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To: MaryEllen C. McGuire/WHO/EOP

cc:

Subject: U.S. Department of Education's nonprofit examples

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MaryEllen,

Attached is one document containing four examples that we feel represent the Department's broad interaction with nonprofit organizations.

I look forward to hearing from you.

Stephanie

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- Dept of Ed--Nonprofit examples.doc

## Mott Foundation

### Category I: Providing better service

The Mott Foundation's partnership with the Department of Education is particularly significant. For the last two years, the Foundation provided for eight regional training workshops for new grantees of the 21<sup>st</sup> Century Community Learning Centers Program which funds communities to create safe and stimulating afterschool programs. During these hours millions of kids have no place to go, and juvenile crime rates soar. Studies show that students in afterschool programs have better academic performance, behavior and school attendance, and greater expectations for the future.

The 21<sup>st</sup> CCLC initiative's success can be linked to a philosophy of collaboration. The program is implemented nationally through a unique public-private partnership between the Department and the Charles Stewart Mott Foundation. The partnership was an outgrowth of the 1997 White House Childcare Conference. The Department administers the program and supplies funds to local communities for afterschool programs through a competitive proposal process. The Mott Foundation underwrites training and technical assistance, program evaluation, access and equity analysis and public awareness and outreach. The Foundation actually funds the National Center for Community Education (NCCE) and the National Community Education Association (NCEA), also nonprofit organizations, to train and assist all projects funded by the Department of Education. These technical assistance conferences/workshops are free of charge and help applicants plan and implement high-quality after-school programs.

Mott's sponsorship is particularly helpful because the communities and organizations that most need support from this afterschool program are typically the least prepared to develop the proposals requesting such Federal funds. By providing technical assistance on how to complete applications for federal funding, the Foundation has broadened the pool of recipients to include well-qualified organizations that have never been successful in receiving Federal funds. Mott funding leverages federal funds and works toward the long-term sustainability of local projects. Over the next six years, Mott will be providing approximately \$96 million to continue these efforts by provide technical assistance in every state, tracking national attitudes through surveys and polling data, and conducting a public relations campaign as part of the Afterschool Alliance.

The Afterschool Alliance is an emerging alliance of public, private and nonprofit groups committed to raising awareness and expanding resources for afterschool programs. The Alliance grew out of the partnership between the Foundation and the U.S. Department of Education. Initial partners of the alliance are the Mott Foundation, U.S. Department of Education, JCPenney, The Entertainment Industry Foundation, *People* Magazine, Creative Artists Agency Foundation and the Advertising Council.

Building public support and promoting increased investment is one sustainability strategy of the Alliance to benefit CLC programs. The Alliance has secured millions of dollars in direct and in-kind contributions, including a JCPenney-funded project to award \$10,000 stipends to outstanding CLC practitioners.

The 21stCCLC initiative has also been used as a model for Department programs, especially because of its collaborative emphasis. Due to the initiative's success, most new education legislation passed last year included requirements for local or state level partnership or collaboration.

In addition, it has been a model for other private-public partnerships with foundations. For example, the Ford Foundation provides training and technical assistance for the GEAR UP initiative, a program aimed at making middle school students aware of what it takes to go to college.

Using Mott resources, the initiative was the first Department project to conduct bidders' conferences to help communities develop quality proposals. The effectiveness of those conferences has led eleven other Education programs to hold bidders' conferences. Some are funded by private entities.

Because the initiative may become a state-administered program as the program expands, concerns over replication have been considered. Transferable aspects of the initiative include: the grant proposal review process; guidelines for quality afterschool program proposals, e.g., mandated collaboration with community groups; and the practitioner training series. In fact, the training of program practitioners would be easier to facilitate at the state level.

There are also some challenges in replicating the program on the state or local level. In some areas, particularly rural regions, finding community partners to work with in meaningful ways is difficult. However, this has led to some innovative and close relationships with groups like faith communities and caused other federal, state, or local agencies to tackle new territory.

### **Contacts**

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## The Robert Wood Johnson Foundation

Categories II and III: Developing research partnerships and allowing input into the policymaking process.

The Office of Special Education and Rehabilitative Services (OSERS) of the U.S. Department of Education involves foundations in the policy and planning actions of its National Institute on Disability and Rehabilitation Research (NIDRR). NIDRR works extensively with nonprofit organizations both as part of its continuous participatory planning process and in the implementation of its programs.

### Steering Committee for Long-Range Plan

NIDRR constituted a "blue ribbon" Steering Committee (SC) for their Long-Range Plan. Well aware of the limitations of the Federal Advisory Committee Act (FACA), NIDRR was careful not to set up an advisory committee, but rather used the Steering Committee as a set of individuals who provided important representation of and linkages to various constituent communities. This was an ad hoc, time-limited group that was set up for the specific purpose of receiving inputs to the process and content of NIDRR's Long-Range Plan. NIDRR did not seek consensus, nor did the Steering Committee take votes or present group opinions to NIDRR. Perhaps most important, NIDRR made a distinction between input (telling us what the problems are) and advice (telling us what to do about them). NIDRR made it clear that they sought input.

The majority of the Steering Committee members were individuals with disabilities, and all members represented either academia, community organizations, foundations such as the Johnson Foundation and the Pew Charitable Trust, or State and Federal agencies. Members included foundation directors, university presidents and deans, and representatives of advocacy organizations. The Steering Committee members suggested experts and authors, publications and resources, potential reviewers of the plan, and served individually as members of the constituent forums that considered the draft chapters of the plan. These members were valued for their ability to coordinate research priorities between the public and private sectors.

### Coalition of Foundations

The utilization of the foundations in the planning process opened dialogue between NIDRR and the major foundations about exchanging research priorities on an ongoing basis and making this knowledge available to the entire Federal rehabilitation research community through NIDRR's statutory Interagency Committee on Disability Research.

In addition, the Dole Foundation was instrumental in bringing NIDRR into a coalition of foundations that shared a common interest in disability research and activities. The group met to share future plans, opinions of key issues, and to explore opportunities for collaboration. The foundations and NIDRR felt the meetings were successful in both determining needs for funding in disability research, but also suggesting mechanisms that would foster Public-Private partnerships.

In terms of research, the Robert Wood Johnson Foundation funds studies and demonstrations in areas related to disability. NIDRR and the Johnson Foundation have an ongoing planning relationship, and the awareness of their objectives and findings in a major project on independent living enabled NIDRR to tailor a number of further studies around these issues.

NIDRR also has established working relationships with nonprofit foundations that represent particular industries, such as the Electronic Industries Foundation and foundations representing the telecommunications and information technology fields. These relationships have helped NIDRR to understand the needs of the private sector foundation members for information, training, and capacity-building and to incorporate these needs into its funding priorities.

With respect to collaborative programming, NIDRR and the Dole Foundation co-sponsored a New Scholars program for disabled undergraduates, providing them with both work opportunities at disability research centers and leadership development experiences through meetings in Washington. Although the Dole Foundation is no longer active, NIDRR has continued the program. This year, 15 disabled undergraduate scholars visited Washington and met with the Administration disability appointees, toured the White House with a disabled staffer who is an alumnus of the program, met Congressional representatives and staff, and interacted with experienced disability scholars.

NIDRR attributes three things in particular that facilitate successful collaborations with foundations and other nonprofits. First, NIDRR's cites a general and historical commitment to constituency input and participation. Second, NIDRR's has many shared goals with the foundations with which it works. Finally, the breadth of NIDRR's roles and the diversity of its constituency encourage, and even require, a range of sources of input and collaboration thus creating active partnership opportunities.

### **Contacts**

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## **Partnership for Family Involvement**

### Category V: Sharing information

With over 6,000 members, 1,200 of which are community nonprofits, no discussion of the Department's interaction with nonprofit organizations would be complete without mentioning the Partnership for Family Involvement in Education (PFIE). PFIE's mission is to promote and foster more partnerships and better communication among schools and parent organizations, faith-based groups, community non-profits, and employers. PFIE does not offer grants or funds per se but rather seeks to network and bring all types of groups with a stake in education together.

Secretary of Education Richard W. Riley established the Partnership for Family Involvement in Education in September, 1994. The Department has taken care to spread the message that entire communities should be involved in education and that groups including community nonprofits and religious organizations can make valuable contributions to help increase family involvement in our children's education. To encourage such support, the Department of Education administers the Partnership and has convened meetings, directed research, developed partnership guides, hosted teleconferences, provided a newsletter and website and extended technical assistance. These meetings focus on partners' needs and help to strengthen local efforts.

Essentially, the Department of Education's role in the Partnership is to provide a network of support for the companies and organizations around the country working to make education a community effort. The goal is to have partners connect with each other, pool resources and ideas, share their best practices and be recognized for their efforts. To this end, PFIE creates and disseminates materials describing best practices in education programs and partnerships which local partners can then use to pursue their specific interests and goals.

While quite unique to the issue of education, this Partnership might be a useful model to other agencies seeking to initiate or assist a grassroots movement. It is important to note that neither PFIE nor the Department monitors partners' activities. Rather, PFIE facilitates communication among groups that previously did not have the resources or expertise to take action. In this particular case, the Partnership provides a successful means to increase family and community involvement in education, which in the end benefits the children.

### **Contact**

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## **Education Trust**

### Category IV: Leveraging Resources

The Department of Education's discretionary grant program, Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), partnered with Education Trust to host a conference for GEAR UP State Directors. GEAR UP targets low-income students in particular and seeks to build awareness of the preparations necessary to go to college. This program works with entire grades of students beginning no later than the seventh grade and provides among other things, guidance on what academic courses students should take as well as information on how to prepare financially.

The American Association for Higher Education (AAHE) originally established Education Trust in 1990 as a special project to encourage colleges and universities to support K-12 reform efforts. Education Trust is now an independent non-profit whose mission is to promote high academic achievement for all students as well as mechanisms that help more students, especially low-income youth, to attend college.

The GEAR UP program collaboration with the Education Trust was initially the result of a working relationship developed with an Education Trust associate who agreed to analyze the state reports. GEAR UP was interested in holding a national institute for State Directors in order to help improve their respective programs through data analysis yet the office lacked the financial resources to pay for conference space. Given the similar goals of the Education Trust and the Department, Education Trust offered to provide GEAR UP space at their conference at a minimal cost. In addition, they presented state by state data on school achievement. Given their expertise in analyzing such data, Education Trust assisted the Department's representatives in effectively communicating the fundamental building blocks of data collection and analysis necessary to operate a GEAR UP program successfully. The collaboration was such a success that the GEAR UP office expects to be a fixture at future National Education Trust Conferences.

### **Contacts**

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# Fax

**To:** Mary Ellen McGuire**From:** Leo Coco**Fax:** 202-456-6244**Pages:** 11, including this page**Phone:** 202-456-6266**Date:** February 22, 2000**Re:****CC:**☐ **Urgent**☒ **For Review**☐ **Please Comment**☐ **Please Reply**☐ **Please Recycle****• Comments:**



## **Survey Questions for Federal Departments and Agencies**

### **Introduction**

#### **A. Define your relationship to nonprofits- in what ways does your agency interact with nonprofit organizations?**

The Department of Education actively seeks partnering opportunities with non-profits and foundations nationwide. The Department funds projects, receives funds from non-profits, and conducts extensive outreach to facilitate information sharing on education issues and to form partnerships. Many of our grants require schools to partner with community organizations, businesses, and non-profits. As a result, the Department officially works with thousands of non-profits on a grantee basis. However, many of our program offices partner more directly with non-profits to help provide for distribution of materials and technical assistance workshops around the country. Additionally, the Department of Education's Partnership for Family Involvement in Education's mission is to promote and foster more partnerships and better communication among schools, parent organizations, faith-based groups, community non-profits, and employers. Moreover, the Office of Intergovernmental and Interagency Affairs engages in extensive outreach to corporations and their foundations; museums and arts organizations; as well as to non-public schools, and non-profits working to advance minority education achievement levels. Listed below are specific descriptions for our principal offices that interact with non-profits.

#### **Office of the Secretary:**

This office supports program offices to partner with non-profits and assists with any leadership activities involved in efforts to improve education.

#### **Office of Civil Rights:**

This office is accountable for the proper implementation of all partnership grants that include non-profits and works with foundations to provide technical assistance and distribute grant information.

#### **Office of Special Education and Rehabilitative Services:**

This office is accountable for the proper implementation of Department funding for Centers for Independent Living (by definition are non-profit) and works extensively with foundations concerned with disability research and access issues (e.g. closed captioning funding).

#### **Office of Education Research and Improvement:**

This office is accountable for the proper implementation of a number of educational research studies and works with non-profits to distribute national education statistics.

#### **Office of Post-Secondary Education:**

This office is accountable for the proper implementation of all partnership grants that include non-profits and works with foundations to provide technical assistance and distribute grant information.

**Office of Elementary  
and Secondary Education:**

This office is accountable for the proper implementation of all partnership grants that include non-profits and works with foundations to provide technical assistance and distribute grant information.

**Office of Bilingual Education  
and Minority Languages Affairs:**

This office is accountable for the proper implementation of all partnership grants that include non-profits and works with foundations to provide technical assistance and distribute grant information.

**Office of Vocational and  
Adult Education:**

This office is accountable for the proper implementation of all partnership grants that include non-profits and works with foundations to provide technical assistance and distribute grant information.

**Office of the General Counsel:**

This office provides legal advice and counsel to program offices who work with non-profits.

**Office of the Chief  
Financial Officer:**

This office provides contract specialists and oversees proper usage of departmental funding to non-profits.

**Office of Intergovernmental and Interagency Affairs:****Partnership for Family  
Involvement in Education:**

This office has over 1400 non-profits who are members of the partnership and they work to connect those non-profits with schools and employers to better form strategic alliances that will benefit education and local communities.

**Corporate Liaison:**

This office works with over 500 corporations and their foundations to encourage their involvement both with the Department and with local education partnerships.

**The White House Initiative  
on Hispanic Education:**

This office performs outreach within the Hispanic community to assist with the mobilization and engagement of the community in education issues.

**Millenium Arts Program:**

This office performs outreach to museums and other art based non-profits to engage them in education projects and programs.

**Non-public Education:**

This office performs outreach to all non-public schools (both private and religious organizations which are codified as non-profit).

### **Technical Assistance/Training**

**A. What types of technical assistance/training do you provide nonprofit organizations (e.g., management support)?**

Each program office that runs discretionary grant competitions provides technical assistance workshops around the country to provide information and training for grant applicants. Grant workshops are open to the public, including representatives from non-profits. Each program office provides individual assistance for any additional inquiries. On-line information, applications, and previously awarded grantees' applications are available for review. The Non-profit Gateway also provides linkages to pertinent grant information and resources at the Department for non-profits.

**B. Who provides the assistance? Provide some examples of technical assistance providers who your agency views as model for successful TA design and delivery. What are some of the characteristics that make these providers successful? What are the limits of these providers?**

As mentioned previously, the program offices at the Department provide technical assistance and support. Listed below are two examples of program office collaboration with non-profits to provide technical assistance.

- 1) The after-school program initiative (The 21st Century Community Learning Centers grants) is working with the National Community Education Association (NCEA), their state affiliates and other local organizations to offer a series of one-day regional workshops to assist people who may apply for the grants. The conferences are being sponsored by the C.S. Mott Foundation and are free of charge to participants. The workshops will help potential applicants plan and implement high-quality after-school programs, and will feature:
  - Technical assistance - tips on how to prepare the grant application
  - Research results
  - Examples of high-quality after school programs and activities in your state.
  - Grant writing
- 2) The college preparation program (the GEAR UP initiative) is working in partnership with the National Center for Urban Partnerships (NCUP) and the National Council for Community and Education Partnerships (NCCEP) to provide technical assistance. Some technical assistance workshops have been sponsored by the Ford Foundation. The National Association of State Student Grants (NASSGAP) has provided a service for the Department in the form of implementing and monitoring a list serve of college preparation programs around the country.

In addition to working with non-profits to serve grantees, some of our non-profits are awarded grants themselves (see example below).

The Federal TRIO Programs awards TRIO grants to some non-profit organizations. These grants are for the implementation of the following TRIO programs: Upward Bound, Talent

Search, Educational Opportunity Centers. The Office of Federal TRIO Programs will offer technical assistance to non-profit organization. Technical assistance usually takes the form of assistance in project administration and evaluation. Like all TRIO funded projects these organizations receive communication from the federal office on a variety of matters related to the ongoing monitoring and oversight responsibility required.

**C. What types of technical assistance or training are not currently being provided but should be?**

As you can see, our program offices have relied on the support of non-profits to give technical assistance workshops. It would be helpful for each office to hold more workshops on how to apply for and write a grant proposal to help ensure the quality of grant applications received annually. In addition, monitoring and evaluation would be greatly improved if there were more funds available for site visits. Certainly, non-profit collaboration in this area would enhance the grant programs overall performance.

**D. If applicable, list other ways your agency improves the efficacy of the nonprofit organizations it works with?**

Our Department created The Partnership for Family Involvement in (PFIE), whose mission is to increase information-sharing between non-profits and education partnerships around the country. PFIE works to disseminate "best practices" in education programs and to encourage communication through quarterly conferences relating to the design and implementation of successful partnerships.

**Relationship with Nonprofits**

**A. What type of services do nonprofits that you partner with provide (health, human services)?**

Non-profits sponsor conferences and technical assistance workshops and distribute materials (see above).

**B. Are there any model relationships that are particularly effective in achieving the critical goals of your department/agency?**

Listed below are four examples:

- 1) One of OERI's staff is currently serving as a guest representative to a committee providing advice to the Kellogg Foundation regarding a component of its \$13 million four-year Learning In Deed Initiative. The goal of this initiative is to strengthen support for service learning in the United States, and the committee our staff member is working with is designing a research network for research related to service learning.
- 2) The Office of Federal TRIO Programs collaborated with one of our grantees to assist us in surveying the status of technology and the needs to improve technology in the TRIO community. The results of this survey will be used to plan for future technology improvement and training of the grantees. The training will further enhance and improve the delivery of academic instruction to the TRIO participants and provide for a more effective project administration.

- 3) The Corporate Liaison office worked with Lucent Technology's Foundation to disseminate information to their grantees about the Gear Up program because of the synergy between Lucent's college preparation program funding and the Department's requirement for Gear Up grant applicants to have partners who match federal dollars.
- 4) In August 1999, America Counts staff hosted a math tutoring information/training session for Senior Service Corp program coordinators in Baltimore, MD. The session was successful because it provided those in attendance with the information and resources necessary to get local programs up and running.

**C. Can you identify any significant obstacles that hinder more effective relationships between federal agencies and nonprofits?**

The obstacles hindering effective relationships with non-profits include the lack of information sharing across the Department and across other agencies, the lack of adequate research about effective ways to work with non-profits, and the limited staff resources and expertise on the subject.

The area most in need of improvement is communication. First and foremost, there is no system, network, or database in place within the Department that would allow offices to exchange and share information on non-profit activities and interests. It is also difficult to solicit information and work effectively with a non-profit organization because we have so little to offer them in terms of an incentive for them to work with us on any substantive level for any length of time. Responding to non-profit inquiries within specific offices is another obstacle that might be overcome by creating and working with a non-profit liaison in the Department. In addition, federal regulations and Department policy make it difficult to accept travel reimbursement for staff to participate in activities (many of them technical assistance conferences), even though the sponsoring foundations are willing to provide it. Finally, according to the OGC, non-profit organizations often have as great a financial interest in government as for-profit companies so limits on endorsements apply to non-profits as well. While these limits should not prevent a range of collaborative and partnership efforts, it would be helpful to develop government-wide guidance or criteria for interaction with non-profits.

**Public Policy**

**A. Do you have a working relationship with nonprofits when it comes to developing public policy (e.g., regulatory and budgetary matters)?**

Certainly, we include traditional stakeholders (who are officially classified as non-profits, e.g. NGA, NEA, AFT) in the discussion of policy matters, however other non-profits have not necessarily been involved except as members of peer review groups for competitive grants, or as members of advisory boards/commissions by subject area as demonstrated in the example below.

**B. If so, please provide some examples of collaborative activities and describe what worked well and why you think it worked well.**

OSERS involves foundations in the policy and planning actions of National Institute on Disability and Rehabilitation Research (NIDRR). They constituted a "Blue Ribbon Panel of

Experts" to guide the development of the NIDRR Long Range Plan and included Foundation officers as primary members. The Foundations represented in the Panel were the Johnson Foundation and the Pew Charitable Trust. These members were valued for their ability to coordinate research priorities between the public and private sectors. The utilization of the foundations also opened dialogue between NIDRR and the major foundations about exchanging research priorities on an ongoing basis and making this knowledge available to the entire Federal rehabilitation research community through NIDRR's statutory Interagency Committee on Disability Research.

- NIDRR has become a member of a coalition of foundations concerned with disability research. This coalition includes the Dole Foundation, the Pew Charitable Trust, and the Steelcase foundations as members. There have been several meetings and seminars to establish coordinating activities and potential collaborations, in which NIDRR took an active role. The foundations and NIDRR felt the meetings were successful in both determining needs for funding in disability research, but also suggesting mechanisms that would foster Public-Private partnerships

**C. If not, what are the barriers to developing a working relationship with nonprofits on public policy matters?**

There is a lack of information on education-focused non-profits. A comprehensive list of non-profits and foundations that target education as their priority would be indispensable.

**D. What do you think can be done to hurdle these barriers or strengthen the relationships with nonprofits when developing public policy?**

As mentioned above, there is no system, network, or database in place in which offices can exchange and share information on non-profit activities and interests. The development and maintenance of a database or other central information network that lists all non-profits with an active interest in education issues would be extremely useful in coordinating the Department's activities with efforts to engage non-profit organizations.

**Foundations**

**A. Do you have a working relationship with foundations or other private donors?**

Yes, as is expressed in several of the above answers.

**B. If so, please provide some examples of collaborative activities and describe what worked well and why you think it worked well.**

- 1.) The Ford Foundation paid for technical assistance workshops for GEAR UP. The Office of the General Counsel worked closely with the GEAR UP program office to ensure that the design and conduct of these workshops did not provide unfair advantage to certain applicants.
- 2.) The Mott Foundation works with the After-school Alliance and provides funding for the technical assistance workshops for the 21<sup>st</sup> Century Community Learning Centers grant program.

- 3.) OERI's work with the Spenser Foundation was very successful. The Spenser Foundation funded a meeting that brought together groups from around the world to discuss early childhood teacher training as part of the NAS Study of Early Childhood Pedagogy. Discussions will be part of the Early Childhood Pedagogy report that will be released this June.
- 4.) The Johnson Foundation provided a facility for a meeting and did the logistics for housing and hosting participants from government agencies and the private sector around the issue of university partnerships. Government representatives paid their own travel, provided materials, and interacted at the meeting around key issues for policy and research.
- 5.) The America Reads program office was able to facilitate a partnership between the I Am Your Child Foundation and DK Publishing so that they can join forces and provide books for the Hawaii Reach Out and Read Program. This partnership provides books for all children over one year of age going for well child visits with their health care provider. By working with the network of literacy non-profits in Hawaii as well as the SRR for Hawaii, we were able to help these groups find a much-needed focus for their literacy efforts.

**C. If not, what are the barriers to developing a working relationship with foundations and other donors?**

The major limitation for collaborating with non-profits is the lack of infrastructure in place for sharing information on work with foundations. Various offices within the Department are not knowledgeable about what other offices are doing with outside organizations; each office's effort is self-contained. Another major hurdle is that the Department is unable to accept limited funds from foundations and non-profits for specific projects such as conferences, reprints of reports and materials, and collaborative research. The current inability to accept such funds limits our capability to disseminate our products and collaborate with non-profits. Budget constraints that limit the number of site visits to grantees also inhibit even more effective collaboration.

**D. What do you think can be done to hurdle these barriers or strengthen relationships with foundations and other donors?**

Again, a Department-wide system for exchanging information would be useful. The development of a searchable database containing all non-profits and foundations with education interests would be valuable to all offices in the Department. Such a database and contact information would allow each office within the Department to vastly improve coordination of projects, conferences, and partnerships with non-profits. The information provided could help target the audience and engage them in the Department's mission and initiatives. Creating a source to identify those foundations which regularly support initiatives in education, and in which areas they are especially active would be one solution. Relaxing some of the regulations (see "C" above) could increase communication and collaboration with non-profits as well.

**Resources**

**A. What resources do you provide to the nonprofit community (e.g., grants, in-kind services –if possible give amounts)?**

We have numerous discretionary grants that are competitively awarded to education partnerships, which are required by legislation to work with community partners in the proposed education program, such as, non-profits or businesses. These grants include Preparing Tomorrow's Teachers to Use Technology, GEAR UP, 21<sup>st</sup> Century Community Learning Centers, Community Technology Centers, Technology Innovation Challenge Grants, and Teacher Quality Enhancement Grants. The Department also co-sponsors events such as meetings, technical assistance workshops, or conferences with non-profits.

**B. How can nonprofits find out about resources that you make available to them?**

Many non-profits receive information from grant recipients instead of direct contact with the Department. However, the main function of the Office of Intergovernmental and Interagency Affairs (OIIA) is to conduct extensive outreach to outside associations, corporations, foundations, and other community groups. Non-profits can find information from other sources such as the Federal Register where grant competitions are announced and our web site.

**C. Do you provide any support services to help nonprofits comply with cost principles and administrative requirements (e.g., Circular A-122, Circular A-133)? If so, what are these?**

These may be part of the technical assistance workshops for the grant competitions.

**D. What steps is the department/agency taking to comply with the new Federal Financial Assistance Management Improvement Act, particularly in regards to streamlining grant applications and reporting requirements?**

This Act gave lead authority to OMB to develop uniform rules for the administration of grants. The Grants Policy and Oversight Staff (GPOS) has the lead responsibility for the Act and OMB is planning discussions in March on this topic. The Office of the General Counsel is working with GPOS to develop the Department's contribution to those March discussions. We are currently focused on efforts to reduce the burden of paperwork and standard grant clauses intended to cut costs.

The Office of Federal TRIO Programs has reduced the number of pages required for a grant application to 50 pages or 100 pages, depending on the TRIO program. We have also placed all of the grant applications on the department's web site. In addition we are exploring the possibility of using electronic field reading for some of the smaller programs.

**Communication**

**A. How do you reach nonprofits to inform them of departmental/agency information? Do you have any form of regular communication? If so, what form does it take?**

Typical forms of contact include print media, telephone, fax, mailings, face-to-face meetings, and email. The Internet is also a significant source of information. Each office engages in its own contact, regular or not. Much of the Department's contact with non-profits is informal; either by word of mouth or through friends which makes strategic and comprehensive interaction with non-profits difficult. The Office of Intergovernmental and Interagency Affairs (OIIA) has regular communication with non-profits, namely corporate foundations through its bi-weekly electronic



newsletter *ED Review*. This newsletter serves to inform recipients of Department activities and initiatives, upcoming conferences, events, and technical assistance workshops. Under the auspices of OIIA, the office of Non-public education has monthly contact via email or hard copy to its constituents, and depends on its web page to post new information. Other offices engage in mailings and other standard forms of communication.

**B. Does your web site provide information specifically for nonprofit use? If so, what are some examples of how your web site responds to nonprofit needs? Does your department/agency participate in the Nonprofit Gateway <http://www.nonprofit.gov>? If so, what types of resources does it take to keep information current?**

The Department's web site is a key source of information about all programs and initiatives, although there is so much material it may be difficult for non-profits to navigate to the most relevant information. The Department of Education does participate in the Nonprofit Gateway, however, there is no reciprocal link on the Department's own homepage.

**C. What changes would you suggest to improve communications with nonprofits?**

There are several ways that communication could improve between the Department and nonprofits. First, there needs to be an internal mechanism or infrastructure through which each office can share the information they have with respect to which non-profits they work with, activities, partnerships, and other contact information. Better coordination and knowledge of each office's activities will generate a more effective means to communicate to those non-profits that are interested in education issues. This could be accomplished by creating a searchable database. It would also be helpful to establish a central point of contact for non-profits within the Department. It would help to overcome the lack of staff resources if a position were created to work solely with non-profits. Secondly, the Department's homepage should have a highly visible link to the Nonprofit Gateway. Additionally, communication could be improved if the time for putting new materials on our web site was shortened. Often, many documents are held up in the review process that they are old news by the time they are posted on the Web. One office notes that their constituents depend on the web site for updates and they are unable to promptly respond to constituent needs when requests for information are in review for months. Communication with nonprofits might also be improved through better linkages with the Council of Foundations or other umbrella organizations representing nonprofits to foster the exchange of information (e.g., data, best practices, funding priorities) and the provision of technical assistance, particularly regarding priority areas of mutual interest. Finally, the Principle Offices would benefit from guidance on ethics, policy, or regulatory considerations when dealing with non-profits.

### **Competition**

**A. To what extent does the department/agency require nonprofit participation in the delivery of services?**

Non-profits are able to compete openly with for-profit contractors. However, the Office of Civil Rights (OCR) routinely selects vendors from the GSA list of preferred service vendors, like Lighthouse for the Blind, which has the dual designation of nonprofit corporation and 501 (c) 3 nonprofit, is a preferred vendor. Generally, OCR would use this kind of vendor for service, except when their product or service does not meet our needs.

**B. Please provide examples of contracts/grants/services that your agency formerly provided through nonprofit contractors/grantees but that are now provided by for-profit grantees/contractors. Why did this change occur?**

We are unaware of any examples of this sort. As mentioned above, non-profit contractors are able to compete openly with for-profit contractors for any services needed by the Department.

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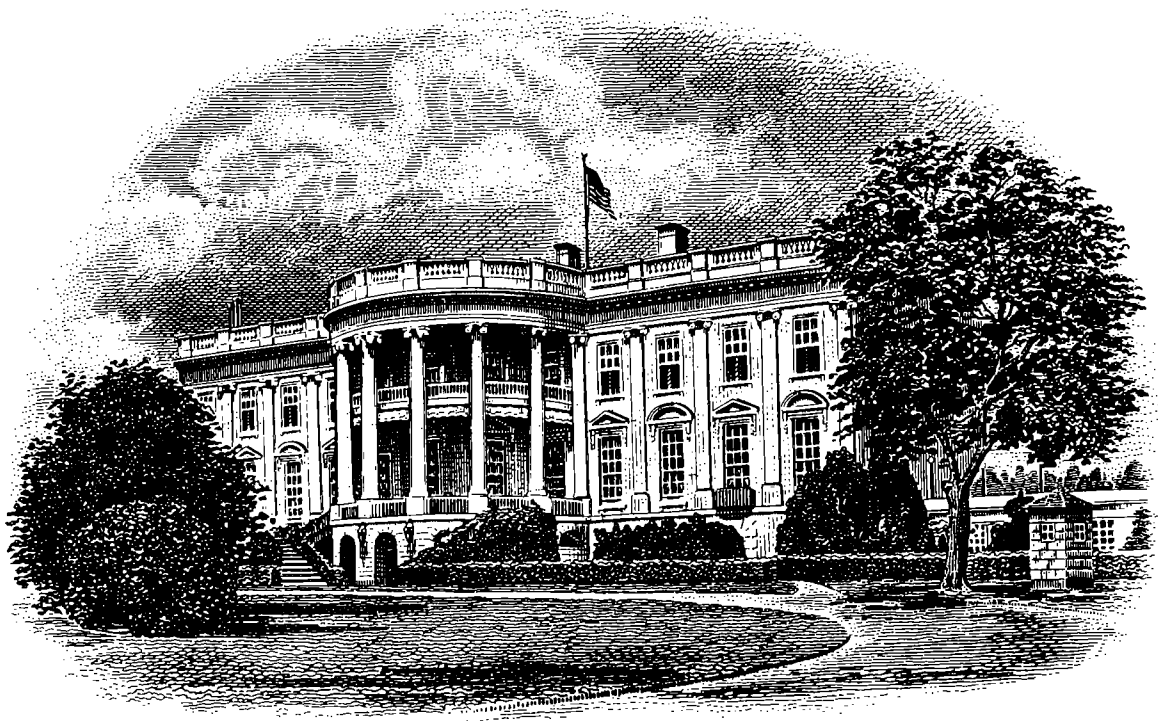
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# The White House Conference on Philanthropy

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October 22, 1999