper presented at Louisiana Education Research Association.*

Turpin and Cage reviewed a research project done in Louisi-

ana that addressed the perceptions of classroom teachers in regards to writing grants. They focused on motivating factors, obstacles, and administrative support for grant writers. The authors determined that administrative support was key. This support was in the form of training (budgeting, grant writing and grant administration), and recognition for writers of successful proposals. There was also a relationship between the amount of monies received and teachers' levels of satisfaction.

Turse, D., & Norris, J. (1995). **The foundations of research.** *Currents*, 21(2), 31-35.

The authors provided various methods for locating and researching sources for funding and offered pros and cons on using those sources listed. Commercial and noncommercial tools were discussed. Pointers for requesting information from funders and responding to requests were included. The authors recommended specific strategies for obtaining costly materials and equipment for research.

Walker, M. M. (1995). **Command performance.** *Currents*, 21(2), 37-39.

Walker addressed the importance of conducting successful visits with potential funders. The on-site visit offered an excellent opportunity to emphasize the merits of the program to be funded and of the institution itself, so the importance of such an event should not be taken lightly. She advocated organization and professionalization before, during, and after the visit. Creating a positive image is an excellent strategy for success.

Wanninger, P. D. (1990). **The sound and fury of RFP.** *Library Journal*, 115, 87-89.

This article focused on the problems librarians frequently faced when they purchased automated information systems or other large-ticket equipment through the RFP format. It was seen as an expensive and ineffective means of purchasing large-ticket items. The major problems were: (a) consultants who were paid by the hour and assume no-risk that the investment would be

definitive and protective of the client's best interests and (b) vendors who gave vague and conflicting information in disparate attempts to sell their products.

Ward, D. (1998). **Grantwriting do's and don'ts.** *Technology and Learning*, 18, 24-25.

This brief article would be a good starting point for novices. The grantwriting ideas were basic, sound, and practical.

Wattleton, F., Arnbrister, T., Dean, S., & Alexander, S. (1989). **The sins (?) of omission.** *Foundation News*, 30(4), 50-52.

Many grantmakers are tempted to omit certain facts from grant proposals in an effort to enhance chances of obtaining monies. This article discussed this problem and gave some suggestions for reducing its occurrence. Overall many grantwriters commented that, even at the risk of not being funded, honesty promoted professional credibility.

Webb, R. J. (1993). **Case study of a Title III proposal: A potential source of funds for improvement of academic support services at developing institutions.** *College and University*, 68(2), 94-98.

Due to budgetary constraints and personal cutbacks, colleges and universities have been rigorously seeking more alternative funding. This article summarized the route and means taken by Northwestern State University in submitting a Title III Strengthening Institutions Program proposal. It was a collaborative effort that utilized a Problem Statement/Objectives/Plan of Operation format to achieve its goal.

Weisburg, S. (1988). **FY '88: Who got what for research and development?** *Science News*, 133, 134.

This article explained which research and development science programs were funded under the \$61.1 billion legislated by Congress for 1988. Weisburg gave information on the increases and decreases of research and development funding which can be compared with other years.

Werber, B. (1978). **Grantsmanship: Federal funding.** *Journal of Experiential Education*, 1, 38-41.

In elementary terms, this article discussed federal funding. It described program development and grant writing techniques, and listed sources of competitive funds and grantsmanship resources. It also explored the four basic ways that the federal government dispensed funds: formula monies, competitive contracts, block grants, and project grants. A list of suggested publications and references followed.

Werner, W. W. (1989). **An RFP for research reports.** *The Technical Writing Teacher*, 14(2), 120-122.

This article documented the use of an RFP as a teaching document to introduce students to on-the-job work activities. The students were taught to think about a project before drafting any proposal and to isolate the key elements pertinent to the project and the proposal. The RFP was used to encourage individual thinking and to lessen reliance on familiar procedures for handling assignments.

Whalen, T. (1982). **Grant proposals: A rhetorical approach.** *The ABCA Bulletin*, 45(1), 36-38.

Whalen offered some insights into funding agencies with respect to preparing RFPs and described the complex internal system through which the RFP must pass before it reached outsiders. Whalen advised considering proposal writing from the perspective of the agency and advocated self-evaluation as helpful in writing a proposal that would fit both the needs of grant recipients and the funding agency's focus.

Whittemore, K. (1990). **Back to business in Boston.** *Foundation News*, 31, 18-23.

Although monies were scarce in Boston after the 1988 elections, city residents pulled together to meet social needs through the philanthropic community. This article discussed Boston's comeback through the help of the Grants Management Association

and the Grantmakers of Massachusetts. This article examined the benefits of grant management groups.

Wilbur, C. S. (1993). **Sacred cows II: Road blocks to effectiveness.** *Foundation News*, 34, 26-30.

Wilbur discussed four myths concerning foundations and was written from a foundation's viewpoint. First, foundations set guidelines. Grantwriters should adhere to the guidelines closely because they reflect what the foundation wanted to accomplish. Second, they often believed that "no news is good news" concerning grantees. Third, they liked to provide grants for model programs which could be replicated. Fourth, foundation staff were well-trained.

Williams, R. M. (1989). **To each his own.** *Foundation News*, 30(3), 25-31.

This article discussed the availability of grants to individuals. With an increasing amount of research and subsequent writings being done by individuals, individual grants have been rapidly increasing. Recent legislation in the form of tax reform has had a large impact on grants to individuals. Grants are issued based on merit, not on a who-you-know basis. Education students often have been the beneficiaries of awarded grants.

Williams, R. M. (1982). **Why don't we set up a profit-making subsidiary?** *The Grantsmanship Center News*, 10(1), 14-23.

Williams stated that many traditional organizations were finding a need to launch enterprises to generate income. With cuts in federal programs and inflation along with increases in energy, costs have become staggering. Corporate and foundation aid cannot close the gap. Nonprofit directors are faced with either cutting costs, looking for income projects, or finding new sources for funds.

Wilson, T. (1992). **Where to find funding for your technology project.** *Technology and Learning*, 12(4), 36-38.

This article would be useful to school systems seeking to locate funds for technology. Grants, local funds and many other sources were listed, such as district general funds, vendor contributions, PTA-PTO, foundation grants, and federal development money.

Wright, R. (1990). **The foundation game.** *The New Republic*, 203(19), 21-25.

This was a facetious how-to guide on grantseeking. The author gave nine "tips" on how to convince a foundation that one deserved a grant. Legitimate suggestions also were included along with useful information on grant awarding. Liberal versus conservative funders were discussed.

Zimet, E. (1993). **Grantwriting techniques for K-12 funding.** *Technical Horizons in Education*, 21(4), 109-111.

This article was written for the novice grant writer. Some very basic steps were presented as to how to review, prepare, and present a grant. Zimet suggested that the reader develop a grantwriting committee to gather data, list any relevant successful programs, and appoint only one writer of the actual proposal with a manager to oversee the total operation. Funding sources were listed.

Zurer, P. (1992). **New plan to aid women re-entering research.** *Chemical and Engineering News*, 70, 27.

For the first time, the National Institute of Health (NIH) has grants available for female scientists who have taken time out to raise families and now want to reenter a research career. This article examined the new program and its funding. Zurer stated that one million dollars was expected in 1992 to support 10-15 women. There is a documented need for more female principal investigators. The focus of the RFP would be on personnel, with less focus on the research ideas.

Chapter 2

ERIC Documents

ERIC documents are available in university libraries and in federal depository libraries as well. Listings of these articles and abstracts are available online (see Internet Resources for URL). To read an entire article, often one must go to the microform documents at the libraries where these are available.

Cavin, J. (1984). **Understanding the federal proposal review process.** (ERIC Document Reproduction Service No. ED 248 784)

Cavin affirmed that the grants process was not so much a way of funding good academic research as it was the government's method of purchasing consumer products that it believed would solve some problem or enhance some facet of United States concern. This article explained the peer review process, using both a general description and examples of how it worked in various federal departments and agencies. It concluded with a discussion of potential benefits that an applicant could gain by both understanding and participating in the grants process.

Hearn, N. E. (1981). **The roots of rural education inequity—or how country folks get whipsawed and bushwhacked.** Paper presented at the Annual Meeting of the Rural Education Association. (ERIC Document Reproduction Service No. ED 209 009).

This article examined the problems faced by rural and small school systems when competing for grant monies. Cultural bias and complex processes favored the urban and large systems, while rural schools were seen in negative terms. Although the article was written in 1981, it has remained current in that inequities still exist between urban and rural districts regarding the allocation of grant monies.

Kozell, C. (1986). **The mechanics of securing funding.** (ERIC Document Reproduction Service No. ED 295 417).

This paper addressed grantsmanship from a large institution's grants office perspective. It clarified the institution's views on personnel's grant proposal activity. Kozell envisioned the role of the grants office as including facilitating grantseekers' efforts while protecting their institution's integrity. Three key steps of an interdisciplinary grant proposal that must involve the grants office were identified: (a) developing the program plan, (b) locating funding sources, and (c) assisting in the writing of the proposal. Kozell concluded with the importance of grammatical accuracy in the completed proposal.

Peete, G. (1983). **A guide to research and funding for librarians.** (ERIC Document Reproduction Service No. ED 238 445).

This handbook was written for librarians at the University of California, Santa Barbara. Its scope, however, was broad enough to be useful for any academic librarian considering applying for grant funds. It discussed research grant application, grant management, and the dissemination of research findings.

Pomeroy, J. (1993). **How to write a mini-grant proposal.** *Educational Activities, Inc.* (Eric Document Reproduction Service No. ED 361 114, 2-17).

Pomeroy has provided a booklet containing mini-grant proposal guidelines. A time line chart and sample mini-grant are included. The article outlined search strategies by level and had an "Avoiding Pitfalls" section. It concluded with discussion on award decisions, tips for managing grants, and a list of sources for grant funds.

Rodriguez, C. J., & Paddison, J. (1997). **The Lyceum Project: Rhetoric and real world solutions.** *Composition Chronicle: Newsletter for Writing Teachers*, 10(4), 4-7. Northern Arizona University. (ERIC Document Reproduction Service No. ED 408 586).

The Lyceum Project was underwritten by an instructional development grant. It provided funding for lecturers from various fields and professions. Seven speakers made presentations on the unique characteristics of their own speaking situations. The goal was to improve teaching and learning in English composition and rhetoric at Northern Arizona University. The program provided opportunities for classroom discussion and enrichment for students' understanding of course content in multiple real-world contexts. Guidelines have been developed for future Lyceum projects. This article would be helpful to interested in applying for and administering successful instructional development grants, especially for secondary and postsecondary English programs.

U. S. Department of Education. (1998). **What should I know about ED grants?** 76 pp. (ERIC Document Reproduction Service No. ED 414 646).

This free booklet has provided information for readers who were interested in applying to the U. S. Department of Education for discretionary grants and cooperative agreements. It gave in non-technical language a summary of the grants process (reviewing, awards, administration, closeouts, audits) and the laws and regulations that governed it. The booklet also contained a glossary of terms and a sample awards letter.

Chapter 3

Books

As with the journal articles, I have tended toward listing and summarizing books representing more recent additions to the literature. However, some of the standard classics are included here as well. And, as with the articles, most of the books are either general or are geared to meet the needs of educators. I have also included a few outside that category which may be of help to our readers.

Baker, S., & Baker, K. (1998). **The complete idiot's guide to project management.** paper. 328 pp. MacMillan General Reference. NY: Simon Schuster & Co.

This guide offered idiot-proof instructions for managing projects from conception through completion. There was a glossary of technical terms. While it was neither comprehensive nor in depth in its treatment of project management, it was a practical guide for beginners as well as for those who must manage several projects at once. On-line reviewers gave it a 4.5 star rating out a 5.0.

Bauer, D. G. (1998). **The principal's guide to winning grants.** paper. 144 pp. San Francisco: Jossey-Bass, Inc.

This guide was written to "provide school principals with techniques for mobilizing school staff, coordinating community support, developing winning proposals, constructing realistic plans and budgets, and successfully implementing grants once they have been awarded." The book includes worksheets, forms, sample proposal formats, and checklists of things to do.

Bauer, D. G. (1998). **The teacher's guide to winning grants.** paper. 156 pp. San Francisco: Jossey-Bass, Inc.

This book was written to serve as a primer for teachers who wished to develop effective proposals, whether for federal funds or foundation monies. The author discussed implementation as well as proposal writing.

Brewer, E. W., Achilles, C. M., & Fuhrman, J. R. (1997). **Finding funding: Grantwriting from start to finish, including project management and internet use.** (3rd ed.) paper. 320 pp. Thousand Oaks, CA: Corwin Press, Inc., a Sage Publication.

This popular 14-chapter book detailed the grantwriting process, including a sample proposal. It contained guides for using key federal publications (*Federal Register*, *Code of Federal Regulations*, *Code of Federal Domestic Assistance*, etc), and it also had supplemental chapters on project management and use of the internet.

Carlson, M. (1995). **Winning grants step-by-step.** Support Centers of America. paper. 115 pp. San Francisco: Jossey-Bass, Inc.

This workbook-style book was written to assist grant seekers in fulfilling "the three most important criteria grantmakers demand from a successful proposal: a clearly worded need statement. . . , compelling evidence that demonstrates the importance of this need, and a well-reasoned plan that outlines how your organization will meet this need in a cost-effective manner." The text also contains suggestions for researching to find an appropriate funder for your project and information on the review process.

Coley, S. M., & Scheinberg, C. A. (1990). **Proposal writing.** A Sage Human Services Guide. paper. 130 pp. Newbury Park, CA: Sage Publication, Inc.

"This book is written primarily for beginning and moderately-experienced grant writers. . ." It was a step-by-step guide. Appendices include a mini-proposal with sectional critiques. The book contained funding information as well.

Conrad, D. L. (1980). **The quick proposal workbook: How to**

produce better grant proposals in 25-50% less time. paper. 115 pp. San Francisco: Public Management Institute.

Conrad approached grants attainment from a different angle. "Effective research, cultivation of funding sources. . . can do more to get you a grant than even the best proposal. . . . [Y]ou should spend at least 50% of your time and energy on the steps preparing you to write your grant request." In addition to advice on marketing nonprofits, the workbook contained step-by-step directions for proposal writing, and many worksheets were provided.

Corry, E. (1986). **Writing the effective grant proposal.** In *Grants for Libraries* (2nd ed.) pp. 195-205. Littleton, CO: Libraries Unlimited.

Corry walked the beginning grantwriter through the basic steps of preparing a proposal. Assessing the community's needs and gaining its support were important factors to consider before writing a grant proposal. Support can be gained through a concept paper that outlined needs and was circulated to interested parties for revision. Letters of support from various local academic, professional and social agencies showed potential for maturation after the grant period ended. Funding sources such as federal programs, agencies, the executive office of each state and foundations should be judiciously selected for contact. Once clear goals are outlined, a grantwriter could write an effective proposal.

Ferguson, J. (1993). **The grants development kit.** binder. Alexandria, VA: Capitol Pub., Inc.

This book contained five sections to guide the grant seeker through the process—from developing project ideas through researching possible funders, gathering all necessary information, and writing the proposal. The last section discussed the review process. Each section had a checklist.

Ferguson, J. (1993). **The grants management kit.** binder. Alexandria, VA: Capitol Pub., Inc.

This book had four sections to guide the grant manager through the process of administering the grant. Sections dealt with negotiating the grant award, grant start-up, administration, evaluation and reports. Each section had a checklist. This kit included numerous forms for recordkeeping.

Frost, G. J. (Ed.) (1993). **Winning grant proposals: Eleven successful appeals by American nonprofits to corporations, foundations, individuals, and government agencies.** paper 160 pp. Rockville, MD: Fund Raising Institute.

This volume consisted of 11 proposals funded in the early 1990s. Each chapter consisted of information on the requesting institution, the proposal author, background information, and excerpts from many sections of the proposal. Frost's collection would be beneficial to grant seekers looking for successful proposal models or for examples of approved ideas presented to a variety of funding agencies.

Hall, M. (1988). **Getting funded: A complete guide to proposal writing.** (3rd ed.) paper. 206 pp. Portland, OR: Portland State University. (For more information or to order, see: <http://extended.pdx.edu/press/funded/index.html>.)

Hall's book presented information on researching public and private funding sources, on step-by-step proposal writing, and on the review process. The book was replete with tables and figures to make the information easily accessible.

Haynes, M. E., & Fritz, E. (Editors). (1997). **Project management (Fifty-minute book).** (rev. ed.) paper. 96 pp. Menlo Park, CA: Crisp Publishers.

This book contained a wide scope of management topics but little depth. For those seeking an initial, quick grasp of the topic, it would be an inexpensive, useful publication. The book included worksheets and a self-text.

Holcomb, J. H. (1995). **Proposing projects and finding funds: Guide to grants.** paper. 129 pp. Lancaster, PA: Technomic Publication Company, Inc.

National Institutes of Health. (Ed.) (1993, October). **Preparing a research grant application to the National Institutes of Health: Selected articles.** (rev. ed.). paper. 440 pp. Bethesda, MD: author.

This collection of articles discussed the NIH research grant application process and scientific peer review system. Each article was written by an NIH grant administrator. One chapter, "The Grants Clinic," consisted of a collection of articles: case history of a funded proposal, an example of a successful proposal, and a discussion of the justification used for some aspects of a "third-funded" proposal.

New, C. C., & Quick, J. (1998). **Grantseeker's toolkit: A comprehensive guide to finding funding.** paper, with disk. 256 pp. New York: Wiley, John & Sons. (See review at: <http://shop.barnesandnoble.com/>)

This step-by-step guide was developed from a series of seminars conducted by Polaris Corporation. It outlined how to develop a strategic plan for finding funding and included a disk for use to customize the forms and exercises in the book. On-line reviewers rated this a five-star book. They had found it to be a time-saver as well as a tool that had improved their strategies for proposal writing.

Orlich, D. C. (1996). **Designing successful grant proposals.** paper. 130 pp. Baltimore, MD: ASCD.

This brief volume from the Association for Supervision of Curriculum Development stated that every successful proposal follows three steps: (a) Start with a good idea; (b) Locate a source that has funded similar ideas; and (c) Design the proposed program around a well-written statement of purpose. Orlich showed each piece of the proposal within the context of the whole. Included was a checklist for proposal development. (A 10-page browse is available at: <http://www.ascd.org>.)

Reif-Lehrer, L. (1989). **Writing a successful grant application.** (2nd ed.) paper. 283 pp. Boston: Jones and Bartlett Publishers.

This book had an entire chapter on the review process and directions for forms for the National Science Foundation and for the National Institutes of Health. The author also included basic steps of research planning and proposal writing.

Schumacher, D. (1992). **Get funded! A practical guide for scholars seeking research support from business.** paper. 288 pp. Newbury Park, CA: Sage Publications, Inc.

Schumacher's purpose was to draw together all the necessary information for creating "rewarding research connections [between higher education and] the corporate world." The book contained chapters on: Ethical and Historical Perspectives, Introduction to the Corporate Environment, and Strategies for Success. There is a chapter for administrators and information on making initial contacts with prospective business partners.

Research Grant Guides, Inc. (1998). **Directory of education grants: A reference directory identifying education grants available to nonprofit organizations .** (2nd ed.). Loxahatchee, FL: author.

This comprehensive directory was arranged alphabetically by state and cross-indexed alphabetically by name and again by category of need. An appendix listed alphabetically by state every library that had the Foundation Center Collection of references. It also contained a fundraiser's guide to grants, a guide to the Internet for grant seekers, and tips for writing proposals.

Research Grant Guides, Inc. (1998). **Directory of grants for organizations serving people with disabilities: A reference directory identifying grants available to nonprofit organizations.** (3rd ed.). paper. 152 pp. Loxahatchee, FL: author.

This comprehensive directory was arranged alphabetically by state and cross-indexed alphabetically by name and again by category of need. It also contained tips for proposal writing and a chapter on identifying and setting trends—staying on the cutting edge of service delivery.

Research Grant Guides, Inc. (1997). **Directory of Social Service Grants: A reference directory identifying social service, child welfare, family service, and related grants available for nonprofit organizations.** (2nd ed.). paper. 196 pp. Loxahatchee, FL: author.

This comprehensive directory was arranged alphabetically by state and cross-indexed alphabetically by name and again by category of need. The book also had tips on proposal writing

Ries, J. B., & Leukefeld, C. G. (1995) **Applying for research funding: Getting started and getting funded.** Thousand Oaks, CA: SAGE Publications.

This book guided the writer through each stage of the application process and included a chapter on the review process. It included a detailed checklist in the chapter, "Checking for Infractions."

Support Centers of America. (1993). **Successful proposal writing workshop. Training package: Proposal writing and marketing for nonprofits.** 93 pp. Applied Research and Development Institute.

This workshop is on proposal writing for nonprofits. It has a variety of excellent points and the material is easy to understand. In addition to proposal writing, this workshop addresses the marketing aspect for nonprofits.

Williams, P. B. (1996). **Getting a project done on time: Managing people, time, and results.** hardcover. New York: American Management Association.

"Projects, where several people are responsible for several independent tasks, are like long and complicated relay races." This easy-to-comprehend book presented checklists, tips, and practical advice. It presented practical, process-oriented advice and included strategies for coping with unexpected events.

Chapter 4

Periodicals

Readers will find other periodicals at several of the websites. The brief listing in this section was simply to assure that readers were aware of a few others which might otherwise be overlooked. Be sure to check out the on-line journals, newsletters, and listserv opportunities to be found elsewhere in this volume.

Aid for education report. Silver Springs, MD: CD Publications. (See: <http://www.edpublications.com>) (800-666-6380).

This semimonthly newsletter contains up-to-date information on federal policy changes and grants for K-12, higher education, special education, and adult education.

Education grants alert. Alexandria, VA: Aspen Publishers, Inc.

This newsletter is published 50 times per year to alert educators to new federal funding opportunities for K-12. It provides such information as: need addressed, scope, deadline, funds amount, eligibility, contact information and more.

Education USA. Alexandria, VA: Aspen Publishers, Inc.

This bi-weekly newsletter summarizes information on recent legislation, research studies and other topics of interest to K-12 administrators and teachers.

Federal assistance monitor. Silver Springs, MD: CD Publications. (See: <http://www.edpublications.com>) (800-666-6380).

This is a semi-monthly report on federal and private grant opportunities for education. It contains news briefs, announcements of RFPs, and writing tips.

Family services report. Silver Springs, MD: CD Publications. (See: <http://www.edpublications.com>) (800-666-6380).

This bi-monthly newsletter contains highlights of news affecting families and, therefore, of high interest to educators. It has information on private and government grants as well.

The grantsmanship center magazine. The Grantsmanship Center. P.O. Box 17220, Los Angeles, CA 90017. (Available at <http://www.tgci.com>).

The Grantsmanship Center is the world's oldest and largest training organization for nonprofit organizations. The magazine contains pointers for successful proposal writing, other articles of interest to grant seekers, and information on the center's other publications (many available at little cost). The magazine is free to nonprofit organizations and government agencies.

Research report. (series) Washington, DC: Office of Educational Research and Improvement (OERI). (Available at: <http://www.ed.gov>).

This series is available free of charge at the above address. Interested readers may receive back issues and also be added to the mailing list for future issues. Each item in the series contains an article of interest to educators and parents.

Chapter 5

Internet Resources

This collection of on-line articles was selected from sites which often had other links for grant seekers. The site offering articles on persuasive writing may be of special interest, since persuasion is an important element in successful writing and negotiating. Those articles were composed and submitted by skilled higher education writers.

Bedford/St. Martin. (Available at: <http://www.bedfordstmartins.com>).

This site has an excellent link offering six free on-line journals for writers and a course on conducting on-line searches.

Funding for Technology. (Available at: <http://www.mcrel.org>)

This site contains an annotated list of online articles relating to school technology programs. Some articles relate to financing, others to developing a system-wide plan. Click on "Resources," "Technology," "Funding." Links to the articles are provided also.

Garbl's Writing Resources. (Available at: <http://pwl.netcom.com/-garbl1/action.html>)

This site presents six articles on the art of persuasive writing. Each article is written by a renown postsecondary writing instructor. (Garbl also offers links to other resources for writers.)

Global Schoolhouse Project. (Available at: <http://k12.cnidr.org/gsh/gshwelcome.htm>.)

The project funded in part by a grant from the National Science Foundation, was a demonstration of high-speed internet

connectivity in public school classrooms. Although the project has ended, its teachers remain available on-line. Read about the project and contact the teachers for updates or other information.

Hockstra, J. **The truth about site visits.** *Giving Forum*. (Available at: <http://www.mcf.org/mcf/forum/sitevisit.htm>)

Hockstra's purpose is to demystify site visits. The article provides helpful information to grant managers, especially regarding foundations' interest in this area.

KickStart Initiative. (no date) *Identifying costs and sources of funding*. (Available at: <http://www.benton.org/Library/KickStart/kick.identifying.html>).

This indepth article discussed several programs across the country, identified the source of funding, and discussed the type of program (model) implemented. The article is divided according to category of program: schools, libraries, and community centers.

Model Nets Guide. (Available at: <http://www.education.lanl.gov/RESOURCES/MNGuide/MNG.html>).

This program assists school districts in planning for and using technology in the classroom. The goal is to develop coherent strategies for designing and implementing models for large-school networking. The plan, funded by the U. S. Department of Energy, was developed after a comprehensive observational study of successful models nationwide.

Chapter 6

On-Line Proposal Writing Courses

The proposal writing courses offered at these sites vary somewhat in their depth and breadth of treatment. Some also offer a wealth of supplemental reference materials, or information on purchasing them. Many offer links to funding sources.

Several sites offer on-line writing labs and courses. Some of the listings below are specifically for grantseekers. These sites generally provide links to funding sources as well. Some sites are for general academic or technical writing. Those generally provide additional writing links, such as to reference books for style and grammar, dictionaries, etc.

CyberWorkshops. (Available at: www.cyberworkshops.com)

Audrie Berman, designer of this six-week online course, has over \$20 million dollars in grant awards to her credit. Her clients have included state governments, colleges, arts agencies and social service agencies. Check out the website to see the syllabus and to enroll. There is a modest fee for this course.

Family Point and Shoot. Grant Writing Sources. (Available at: <http://www.fundsnet.com/grantwri.htm>).

Use the "Grants/Proposal Writing" link for a proposal writing short course, complete with many tips on researching, contacting funding agencies, guide to the internet, etc.

The Foundation Center. A proposal writing short course.
(Available at: <http://fdnctr.org/>).

This site offers a complete course on writing the essential parts of a grant proposal. It also has information on hundreds of foundations. Those listings are cross-indexed by categories of locales served, types of proposals considered alphabetically.

Chapter 7

Websites

This annotated listing of websites for grantseekers offers an unfathomable variety of information. One of our favorites is Shelly and Terry's Education. As noted in the annotation, the variety and quality of links would give ample resources for most grantseekers. The reader will note that proposal writing courses are available at some of these sites, in addition to the courses to be found in Chapter 6 of this volume.

Government Websites

Community Tool Box. (Available at: <http://ocd.usda.gov/nofa.htm>). Notices of Funding Availability is available at this site through a date/subject/agency search.

Department of Education. (Available at: <http://www.ed.gov/funding.html>)

This site lists by date *Federal Register* announcements of RFPs for education.

Eureka!!! A Guide to Funding Sources for Metro Nashville Public School Teachers. (Available at: <http://www.nashville.k12.tn.us/eureka/Eureka.html>)

This site has links to grant information by curricular area. It also provides writing tips and links to other resources for grantseekers.

Federal Information Exchange. (Available at: <http://www.ollusa.edu/ALSWE/Fedix.htm>).

This site offers free e-mail notification of RFPs and other *Federal Register* information in one's area of interest.

Notice of Funding Availability (NOFA) (Available at: <http://ocd.usda.gov/nofa.htm>)

The NOFA site—Community Toolbox—is a search site of the *Federal Register*. It locates notices of funding by date, key word, agency. This site announces requests for educational research studies. This would be a good site to check in late December and early January for the coming year's initiatives. This site also announces awards summaries from previous years.

U.S. Department of Education. (Available at: <http://www.ed.gov/funding.html>)

This site offers multiple links regarding federal funding opportunities for education. A surfer will find everything from Federal Register documents to research and statistics. The "Guide to ED Documents" is most helpful as well.

U.S. Government Printing Office. (Available at: <http://www.ed.gov/pubs/>)

At this site, one can read *What should I know about ED grants?* (described in the ERIC Documents section. Numerous other publications on federal education programs and other issues related to funding also may be found at this site. Programs=link provides a succinct "description of each of the 200+ programs that ED administers. . ."

Corporate, Private and Public Foundations Websites

Chronicle of Philanthropy. (Available at: <http://www.nonprofit.com/grants/gtghelp.htm>)

This is a great site for a variety of links to meet grant seekers' every need. Check out the "search tips" link for basic and advanced information on searching the web for grants items.

Hobbs Public Library (Available at: <http://hobbspublib.leaco.net/grants.htm>)

This site is a helpful site for both government and foundations links.

The Foundation Center. (Available at:<http://fdcenter.org/>).

This site offers several facets of information concerning private, public and corporate foundations, including mission statements, goals and objectives, types of projects funded recently, amount of money available, application procedures, etc. More than 300 foundations are listed.

Mickey's Grant Writing Center (Available at:<http://people.delphi.com/michiyoung/grants.htm#Education>).

This site has information on how to apply for the Growth Initiatives for Teachers (GIFT) plus links to national teachers' associations and U. S. Department of Education sites.

Morris Catholic School. (Available at: <http://morris.catholic.org/grants.html>).

This site has links for those searching for school grants (PreK-12). All sites are applicable to nonpublic schools. Public school teachers and principals will find valuable sites also.

The National Adjunct Faculty Guide (NAFG). (Available at: <http://www.sai.com/adjunct/NAFGSU.html#1>).

The NAFG site has databases of funding opportunities, excellent e-mail lists, indices of grant-related sites, general forms templates, and tutorials for grantwriters. Consider subscribing to one or more of the e-mail lists [including FEDIX] for notification of federal RFPs that may be of interest. FEDIX allows the grantseeker to identify topics and agencies from which he or she wishes to receive notification.

National Center for Supercomputing Applications (NCSA).

(Available at: <http://www.ncsa.uiuc.edu/people/bievenue/gw.html>)

NCSA is a research institution of the University of Illinois, which provides funding for NCSA. This site provides tips for writing grants and multiple links for resource guides, newsletters, and federal and foundation sites.

On-line grantseekers library. (Available at: <http://onlib/index.html>)

This library provides help for both new and seasoned writers. Topics include orientation to grantseeking, guide to funding research, and a proposal writing course. Resources also include funds finder, prospectus worksheets and general application forms for foundations.

Polaris Grants Central. (Available at: <http://www.polarisgrantscentral.net>)

This site provides basic resources: directories, lists, hints and tips, resources, training information, and articles for grant seekers and more.

SRA's Grants Web. *The Society of Research Administrators.* (Available at: <http://sra.rams.com.cws/sra/resource.html#start>)

Under the hyperlinks, see government and private funding sources, the CFR, FR, etc. Under general resources, there are e-journals of interest to grantseekers.

Shelly and Terry's Education. (Available at: <http://www.stedu.org>)

This site, established in 1998, has several awards—including the Bronze for Best of the Web in '98. Click on "links page," then "administrative links." Under "grants and funding" are over 40 annotated links, including: *AskERIC: Grants for K-12 Educational Technology*, *FEDIX*, *Grant Proposal Guide* [from NSF], *General Tips on Proposal Writing*, *SAMI* [for articles, papers, books

on grants], *Grants Keyword Thesaurus* [used by the federal government], and more.

Teachnet.org. (Available at: <http://www.teachnet.org/docs/Grants/Howto/Resources/Books/index.htm>)

This site has links for information on books and journals that provide information on funds availability. Among the journal links are *Classroom Connect* [funds for Internet connections], *Electronic Learning*, *Funding News*, *NEA Today* [grant opportunities in every issue], *OERI Bulletin* [federal education research and development grants], *Online Educator* [for searches on grant information], *U. S. Department of Education Grants and Contracts Information* [*Federal Register* announcements and more], and *New Journal* [comprehensive listing of electric journals and newsletters].

The University of Illinois at Chicago (UIC). (Available at: <http://www.uic.edu/depts/ovcr/ors/fundsrch.html>)

This site has many links for federal and private funding sources, federal documents, FEDIX, FEDWORLD, etc.

TWest Ed—Technology in Education.(Available at: www.wested.org/tie/grant.html)

This site provides annotated links for grantseekers, corporations and foundations, advisory subscriptions, books and pamphlets, and on-line grant pointers.

JITT: Finding Funding: How to. (Available at: <http://www1.open.k12.or.us/jitt/teacher/funds.html>)

At this site, click *Researching and Writing—Teaching Development Grant Application* for an informative reading from the Royal Melbourne Institute of Technology University, Melbourne, Australia. This site has a higher education focus. It also contains useful information for grant writing involving student learning.

Miner, J. T., & Miner, L. E. (1999). **A guide to proposal planning**

and writing. Oryn Press. (Available at: <http://www.oryxpress.com/miner.htm>)

This guide goes beyond the presentation of how to write each section of the proposal by (a) presenting extensive information about how to find and make the initial approach to a funding agency that best meets the grantseeker's needs and (b) giving a brief overview of the selection process.

Paradigm Online Writing Assistant. (Available at: <http://www.powa.org/index.html>)

This site, winner of the Academic Excellence Award, provides assistance with writing a variety of essays—support, argumentative, exploratory. Organizing, revising and editing are included.

Purdue On-Line Writing Lab. (Available at: <http://owl.english.purdue.edu/>)

To begin a session at this site, just click on "Handouts," then click "Writing" (planning, writing, revising). Another excellent link here is "Research." All these hyperlinks provide helps for general writing purposes and for grant seekers who are writing proposals. This online writing laboratory is free and offers many aids for grantwriters.

SeaCoast Web Design Grant Writing Guide. (Available at: <http://www.seacoastweb.com/resource/grant/htm>).

This guide is intended primarily for private foundations. However some of the information and sample grants do apply to government grants. This site includes samples of: cover letters, budgets, a 10-point plan, and links to grant makers.

The Bureau for At-Risk Youth. (Available at: <http://at-risk.com/commun/addres/grant/htm>).

This site provides an "overview for grantseekers, which includes helpful tips for nonprofits when developing a proposal

for support from a foundation or a company. . .”

The University of Wisconsin Writer's Handbook. (Available at: <http://wiscinfo.wisc.edu/Handbook/>)

Click on “academic writing.” This link provides both general academic writing assistance and helps specifically for proposal writers.
