



21st CCLC Grant Writing Tips “The Application”

Alaska Department of Education &
Early Development (EED)

2012

Before we get started....

- This is being recorded
- Phone on mute/quiet spot/no typing
- If possible, ask questions through Blackboard
- Save "sensitive" questions for emails

This call will cover....

- Changes to this application
- Application requirements
- Rubrics and Scoring
- Trouble Spots and Common Mistakes
- Suggestions
- Questions

Changes to this Application

- Amount of funding
- Priority points & Bonus points
- # of copies
- Tighter timeframe
- Revised application narrative section
- Theory of Change, Logic Model
- Partnerships/Community buy-in
- Fewer appendices information
- Formal Sustainability & Evaluation planning

Amount of Funding

- \$50,000 - \$500,000
per year



Priority Points



- Priority

- High poverty/low achieving
 - Title I
 - Title I SI
 - 40% or greater poverty
- Credit recovery
- PE/PA

(see Guidance document on website)

Bonus Points

■ Bonus

- Addressing homework
- Including families to address attendance
- Mentors/Coaches
- (see Guidance document on website)



Copies



Timeframe

- Deadlines

- February 21, 2012
- March 23, 2012

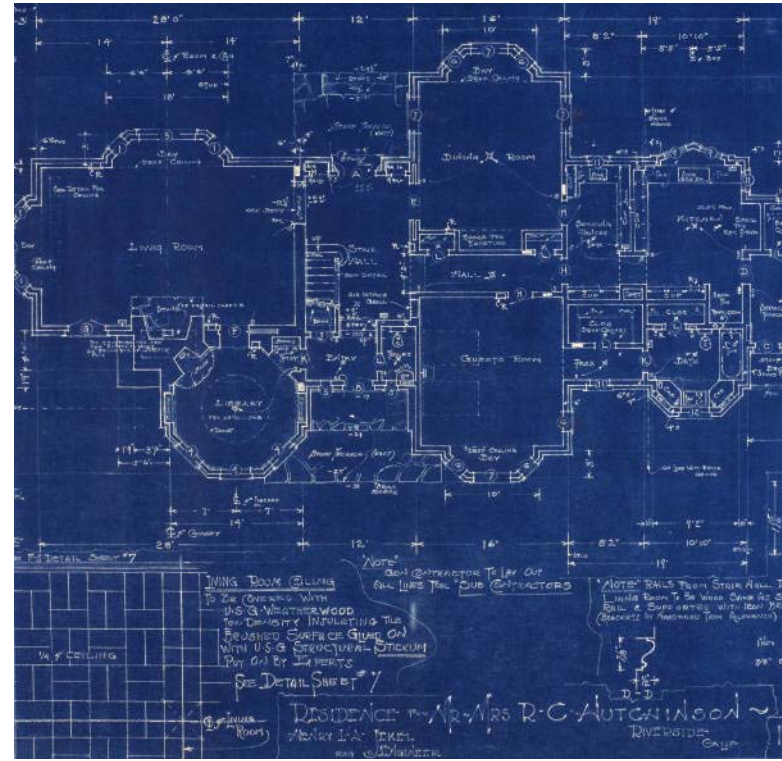


Revised Narrative Section



What?

- Theory of Change questions
- Logic Model

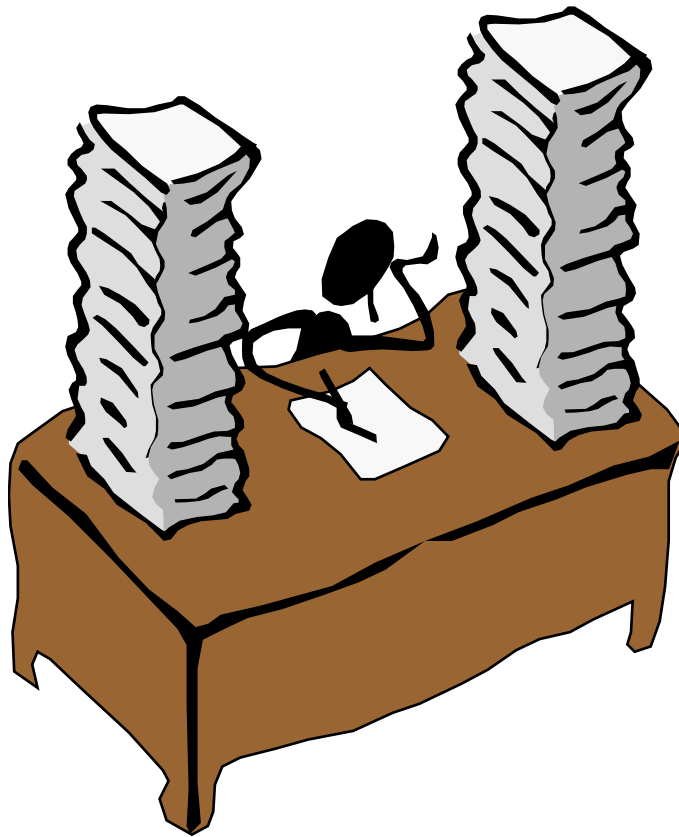


Partnerships/Community Buy-in

- Described through existing questions



Less "Stuff"



- More concise responses to questions

Formal Planning AFTER

- Requirements for:
 - Sustainability
 - Evaluation
 - Refinement of goals, objectives



Application requirements

- Read the directions! Know:
 - What can be included and what can't
 - How many pages
 - What size font, margins etc.

Program Abstract

- First impressions - poor abstract can undermine a proposal
- Limit to space allowed
- Accurately reflect the final application
- State project purpose, how it will be implemented and results you expect
- Include total budget amount, other funds, and the amount of the request

Narrative Section

- Need for Project
- Alignment with regular day
- Maximizing student participation
- Organization and structure for instructional time
- Management
- Evaluation
- Sustainability/Partnerships
- Previous Success/Promise of Success
- Utilize and manage funds

Need for Project



Need for Project

- Describe general problem, current resources that address problem, and identify gaps in these services
- Indicate how your proposal will serve the TARGET AUDIENCE
- Identify how proposal will fill gaps
- Identify data sources - pick data that matters
- Use most current relevant LOCAL data

Need for Project

- DON'T describe the absence of your program as the problem
 - "We don't have an after school program" is not the problem.

Theory of Change

- Explains your thinking
- Creates a bridge



Logic model



- Framework for applicants
- Framework for reviewers
- Framework for formal evaluation planning

Logic Model

- Logic model provides a broad overview
 - Helps you define goals
 - Focus evaluation efforts
- Use template provided – refer to Harvard Family Research project resources (www.hfrp.org)

Goals

- Broad-based statements
- Long-term in scope
- Realistic (for time span of grant, location, population and resources)

Goals & Outcomes

- Use wording that suggests a purpose: To increase, to reduce, to decrease, to expand certain behaviors, learning, etc.

No Measurable Objectives...Yet

- Your measurable objectives will be refined as part of your formal evaluation process, BUT....

Use the TA documents



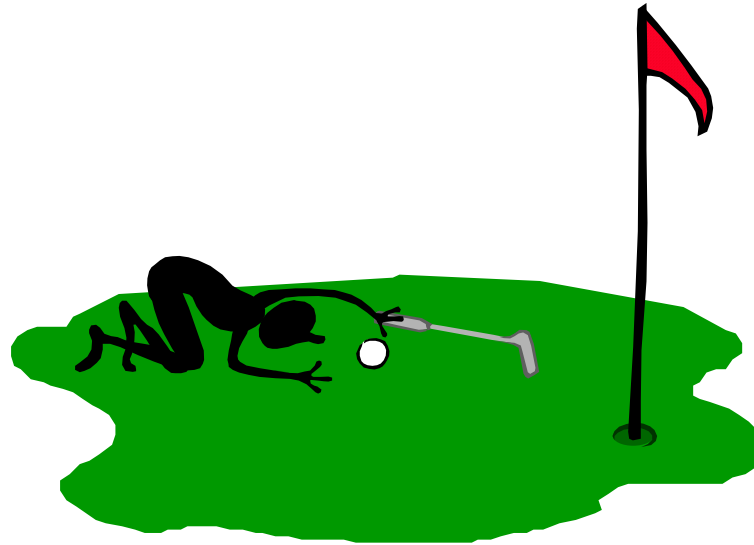
Respond to this Application



No "Program Design" Section

- Think about how you will:
 - Describe how you will "solve" your stated problem
 - Clearly express what the grant intends to do
 - Explain why this design addresses the identified need

Alignment



Alignment with regular day

- Streamlined
- Communication, collaboration, commitment
- Homework*

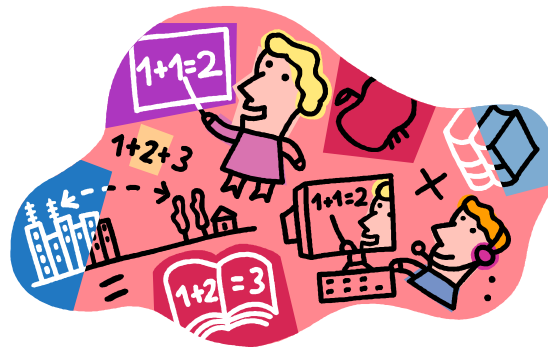
Getting Students Involved



Student Participation

- Protocols & systems
 - Barriers
 - Voice/Choice
 - Services
 - Collaborate
 - Involvement*

Instruction



Instructional Time

- Putting data to use
- Tools
- Appropriate staffing
- PD/TA
- Not more of same
- Mentoring/Coaching*

Management




Management

- Realistic information
- Detailed
- Timeline if necessary
- Information provided on organization
- Key elements addressed

Evaluation



Evaluation

- 
- Who
 - Appropriate
 - Thoughtful
 - Realistic
 - Continuous Improvement

Partners/Sustainability



Partnerships & Sustainability Planning

- Key partners for planning
- Leveraging resources
- Lean but **IMPORTANT** section....

Success



Previous Success/Promise of Success

- Why should reviewers want to continue funding your program? What has substantially changed, what have you been able to sustain and what gaps still exist?
- Why should reviewers want to fund your program? What can you tell them about your program that would be enticing?

Funding



Utilizing Funds

- Planned/Managed at grant and site levels
- Training resources
- Coordination
- Buying Power

Budgets

- Explain ALL expenses – related to activities
- Only ask for amount necessary for project
- Express all in-kind support
- Narratives should be as detailed as possible
- Make sure all numbers add correctly – across and down!

Other Application Parts

- 
- Appendices
 - Assurances

Appendices

- Clearly label
- Keep them short
- Don't include unless specified – they will not be read
- If included, identify specifically what you want the reviewer to see and understand – reviewers appreciate concise information

Assurances & Other Documentation

- Make sure all appropriate signatures are included or already on file
- Include any other documentation the grant application requests

Rubrics and Scoring



Rubrics and Scoring

- What about Rubrics?
 - Rubrics tell exactly what reviewers will look for in responses
 - Every section is important, but some are worth more points
 - Reviewers will be able to use all numbers on the point scale during the review
 - Sections relate to each other

Proposal Trouble Spots

- When it is not clear what is being addressed by the proposal or why it is worth addressing
- When there is no evidence that the proposal has a good chance of succeeding
- When the applicants are unaware of other efforts in their communities
- When the proposal is too expensive for the probable gain

Proposal Trouble Spots

- When the proposal is more appropriately funded through other sources
- When the proposal is badly presented and/or filled with spelling and grammatical errors
- When the proposal uses portions of previous applications without updating
- When the proposal does not following guidelines/deadlines (timelines for submission, fonts, charts, orientation etc.)

Biggest Common Mistake for Proposal Writers

- Understanding that your application is a commitment, like a contract, and if you say you are going to do it (and you are funded) - we will expect you to do it.

Suggestions

- Plan and write as a group
- Make it easy for reviewers
- Do your homework
- Ask questions

Questions?



Need more information?

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