

***Planning for  
Technology Funding***

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## Planning for Technology Funding

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Technology and the integration of technology into the curriculum are hot issues in 2001, yet funding for this purpose is extremely limited. Fueled by formal research and conventional wisdom, society is counting on schools to teach young people about information technology. Social pressure, combined with state and federal mandates for the integration of technology into the curriculum, places a serious strain on already-tight budgets. The cost of computers alone is not the problem. The problem is in sustaining technology within the schools. From purchase to upgrades, from service calls to in-service training, technology and technology-related demands can quickly outstrip existing resources. Technology costs can be deceptive, too. The

cost is not just the cost of the machine, it is the cost of the machine plus maintenance, support, and training. Based on a 1997 study, the estimated total cost of ownership (TCO)

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*The problem is in sustaining technology*

for a school's purchase of 75 computers is about \$175,000—more than \$2,200 per machine. This amount, which is less than half the estimated TCO for a small-business computer, reflects such cost-saving measures as volume discounts, educational pricing for software, smaller support staff, and longer computer replacement cycles (*Taking TCO to the Classroom*, 1999). Yet even at this lower TCO, many schools simply cannot afford the computers they need. So where is the money to come from?

One solution is outside funding. While individuals or business organizations will sometimes donate money, equipment, or services, the most common source of outside funding is grants.

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For schools with the skill and energy to apply, grants offer a significant source of funds.

Obtaining outside funding can be a challenge, particularly for small schools. Most people working at the school do not have much time to pursue grants. Grant writing requires skill and patience, and there is no guarantee of success. It is possible to expend tremendous effort and get nothing in return. Pursuing grants is a gamble, but the payoff can be significant, so significant, in fact, that some schools and school districts have employed professional grant writers. A professional grant writer typically has prior experience in locating grant opportunities and has a demonstrable success record in securing grants. Although a grant writer's salary may seem hard to justify, many schools have found that grant writers pay for themselves.

In the year 2000, federal funding for technology totaled \$2,749,140,411 (*Progress Report on Educational Technology, 2001*). Year 2000 award totals for the four-state ATEC region are listed below.

<b>State</b>	<b>Federal Educational Technology Grant Awards</b>
Kentucky	\$36,036,030
Tennessee	\$56,211,145
Virginia	\$31,250,529
West Virginia	\$12,896,783
<b>Total for ATEC region</b>	<b>\$136,394,487.00</b>

As you look at those numbers, consider where your cash-strapped state would be without the money it received from federal funding sources. Think what you could do in your school with even a small portion of that money! The purpose of this paper is to explain your funding options so that you can start to take advantage of monies available to you from public and private sources. We will start by defining what you need to know about technology in order to begin your search. We will then look at different types of funding and explore the grant-writing process. We will provide information on available grants and the grant writing resources, but keep in mind that grant resources and funding streams are subject to change, often without notice. We are writing this paper in the early days of the Bush administration, and many programs that exist now may not exist next year. Conversely, new programs may be available next year that do not exist today.

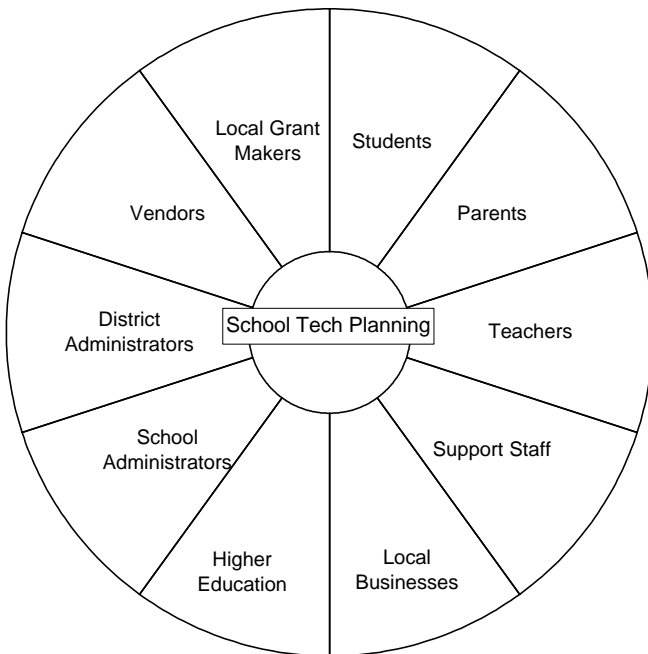
### ***What you need to know about technology***

Here are a few things to think about before you apply for a technology grant. First, keep in mind that technology is a systemic issue, and individual schools are part of a larger educational system. An educational system may best be thought of as the "big picture" view of an entire organization. For example, an elementary school is not made up of a single grade level, nor could it function with teachers alone. Schools are made up of groups of people, including administrators, clerical staff, custodial staff, lunchroom workers, teachers, students, and concerned volunteers. Technology can be used to improve administration—to aid record keeping, for example—or to improve instruction in the classroom. Although it is important to have computers for administrative purposes, most grants focus on technology as it impacts student learning. Our focus here is on the application of technology to the instruction environment.

**Grant writing requires skill and patience, and there is no guarantee of success.**

The introduction of computer technology into the educational system affects many different areas. Let's say that you need to put a computer lab of 25 machines into an existing building. Before you start seeking competitive bids, there are myriad issues to consider. First, you must find an appropriate space, and then, de-

pending on the space, you may have to add electrical outlets, upgrade the heating and air conditioning system, create a networking infrastructure, or buy furniture. All this involves facilities personnel and, possibly, local building inspectors as well. You will have to develop acceptable use policies (AUP's), which will mean consulting with legal counsel and parent groups. Before you know it, the installation of a single lab has cut across many different components of the school, the district, and the community—and you have yet to buy your first computer! And this is a key point: you have to understand the system before you can understand your technology needs. The following figure shows some of the groups that may have an impact on technology funding.



## **Creating a vision**

Every school has a vision for what it does, even if the vision is not formally defined. A good vision statement for your school will help you understand where your school is now and where it needs to go. This vision will help you focus on the most appropriate grants for your situation. In its Tool Kit for Bridging the Digital Divide, the U.S. Department of Education's Office of Educational Technology provides the following planning questions to help you develop a vision and a vision statement:

1. Who are you trying to serve?
2. What defines the population?
3. What types of services does the population need?
4. What types of services are already being provided?
5. What types of services are you trying to provide?
6. Is anyone else currently providing or developing these services?
7. What is your overall objective?
8. Who will need to cooperate to get it done?
9. Why is this a good idea?
10. What information is already available and what is needed?

([http://www.ed.gov/technology/tool\\_kit.html](http://www.ed.gov/technology/tool_kit.html))

To answer these questions, you should put together a committee of people who can help you see the entire educational system. You should involve parents, teachers, and support staff, as well as leaders from local businesses, local government, and local schools that your graduates attend. Involve as many people as you can so that you can get the clearest possible picture of your environment. As a school leader, not only must you offer these stakeholders your vision, but you must also look at the community's vision and plans as well. The more people you bring in, the greater your chances for having a vision that people understand, identify with, accept, and are willing to support.

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Once you have answered the ten questions, you should be able to identify the following program elements:

1. The target population
2. The services needed
3. Your objective
4. The stakeholders
5. The objectives of the stakeholders
6. Resources: (people, non-profit organizations, government agencies, funding, etc.)

([http://www.ed.gov/technology/tool\\_kit.html](http://www.ed.gov/technology/tool_kit.html))

You are now ready to write your vision statement. Your vision statement is important because it is the message that you are “selling” to your stakeholders. To realize your vision, you will need to build a strong coalition of key players in the community. Once stakeholders understand your vision, they will be able to understand the need for grants and perhaps the need to hire a professional grant writer. They will also understand that support from the local community is critically important.

Your vision statement should be short. You will want to create a single page that can be distributed widely to teachers, parents, and other school partners. The statement should communicate as much as possible in a few succinct words. Many vision statements include simple bullet lists. You can elaborate on the bulleted items later, but initially you want something that can be read and understood quickly. Consider the following vision statement:

In envisioning the future, we are committed to the following principles:

- Providing equity of technological access
- Integrating the technology standards of learning
- Improving learning for students through computer technology
- Providing professional development to enhance teaching and learning
- Improving administrative efficiency and accountability

*Adapted from the Alleghany Highlands Schools Technology Plan*  
(<http://www.alleghany.k12.va.us/SchoolBoard/techplan.html>)



From this statement you get a clear sense of what areas the schools are trying to address. Each principle is defined clearly but in a way that leaves room for interpretation, growth, and development. Also, each principle is a statement that can be clearly related to specific funding opportunities.

### ***Defining your goals: the technology plan***

Having a vision statement helps you define your goals to key partners and stakeholders. The U.S. Department of Education web site provides helpful advice on defining goals and involving your stakeholders, as well as information on how to schedule and lead meetings and how to set and meet benchmarks ([http://www.ed.gov/technology/tool\\_kit.html](http://www.ed.gov/technology/tool_kit.html)). Getting buy-in from your stakeholders is important because in most grant applications, you are asked to describe what support you can expect from the local community.

There are many different types of grants. Some are large and systemic while others are smaller and specific. Whereas large grants will allow you to tackle big projects that impact an entire school or district, small grants may meet specialized needs such as the purchase of software for a specific course. The goal is not to get just any grant. The goal is to get the grant that best meets your needs, and to do this, you must know what your needs are. It sounds simplistic, but many grants are not funded because the authors do not clearly identify their needs.

Before you apply for a grant, you must know what it is that you do. As a school, what are your priorities? In terms of technology, what are your goals for using technology in teaching and learning? What equipment do you have? What equipment do you need? What are your goals for this year? Where do you want to be in three years? In short, you need to look at your technology plan.

Many states recognize that technology plans are critical in setting district goals and qualifying for grant programs, but State Departments of Education have only recently begun to focus on school-level technology plans. West Virginia now requires each school to review and update its technology plan on a yearly basis, and the West Virginia Department of Education provides online

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guidance on how to develop a plan (<http://access.k12.wv.us/techplan/schtech.htm>).

Whether or not your school is required to create a technology plan, you will find that having such a plan will help you keep tabs on what you have done and what you still need to do. Most technology funding falls into one of five areas:

- Hardware
- Software (operating systems and applications)
- Training (in-service training for teachers and staff)
- Facilities (building and personnel infrastructure)
- Machine maintenance.

You should have someone on your staff that is responsible for each of these areas.

You and your staff will need to develop your technology plan together. Resist the temptation to ask your most technically proficient person to create your technology plan. The job is best done by a group of people who can help each other identify the needs of the entire system, and not just a couple of the most obvious constituents.

The following tips from TechRocks.org may help you write a technology plan:

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1. Establish a technology task force or planning committee with representatives from all areas of the organization.
    - Senior management
    - Information technology
    - Business units
    - Administration
  2. Conduct an internal needs assessment to find out what the staff and organization's general challenges and needs are.
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- Departmental focus groups
3. Conduct an external needs assessment to determine what others are doing and to identify opportunities.
    - Talk to peer organizations about their systems and future plans for their organizations
    - Ask your clients what needs they have that you currently cannot meet
    - Ask your funders for ideas they have seen in other organizations that could improve your organization's work
  4. Conduct a technology assessment to understand the capabilities of your existing technology.
  5. Develop overall organizational goals.
  6. Develop a single list of ideas/suggestions to improve your operations based on information garnered from the internal and external surveys or needs assessment.
  7. Establish priorities for items on the list. Base priorities firstly on the suggestion's relative importance to the organization-wide initiatives, followed by departmental initiatives and lastly individual staff needs.
  8. Identify appropriate technology tools that support each of the organizational priorities. This is where the link between technology and the mission occurs.
  9. Identify appropriate resources for assistance. Contact local consultants and vendors with relevant technology experience to help you gain a general understanding of the scope of their recommended tools/solutions.
  10. With the vendor or consultant, develop a general project plan for implementation. This should help insure that you understand the full scope of the tools/solutions being proposed. Include the following:
    - Timeline
    - Staffing
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- Budget
  - Training
11. Determine selection criteria and priorities that will help you evaluate technology you may purchase. Include criteria that will rule out certain technology. Perform cost/benefit analysis to determine whether the project is
    - Technically feasible
    - Affordable
    - Functionally feasible
    - Politically feasible
  12. Develop a list of recommendations based on organizational priorities, selection criteria, and feasibility.
  13. Sell your ideas to the board, management and staff. (Develop a communication plan.)
  14. Conduct on-going assessment to determine the success of your plan.
    - Measure the results
    - Compare what you planned to do with what you actually did
    - Fine-tune your plan based on feedback you receive

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*Steps in Creating a Technology Plan (<http://foundation.verizon.com/06024.html>)*

## ***Types of funding***

Most of the funding for educational technology comes from the federal government or private foundations. Federal funding and large private foundations are probably the most familiar sources, but private sources and even local groups offer funding as well. We will focus on four sources of funding: federal funding, national private funding, sources, local private funding sources, and creative fundraising within the community.

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### **Federal funding**

In general, federal funding is the most complicated to apply for, and, once it is obtained, requires the most record keeping and paperwork. Federal grants are often for large amounts of money and are often awarded for specific purposes. Two examples are the five-year Technology Literacy Challenge Fund, a \$2 billion fund to provide formula grants for technology literacy, and the Star Program, which seeks to improve instruction in underserved areas including rural areas. A number of governmental agencies sponsor federal grants. Certainly, the U.S. Department of Education sponsors competitive grants, but so do the Commerce Department, the National Science Foundation (NSF), the Department of Energy (DOE), the U.S. Department of Agriculture (USDA), the National Aeronautics and Space Administration (NASA), and the National Endowment for the Humanities (NEH).

*Most of the funding for educational technology comes from the federal government or private foundations.*

Information on federal funding is available from several sources. Although the information it provides is somewhat dated, the Resource Guide to Federal Funding (<http://www.ed.gov/technology/tec-guid.html>) serves as a good springboard for locating various government offices that sponsor grants. Also, your local college or university may have current information about available grants and awards. The Progress Report on Educational Technology (<http://www.ed.gov/technology/progress-statebystate-2000.pdf>) provides state-by-state totals for various types of federal grants. It is also a place where you will find statistics you may need in writing your grant proposal, statistics such as your state's student-to-computer ratios, the percentage of schools with multi-media computer access, and the percentage of schools with Internet access.

One program that has been a tremendous boon to schools is the government's e-Rate program. An outgrowth of the Telecommunications Act of 1996, the e-Rate program provides discounted prices on telecommunications services for voice, data and video, Internet access, local area networking components, and some computer server software. The e-Rate program, formally known as the federally mandated Universal Services for Schools

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and Libraries (USSL), has benefited small and large schools alike. Because its goal is to help bridge the digital divide between technology haves and have-nots, it is a grant that has been particularly accessible to schools. A study published by the Center for the Study of Rural America in February 2001 reports that awareness of the program in rural counties is high but that some rural counties have been much more aggressive than others in applying for the funds. The study concludes, "at this point, the e-Rate program must be considered a success for rural America. Millions of dollars in discounts have flowed to remote areas, and advanced services are now available in small communities that might otherwise have never seen them" (Stair & Sheaff, 2001). Regulations on e-Rate do change, so you will want to check the USSL home page for the most current information (<http://www.sl.universalservice.org/>). You can get an overview of the e-Rate program at the web sites of participating telecommunications vendors such as Verizon ([http://www.bellatlantic.com/largebiz/edk\\_tech.htm](http://www.bellatlantic.com/largebiz/edk_tech.htm)) or Farallon (<http://www.farallon.com/education/erate.html>). Also, your State Department of Education may provide information that will be useful when you apply for e-Rate funds. For example, West Virginia schools will find helpful county-level information online (<http://access.k12.wv.us/erate/>), and Virginia schools will find an online handbook (<http://www.pen.k12.va.us/VDOE/Technology/uerate.html>).

At the moment, the future of the e-Rate is uncertain because we are in the first year of a new administration. However, in his education plan, "No Child Left Behind," President Bush indicated his support for e-Rate: "E-rate funds and technology grant funds will be consolidated and distributed to schools through states and local districts based on need. This will also ensure that schools no longer have to submit multiple grant applications and incur the associated administrative burdens to obtain education technology funding" (<http://www.ed.gov/inits/nclb/partx.html>). However, on March 7, 2001, Education Secretary Roderick Paige testified before the House Committee on Education and the Workforce that the e-Rate will not be among the grant programs affected by the current round of proposed consolidations. As President Bush's proposed budget is reviewed and revised, you may want to check regularly on education news sites such as eSchoolNews (<http://www.eschoolnews.org>) for information that will affect future funding for your school.

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### **National private funding sources**

Philanthropic organizations have long supported public education. Recently, a number of people who have gained wealth in the “new economy” have formed organizations that donate resources to schools. The Bill and Melinda Gates Foundation may be the largest and best known of these new organizations, but many others exist, including many that fund school-level projects. Many private funding sources are referred to as foundations, and the Foundation Center’s Learning Lab (<http://fdncenter.org/learn/classroom/>) has long been the place where people go to look for private funds for education. The organization continues to be a bellwether for good information. Access to the center’s database requires a subscription fee, but the center also makes available a free e-mail-based RFP bulletin (<http://fdncenter.org/newsletters/>). Foundation Center libraries, which are open at no cost to the public, are located in Atlanta, Cleveland, New York, San Francisco, and Washington, DC. In addition, there are Cooperating Collections in each state. Cooperating Collections agree to provide free public access to a basic collection of Foundation Center publications during a regular schedule of hours, and to offer free research guidance to all visitors. The Foundation Center maintains a list of these libraries and Cooperating Collections (<http://fdncenter.org/collections/>).

*The Foundation Center’s Learning Lab has long been the place where people go to look for private funds for education.*

The Foundation Center’s database offers many search options, but other databases list grants as well. For instance, eFundingSolutions offers a free web-based listing of school-related grants (<http://www.efundingsolutions.com>). Grants are searchable by state and focus.

NetDay Compass, a relative new resource, offers a well-organized web site that is very useful for finding funding sources (<http://www.netdaycompass.org>). It contains current links to funding sources, requests for proposals (RFPs), and the best grant/funding portals.

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One portal mentioned on the NetDay Compass site is eSchoolNews, provider of the K-12 School Technology Funding Directory. The directory is available for purchase, but the web site contains free information as well. For example, you may want to join the Technology Funding e-mail discussion forum hosted by eSchoolNews (<http://www.eschoolnews.org/techforums/funding.cfm>).

Most foundations, though they are national in scope, focus their efforts on a specific region. In the ATEC region, some of the largest funders for technology in education are BellSouth (<http://www.bellsouthfoundation.org>) and Verizon (<http://foundation.verizon.com>). Your State Department of Education may be able to direct you to regional resource centers that can help you focus on foundations serving your immediate area. For example, Kentucky's web site offers a detailed online resource guide to grant writing in Kentucky schools ([http://www.kde.state.ky.us/ohre/grants/grant\\_resource\\_guide.asp](http://www.kde.state.ky.us/ohre/grants/grant_resource_guide.asp)).

*Many manufacturers of technology products have associated foundations that provide discounted or free equipment or software to schools.*

In addition, many manufacturers of technology products have associated foundations that provide discounted or free equip-

ment or software to schools. Once you have identified which technologies you will pursue in your technology plan, you can begin to investigate these funding options. The NetDay Compass web site provides regular updates of equipment grant opportunities.

### **Local private funding sources**

Local funding is often available to support the goals you are trying to achieve. TeacherGrants.org (<http://www.teachergrants.org>) is a small web site that offers unique ideas for approaching foundations or businesses in your community. One suggestion is that a funder pays for a teacher to spend a day at another school and with another teacher in a different community. The principal nominates the teacher, and the funder then pays for the cost of a substitute, mileage to the school, lunch for the teachers, and a small stipend to the host teacher for classroom use. It is a unique way for teachers to share information with each other,

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and it is a great example of small awards that can yield big rewards.

You may already be eligible for a classroom-based mini-grant program. West Virginia's Education Alliance has awarded mini-grants to support such Internet-based activities as an Internet-published creative writing journal, a joint writing project between rival schools, and a weather forecasting station (<http://www.educationalliance.org/programs/mini-grants/Minigrants.html>).

This may also be the time when you want to go back to the group of civic leaders who helped you create the vision statement for your school. Presumably, these people support your vision in concept; unique, high visibility opportunities for corporate sponsorship could be a chance for them to support you financially as well. If your technology plan demonstrates that you have a strong need for equipment and a specific plan for supporting that equipment, stakeholders are much more likely to volunteer their resources. Or perhaps they can see a role for themselves that you had not envisioned: many times local companies have lent their employee expertise to schools that are trying to integrate free resources such as refurbished computers available through Computers for Learning (<http://www.computer.fed.gov/School/user.asp>) and other government surplus programs.

### ***Creative fundraising***

Once you know where you're headed with your school's technology plan, doors will begin to open. Not all of these doors will lead you through traditional grant writing. Your school may enlist parents to use revenue-generating web sites such as Technology4Kids (<http://www.technology4kids.com>). Or you may find creative solutions such as the approach used by one school technology center in a cash-strapped rural setting, which collected rummage sale items and held an e-Bay auction. Perhaps the most unique of all technology fundraising efforts was the cow flop lottery that raised \$11,000 for a rural Massachusetts district (Harrington-Lueker, 1999). These creative fundraising options should not be ignored. Many grants require matching funds. In some cases, these matching funds can be raised through creative fundraising. In other cases, creative fundraising opportunities can help commu-

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nicate your school's technology vision and needs to the wider community.

## ***The grant writing process***

Many people are intimidated by the grant writing process. If you have never written a grant, you may want to start with a smaller grant to get a feel for how the process works. The U.S. Department of Education does an excellent job of de-mystifying the grants process on its Tool Kit web site ([http://www.ed.gov/Technology/tool\\_kit.html](http://www.ed.gov/Technology/tool_kit.html)): "Grant writing can be a daunting task. It does not have to be! The most important thing is to CAREFULLY read the requirements of the organization to which you are submitting your grant—and make sure you meet them!" In clear terms, the Tool Kit web site discusses the three general areas of information typically required in a grant proposal: concept, program, and expenses.

Tom Comolli, in his article "Going After Grants: An Experienced Grant Writer Shares His Secrets" (2001), describes the sections required in most grant proposals:

- Abstract or introduction
- Needs assessment (why the project is important)
- Plan of action (who will do what, when)
- Review of the current literature (to show you're familiar with the field and not reinventing old wheels)
- Evaluation methods (how you'll measure the project's success)
- A budget (what it will all cost)
- A section on sustainability (how you'll keep the project going)

Comolli encourages grant writers to "personalize" their proposals: "Every teacher has tales from the classroom that can make a proposal come alive." Similarly, the Tool Kit web site recommends writing that is clear and engaging—not too field specific. Finally, it "is probably helpful to have one person be the 'final' editor of a grant—particularly if more than one person writes sections

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of the proposal” ([http://www.ed.gov/Technology/tool\\_kit.html](http://www.ed.gov/Technology/tool_kit.html)).

## **Conclusion**

The first two steps in your funding search—developing a community vision and laying out a technology plan—are your most important ones. Know what you want, and only then begin to seek funding. In the words of technology researcher David Niguidula, “pick something you can work on and do it well” (Harrington-Lueker, 1999). Too many school technology specialists have stories to tell of a closet packed with a hodge-podge of donated equipment. And too many funders tell tales of overwhelmed grant recipients who have left their computers in boxes.

*Grant writing can be a daunting task. It does not have to be!*

While you are taking these initial steps, begin to explore the resources listed at the end of this article. Visit your State Department of Education web site to search for state-specific information. Consider joining the e-mail listservs listed in the resources section. Make a visit to the Funding Center Cooperating Collection nearest you. And all the while, remember the advice offered on the WestEd technology planning web site: “The purchasing of new technology is just one step in a multi-layered process intended to create more powerful student learning” (<http://www.wested.org/tie/techplan>).

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## Resources

### **Good Places to Begin**

*Going After Grants: An Experienced Grant Writer Shares His Secrets*

- <http://www.electronic-school.com/2001/01/0101f5.html>
- Tim Comelli, director of the Imaging Lab at South Burlington High School in Vermont, offers real-world suggestions for the beginning grant writer. His article appears in the January 2001 edition of *Electronic School*, a publication of the National School Board Association.

*Schoolgrants.org: Your one-stop site for K-12 Grant Opportunities!*

- <http://www.schoolgrants.org/welcome.htm>
- It may not be your one stop, but it's a terrific first stop. It contains leads on grant opportunities and tips for grant-writing and fundraising. The site also provides information about its interactive grantwriting CD-ROM.

*Teachergrants.org: A periodic bulletin for educators*

- <http://www.teachergrants.org/>
- This small site is not specific to technology funding, but it contains a number of good tips for the beginner.

*eFundingSolutions.com: Helping Schools Find the Resources They Need*

- <http://www.efundingsolutions.com/>
  - This web site contains a large database of grant opportunities searchable by state and focus. There is no cost for searching the database, although registration is required.
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*eSchoolNews: Where K-12 Education and Technology Meet*

- <http://www.eschoolnews.org/>
- Providers of the K-12 School Technology Funding Directory and other subscription services, eSchoolNews also offers many free resources through its website. Among them are a monthly online newsletter of K-12 technology headlines and updates on grant opportunities.

*U.S. Department of Education Technology*

- <http://www.ed.gov/Technology/>
- Check the official web site of the Department of Education often for updates, especially in this first year of new presidential leadership.

*Tool Kit for Bridging the Digital Divide in Your Community*

- [http://www.ed.gov/Technology/tool\\_kit.html](http://www.ed.gov/Technology/tool_kit.html)
- This tool kit web site offers solid common-sense advice for communities just beginning the technology planning and fundraising process.

*NetDay Compass: Your Guide to the World of EdTech Resources*

- <http://www.netdaycompass.org/>
- This web site is well-organized and kept up to date. It's a good place to go when you've examined the other starting points and are ready to look deeper or wider for information.

*Foundation Center Learning Lab*

- <http://fdncenter.org/learn/classroom/>
  - The Foundation Center's database of funding opportunities is recognized as the most complete. On the Learning Lab site, you can gain general grant writing skills and also preview the database to determine whether a subscription
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makes sense for you.

### *Foundation Center Cooperating Collections*

- <http://fdncenter.org/collections/>
- Cooperating Collections agree to provide free public access to a basic collection of Foundation Center publications during a regular schedule of hours, offering free funding research guidance to all visitors. The Foundation Center maintains a list of these libraries and Cooperating Collections by state.

### *RightGrant Online*

- <http://rightgrant.teacheruniverse.com/main/main.cfm>
- A new and not yet complete resource, this online database allows you to search for grants by type, state, and focus. It is free. However, users must register.

## ***Funding Listservs***

### *Bring Home the Bacon*

- [http://www.schoolgrants.org/bacon\\_list.htm](http://www.schoolgrants.org/bacon_list.htm)
- Communicate with other educators by e-mail and share questions and ideas regarding grants and fundraising for K-12 schools. Because e-mail communication is sometimes quite heavy on this listserv, there is also a "digest" version.

### *TechForum*

- <http://www.eschoolnews.com/techforums/funding.cfm>
  - This list is moderated by Deborah Ward, founder of the Pennsylvania Grant Development Network. The forum's goal is to "let you in on the rules of the funding game" and "help you cut through the bureaucratic red tape." Commu-
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nicate with other educators on topics such as e-Rate and innovative fundraising ideas.

### *EDInfo*

- <http://www.ed.gov/MailingLists/EDInfo/ei-annou.html>
- Receive 2-3 messages per week from the U.S. Department of Education, highlighting grant application announcements and other news you can use.

### *RFP Bulletin*

- <http://fdncenter.org/newsletters/>
- This list of upcoming grant deadlines and information is not specific to education but contains many excellent leads.

## ***e-Rate Information***

### *USAC Schools and Library Program (e-Rate)*

- <http://www.sl.universalservice.org/>
- This is the official web site of information about e-Rate. Check with your State Department of Education. Many SDE web sites contain tailored information about e-Rate. President Bush's education plan calls for changes in the e-Rate application process, so check often for updates.

## ***Technology Planning***

### *Compaq TechBuilder 2.0*

- <http://compaq.edmin.com/index.cfm>
  - This free resource for technology planning can be used by districts or schools. Because the information is stored on Compaq's server, it can be a shared resource among all your stakeholders. You can quickly compare your data
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with other schools using the system. The tool contains a grant writing module.

*WestEd: Technology Planning Toolkit*

- <http://www.wested.org/tie/techplan/>
- This collection of rubrics and other planning tools focuses on a broad range of technology issues. As the overview states, "The purchasing of new technology is just one step in a multi-layered process intended to create more powerful student learning."

*Taking TCO to the Classroom*

- <http://www.cosn.org/tco/index.html>
- The Consortium for School Networking has created this site to provide "vendor-neutral" information that will help educators prepare themselves for the total cost of ownership of technology.

*National Center for Technology Planning*

- <http://www.nctp.com/>
- The National Center for Technology Planning (NCTP) is a clearinghouse for the exchange of many types of information related to technology planning.

*American Association of School Administrators: Technology*

- [http://www.aasa.org/issues\\_and\\_insights/technology](http://www.aasa.org/issues_and_insights/technology)
  - The AASA web site contains current links on e-Rate as well as other technology-related topics such as professional development and fundraising. Of special interest is the April 2000 "Technology Tornado" issue of the AASA School Administrator magazine ([http://www.aasa.org/publications/sa/2000\\_04/contents.htm](http://www.aasa.org/publications/sa/2000_04/contents.htm)).
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## ***Funds via Online Shopping***

Many web sites have recently been set up as portals for online shopping. When shoppers use these portals, a percentage of their purchases can be donated to the school of their choice. Several are highlighted in the March 2001 PTO Today list of "The Fundraising 15" (<http://www.ptotoday.com/0301fundraising15.html>). Recently Electronic School published an article calling attention to the "Fuzzy Math" of these online shopping sites. However, the article concludes, "There might be no reason to turn down a few bucks from online purchase rebates, but it's a good idea to consider what the company wants you to do in the way of promotion. Meanwhile, don't give up on the bake sales" (<http://www.electronic-school.com/2001/01/0101f3.html>).

- *Technology4Kids.com*—<http://www.Technology4Kids.com>
  - *eFundraising.com* (on the PTO 2001 list "The Fundraising 15")—<http://eFundraising.com>
  - *Fundraising.com* (on the PTO 2001 list "The Fundraising 15")—<http://Fundraising.com/default.asp>
  - *ShopForSchool.com*—<http://www.shopforschool.com>
  - *SchoolCash.com*—<http://www.schoolcash.com/>
  - *SchoolPop* (on the PTO 2001 list "The Fundraising 15")—<http://www.schoolpop.com/cgi/welcome.cgi>
  - *MaxBack*—<http://www.fundingfactory.com/Max/MaxHome.asp>
  - *GreaterGood.com*—<http://www.greatergood.com>
  - *Target Stores* (both online and instore)—[http://www.target.com/target\\_group/community/community\\_fundraising.jhtml](http://www.target.com/target_group/community/community_fundraising.jhtml)
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## **Cartridge Recycling Program**

ECTEP is the largest, but not the only, printer cartridge recycling program. With ECTEP, schools can redeem used cartridges for points. Points can be used to select items from the ECTEP catalog of software and equipment.

- *Educational Conservation and Technology Exchange Program (ECTEP)*—<http://www.fundingfactory.com/etcep/visitorhome.asp>
- *Cartridges for Kids*—<http://www.cfktoday.com/>

## **Computer Recycling Programs**

In addition to Computers for Learning, the federal recycling program, there are many state or local computer recycling programs. Some provide computers at a discount to schools. Others offer them at no cost. P.E.P. provides a state-by-state listing of these programs.

- *Computers for Learning*—<http://www.computers.fed.gov/School/user.asp>
- *P.E.P. Computer Recycling Programs*—[http://www.microweb.com/pepsite/Recycle/recycle\\_index.html](http://www.microweb.com/pepsite/Recycle/recycle_index.html)

## **Volunteer Matching**

Companies in your area may be willing to lend technical expertise to your school. Several web-based matching services are also available—the largest being TechCorps which is a national program analogous to the Peace Corps.

- *TechCorps*—<http://www.techcorps.org/>
  - *Volunteer Match*—<http://www.volunteermatch.org/>
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## ***Free or Discounted Hardware and Software***

This is only a sampling of discounts and freebies available.

*Compu-Teach*—90% discount on educational software

- <http://www.compu-teach.com/Frames/frame.htm>

*SmartKids*—16-50% discount on SmartBoard Equipment

- <http://www.smarterkids.org/nec/>

*Word of Mouse*—free mousepads

- <http://www.gomouse.com/free/free.html>
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