



GRANT WRITING BASICS

Skills, Tips, And Practice To Help With Your ADE 21st CCLC Grant Application

Brought to you by the



Presentation by Carolyn Owens Grant Writing Consultant



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Housekeeping

- ❑ All attendees are automatically muted upon entry
- ❑ Due to the large number of attendees' questions and comments will be taken in the chat box only. The bottom of Zoom has an icon marked “chat”, click on that to open the chat feature. Please type in questions and comments and make sure “everyone” is chosen as the recipient.
- ❑ Please note that your presenter, although an experienced grant writer, is not an expert on the 21st CCLC grant – any specific questions about that grant or your request should be directed to the ADE contacts; general email is 21stcclcinbox@azed.gov or visit <https://www.azed.gov/21stcclc/application-information>
- ❑ This session will be recorded and the link to that and the ppt will be available at the ADE website
- ❑ We will have a 10-minute break at the halfway point



About Your Presenter



Carolyn has over 24 years of experience writing grants for federal, state, county, city, private and corporate funders. In addition to the ADE, she has provided grant writing training for the Pima County Public Library, the Community Foundation for Southern Arizona, and the Community Food Bank of Southern Arizona. She is President of the Southern Arizona Chapter of the Grant Professionals Association, a grant writing consultant, and partner in 501 Navigation.

- **Please participate in the poll (it will pop up on your screen) on whether you consider yourself a beginner, intermediate, or advanced grant writer**



Today we will –

Review and discuss both general grant skills and specific criteria for the 21st CCLC grant, including:

- 1. How to review a grant prospect and assess if it's right for you**
- 2. Identify how to be prepared to submit grants quickly**
- 3. Learn about some of the sections typically found in grant applications**
- 4. Practice writing to improve your grant requests**
- 5. Do a tour of the 21st CCLC grant website and guidance document**
- 6. Review a few of the many resources available to help you**
- 7. Leave with improved knowledge and skills to submit grant applications and proposals!**

Please ask questions and/or make comments as we go through our training. Please use the chat box, we will monitor it throughout the training.



Research

Relationships

Writing

The Three “Rs” of Getting a Grant

1. Research

- ❖ Carefully read grant prospects and review before you write, make sure you can meet all requirements, the organization is eligible, and they give at least 10 awards, we'll discuss this in more detail

2. Relationships

- ❖ For new prospects, call to discuss the request (unless they specify no calls)
- ❖ For current funders, invite to events, complete reports on time, include stories of success and don't be afraid to tell them about challenges
- ❖ Relationships are an under-appreciated, but very important skill in obtaining grant awards

3. Writing

- ❖ Match the guidelines in the grant application, answer all questions
- ❖ We'll discuss and practice how to meet criteria and be competitive



Review a Grant Prospect



Do I meet eligibility criteria?

Do they fund in my area?

How many awards will be made?

Do I have enough time to complete the application?

Is there a match requirement and can I meet it?

Is the award amount adequate? Don't ask for more than the maximum award.

Who else is applying for this? Is a partnership a possibility?

Have they funded similar projects?

If it's a reimbursement, can my organization financially handle that?

Will my organization be able to meet all contract requirements?

Note: The ADE has compiled a “grant consideration rubric” with even more detail on what to consider! You can find it at the 21st CCLC website under “Grant Resources”



Tips to Decide if a Grant Prospect is a Fit

- **Spend time carefully reviewing all requirements before you write**
- **You will get excited about the thought of the \$\$\$ - keep a cool head!**
- **A “no” is as valid a decision as a “yes”**
- **It is not free to apply – it takes time to create and submit an application, sometimes significant amounts of time**
- **A grant is not free money, you will have to spend time tracking the program, evaluating it, and submitting narrative and financial reports for most awards**
- **Call and discuss with the funder, talk to your departments, especially program staff, to make sure it is truly a good fit for your organization and achievable**
- **Make sure the award is large enough to support beginning a new program**





21st CCLC Program Purpose

The 21st CCLC programs must provide safe and accessible environments for students during non-school hours. Each grant program must serve students from one school Site, where there is not less than 40 percent economically disadvantaged students in the total school population.

Program services may be offered at the school and at alternative sites. All centers must provide a range of high-quality services to support student learning and development.

Notice the program purpose contains general guidance and buzz words, I recommend you refer to this while developing your application.



PRACTICE - Here is part of the ADE 21st CCLC Grant Application Guidance

What do you notice? Are you eligible?



ABSOLUTE PRIORITY:

The District (Lead Fiscal Agent) must be located within the State of Arizona in order to be awarded and receive Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Title IV-B grant award.

To be eligible to apply for this grant, entities must serve students who attend schools where there is not less than 40 percent economically disadvantaged students in the total school population. Applications proposing services to schools with less than 40 percent economically disadvantaged students will not be considered.

MINIMUM TOTAL ENROLLMENT- The total enrollment of each school site must be greater than 138 students on October 1 to be eligible to apply for the 21st CCLC Grant

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Grants funded by the 21st CCLC program may supplement, NOT supplant, existing out of school funding or programs.

Eligible to apply: A LEA, community-based organization, Tribal organization, or consortium

An application is submitted for each site, maximum sites per applicant is five

There are many requirements for this application, please read all documents carefully



The Grant Writing Process



- Grant writing is ideally a well thought out and planned process with each grant submission carefully considered and crafted
- It almost never happens this way
- Grant deadlines loom quickly because the applicant is busy with other tasks, or completing grants that were due last week, or an opportunity is brought to someone's attention with a fast turnaround
- Federal and state grants, despite the work involved in submitting, may give only 6 weeks from announcement to deadline
- However, many grants, including 21st CCLC, are released every year – no need to wait to start planning!
- Being prepared and having a plan will help you be able to submit more rapidly



The Grants Library

How can we be ready?

A huge time saver is a grants library – a collection of documents that will help you submit grants quickly. Keep these in an easy to access folder. At a minimum the library should contain:

- Statement with overview of the who, what, when, where, how, this is sometimes called the Case Statement
- Identified goals and objectives for the current year
- Data and studies to support your program and show need
- Current data on population to be served/population of the school
- Recent stories of success and outcomes
- Best practice model programs

What are your ideas for sections and documents to have on hand?



Required Documents for 21st CCLC Grant Application

Form A: Participants Verification

Form B: Adequacy of Resources

Form C: Private School Consultation

Form D: Statement of Assurance of Original Work

Form E: Statement of Assurance of Community Notification

Consortium applications only:

Form F: Consortium Certification & Assurances

Form G: Consortium Memorandum of Understanding



These are all available at the 21st CCLC website and the guidance document has more detail about how to fill out each form. There are two (C and E) that require additional steps and will probably take time to complete.

Start early and have a checklist to keep track of status of the forms (sent, needs signature, ready for upload, etc.). People go on vacation or are unavailable so don't wait.

Make sure to follow the guidelines for acceptable signatures and follow your checklist to **make sure ALL required forms are submitted with your application. This is often missed.**



Grant Writing Tips



- Read, read, read – read the announcement several times, read the guidelines, read prior awards, read resources, read before you start
- Make a list of information you need, who you need to request it from, and ask well before the deadline
- Don't forget the Who, What, When, Where and Why
- Make clear links between the guidelines (what the grant wants to fund) and how your program supports it (and repeat, repeat, repeat)
- Include why and how the proposed program was chosen and link this to supporting data
- If it is a recognized best practice or evidence-based program model, make sure that is included
- If the grant has points assigned to each section - write for points (true for 21st CCLC)
- No jargon, do not assume the reviewers will know what you are talking about
- No more than two acronyms in the entire document, too many makes it hard to read
- Less is usually more, be succinct in all narrative while being detailed too (I know)
- Do not ask for more than the maximum allowed amount stated in the guidelines
- Can a layperson understand what you are saying? Don't assume reviewers are experts
- Do not miss the deadline, start early – most applications take longer than you think



Nuggets of Knowledge

More Tips and Tricks!

Created with help from the Southern AZ chapter of the Grant Professionals Association



- Do not miss the deadline! 21st CCLC is due **March 7th**
- If you miss the deadline do not ask if you can still submit, sorry but you cannot
- Use quotes and stories to engage the reviewer
- Answer the questions, Why You? Why Now? Why Should I Care?
- Follow the directions, follow the directions, follow the directions
- Follow the RFP exactly, answers to questions in same order as RFP, use same headings, also use buzzwords from RFP
- Talk to your constituents and make sure your program meets their needs; include this ongoing evaluation in your applications
- Please do not say you are the only one doing this – you are not, and the funders know that
- Do not ask for more than the max allowed and only request what is an allowable expense
- Become a Reviewer yourself
- Make sure the proposal has one voice throughout
- Use headers, charts, graphs, white space, photos if allowed, to make a more readable product





Let's take a 10-minute break to rest your brains!





Oh Boy - Practice!

The question below is from the 21st CCLC application. What do you notice about it? Thinking about the grant writing tips we discussed, how would you frame your response?

We'll open the whiteboard in zoom and work on this together!

Question: Identify issues that are related to the impact they have on student success for students who are struggling to meet academic expectations. A needs assessment should address: Cite the factors that place students at risk of educational failure such as: Risk Factors, Impact of Risk Factors, Specific Needs, and Inadequacy of Current Resources. Describe the needs assessment process and the data findings. In the next section, Program Design & Implementation is the space to answer how the proposed center will address these needs.



Goals, Objectives, Outputs and Outcomes OH MY!

- ❖ **Goal(s)** – should be broad and far reaching for example, the program will support educational achievement for third-grade students at XYZ Elementary.
- ❖ **Objective(s)** – specific statement about what you will do. Should always contain a number, for example, 10% of students participating will increase their standardized test scores by one level by the end of the 2021 school year. Objectives should be SMART that is:
 - **S**pecific (how many? when? etc.)
 - **M**easureable (how much? what percentage?)
 - **A**ttainable (is it within reach?)
 - **R**ealistic or **R**elevant (does it fit with the goals of the program?)
 - **T**ime bound (when will you achieve the stated objective?)
- ❖ **Outputs** – how many will you serve or create or; think of this as the bean counting piece, for this example the output will be 200 third-grade students.
- ❖ **Outcomes**– the change that will occur as a result of the program. This piece is crucial as more and more funders want to know about outcomes or what their support is doing. Your objectives can help identify how to measure the outcome. For this example, the outcome may be “twenty third grade students will increase their test scores, supporting their academic success”.





Objective Examples

Objective 1: At least 50 participants will be recruited to attend the Teachers on Track Program by June 2021.

Objective 2: 95% of Program participants will meet with the Program Coordinator to develop an Individual Education Plan no later than one month after acceptance in the Program.

Objective 3: 88% of Program participants will receive financial assistance for tuition and books by June 2021.

Objective 4: At least two faculty members will be hired for the Program by June 2021.

Objective 5: 93% of Program participants will take part in two teaching field experiences by June 2021.

Objective 6: 92% of Program participants will develop and maintain a Student Portfolio through June 2021.

Objective 7: 65% of Program participants will be hired by The School District within one year of graduating from the Program.

Notice that each objective is specific and has a measurement with a number and date included in it. Review all your objectives and add in quantifiable measurements.

You can see from the examples that the objectives tell you what to measure and how they will demonstrate the impact of the proposed project.

Source for this example: <http://EzineArticles.com/2744400> From Stephen Price, grant writing expert and co-owner of Educational Resource Consultants





Two Responses to the Same Question – Can You See the Difference?


Question 8: Describe how your program design offers evidence-based, specific, realistic, and comprehensive targeted intervention and academic enrichment opportunities. The program design should address the needs assessment identified in the Program Need section of the application.

Response One: ABC Elementary has a program that helps our students with reading skills and reading comprehension. Volunteers work with the students one-to-one to help them practice reading during after-school hours. The program has helped improve reading for students at ABC Elementary.

Response Two: The “Reading is FUNdamental” program at ABC Elementary follows the evidence-based program “Sound Partners”, qualifying for a “strong” Every Student Succeeds Act (ESSA) rating, meaning it was shown to be effective in improving long-term reading comprehension. The proposed program will train 20 tutors to provide one-to-one reading help for kindergarten and first grade students who are struggling with reading comprehension. Each tutor will work with up to two children each, or a total of 40 students supporting during a one-year period. The tutors will meet with the students in the school library and provide reading skill building during after-school hours. The Reading is FUNdamental program supports the identified need to address the 40% of students who struggle with reading comprehension.



Whaaaat - More Practice!



practice...
practice...
practice...

We'll work together in the zoom whiteboard to write goals, objectives, and activities for 21st CCLC. Note, you will need to create three separate goals for your request relating to: 1) Academics; 2) Youth Development, and; 3) Family Engagement and each one must have objectives and activities. We'll work on "Academics" – below is from the application.

Provide a minimum of two and no more than three SMART -Specific, Measurable, Achievable, Realistic, and Time-bound 21st CCLC grant program outcome objectives [aligned to the school's Comprehensive Needs Assessment (CNA) and other school goals] in Academics. Number each objective (e.g., 1.1, 1.2, and 1.3).

For each of the Academic objectives, describe specific activities that will clearly allow the program to progress towards the stated objectives. Each activity identified must reference the specific objective number. Following each activity, indicate the timeframe in which the activity will be occurring during the Academic year AND during the Summer months.



Outcomes, Measurement and Evaluation

As mentioned, outcomes are the change that occurred because of your program and activities – how did you move the needle? What difference will your program create in the short term and long term?



Being able to **measure and demonstrate** outcomes will help your request stand out!

Your objectives tell you *what* to measure – now *how* will you measure?

Some ideas on how to measure:

1. Test scores (prior to the program and after, capture both to show change)
2. Change in behavior, may be captured through observation and/or through a survey of participants
3. Number of attendees of a training and their comments on whether they are now better prepared
4. Gather the information from a specific time frame and compare pre- and post-results

Guess what? You are now evaluating your program!

What are your ideas on how to measure and evaluate your programs?

In our next slide we'll review the evaluation section in the 21st CCLC application



Evaluation Section from 21st CCLC

1. For each of the 21st CCLC program's Academic objectives, describe the evaluation plan and performance indicators that will be used to monitor the program's progress towards meeting the objectives (reference the specific objective numbers). The plan must clearly identify the instruments and method(s) for assessing each of the objectives, including the method for data analysis. Indicate a timeline as to when and how often assessment will be completed and identify the responsible person(s) by job title for completing the assessment.
2. For each of the 21st CCLC program's Youth Development objective(s) describe the evaluation plan and performance indicators that will be used to monitor the program's progress towards meeting the objective(s) (reference the specific objective number). The plan must clearly identify the instruments and method(s) for assessing each of the objectives, including the method for data analysis. Indicate a timeline as to when and how often the assessment will be completed and identify the responsible person(s) by job title for completing the assessment.
3. For the 21st CCLC program's Family Engagement objective, describe the evaluation plan and performance indicators that will be used to monitor the program's progress towards meeting its Family Engagement Objective. How will the evaluation plan be used to confirm that the opportunities offered supported the goals of its Family Engagement Plan?
4. Identify the lead person(s) for the 21st CCLC evaluation process by job title only for the 21st CCLC grant, and any qualifications and responsibilities this person(s) has to lead the evaluation process. Do not provide the name of any contracted evaluation service provider(s). Annual state and federal reports are required.
An external evaluator is not required.
5. Indicate how the program will utilize in-school data evidence collected and the evaluation results to refine, improve, strengthen, and drive programming.
6. Describe the methods and strategies to disseminate and share data about the project, including services and evaluation outcomes to parents, staff, students, community members and other stakeholders.





NEED STATEMENT– It's okay to be needy

The Need Statement – tells the funder about the need for your program; helps answer the “why should we fund you” question

Data supporting your need statement should be

- Recent, within the past 2 years if possible
- As local as possible, relating to the community, city or state where your program is located (your school will have data!)
- From a recognized, reputable source – the U.S. Census, a federal agency, well respected research group such as Annie Casey Foundation, or peer journal (not Juney May's Blog or Wikipedia)
- Some resource links for data: <https://www.census.gov>,
<https://www.expectmorearizona.org>, <https://datacenter.kidscount.org>





NEED STATEMENT, Cont.

Data Don'ts

- Don't include it for smoke and mirrors. More data doesn't mean your proposal will be stronger – this is a very common mistake, but not yours!
- Don't forget to make the link between your need, the program and the data; is it clear that it is related to and supports the program you are proposing?
- Don't use long sections of studies, edit it down to the pertinent points you need to support your proposal
- Don't forget to include cites, either after the statement or as footnotes at the end
- Don't forget to have this as part of your grant library – with recent data for all your programs, this will save you tons of time when you are applying for grants



Who Are Your Partners?

Partners are organizations who help you provide your programs. Funders want to know who you partner with because –

1. They don't want you to duplicate services
2. Partnering with others increases everyone's efficiency and effectiveness

To identify partners, think about what you need to provide comprehensive services for your program(s). Do you –

- Need tutors?
- Need experts to provide additional programs such as arts?
- Do you refer students and/or families in the program to other supportive services such as food programs, housing, Head Start? Those are partners

If you are not already working with partners for your proposed program, reach out right away and involve them in the planning and application process. **21st CCLC requires you have at least one partner** (Required Form A) but the support they provide can vary and may be in-kind or for a fee.

Some partners are an essential part of program delivery; for those a letter of commitment or Memorandum of Understanding is recommended. Some funders, including 21st CCLC, have requirements for partners, including data sharing.

NOTE: Entities that only provide funding are not a program partner.



Online Application Survival Guide

Most funders now have online applications.
Your boilerplate proposal (Case Statement) will be your best friend as you complete these requests.



Here are some tips so you will not throw your computer across the room (maybe):

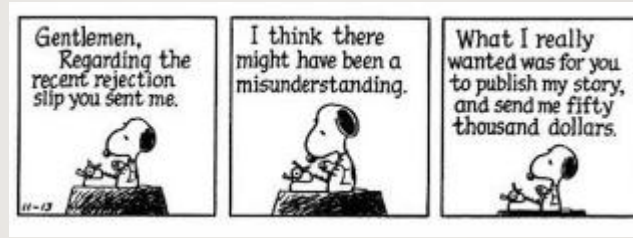
1. Write down the username (usually an email) and password in an easy to find again place;
2. Bookmark the log in page so you can find it again (not always applicable);
3. Save often! They sometimes time out with no warning, wheeee;
4. The application may not ask questions the reviewers will need to make a decision, try to include pertinent information as best you can;
5. Preview questions and documents required if possible and have ready before you begin;
6. You may have to get creative to obtain a draft copy in an editable document;
7. Budget time for technical issues such as the system not saving your work, not being able to access the system, fun stuff like that!
8. Often systems crash on the deadline date so avoid it if possible.

21st CCLC – You must apply in their online system, let's review!



21st CCLC Online Application

From the guidance document:



The 21st CCLC grant application for FY23 will be available on January 24, 2022 in the ADE Grants Management System, accessible through the ADEConnect portal found on the ADE Home Page.

Applicants may log in at <https://home.azed.gov/Portal> If an applicant has not worked with ADEConnect in the past or is not certain that he or she has the proper credentials, please see this link <http://www.azed.gov/aelas/adeconnect/>.

Applicants may also contact the ADEConnect Call Center at (602) 542-7378 or adesupport@azed.gov. Note: Log in information for the old Common Logon system will NOT work with ADEConnect.

If an applicant needs technical assistance in completing the on-line application, please see the ADE Grants Management website at <http://www.azed.gov/grants-management/> . If additional technical assistance is needed with submission of the on-line application, please contact Grants Management Staff at 602-542-3901 or by email at <https://helpdeskexternal.azed.gov>

You will receive a notice that it is “LEA Authorized Representative” approved in the Grants Management System. Make sure you watch for that confirmation after you submit.

I recommend logging in early to make sure you can get access and review the online application. The reality doesn’t always match the guidelines, or the application outline, so visit sooner rather than later.

There are often issues with login from one year to the next (in my experience) so don’t wait!



PRACTICE –

Let's visit the ADE 21st CCLC website

We will review the guidance document and application too, if time allows

For your reference: 21st CCLC main page is <https://www.azed.gov/21stcclc>

From there click on “Grant Application Competition Information”

Direct link <https://www.azed.gov/21stcclc/application-information>

From the application page click on the dark blue bars to access the guidance document, resources, timeline, and many other items to help you

Be prepared to read most of the documents **at least three times**. If applying, I recommend printing the guidance document and highlighting, you may want to make a task list with assignments and a timelines, and/or your own notes about the guidelines vs. the program you would like supported.



Final Wrap-Up and Tips



1. Begin early! You can start chipping away at the application and required forms
2. Read, read, read, read, then read again!
3. Carefully follow the directions, there are many different requirements
4. Write for points – make sure the sections with the most points have the most “beef”
5. Read through each question and make sure it has been fully answered
 - i. Remember “questions” often include more than one “question”
6. ADE has a word document of the online application – use that to develop your narrative – why?
 - i. You will have a document that is easier to edit and share with the team
 - ii. You will still have your narrative if the online system dumps your work (sorry, this happens)



Resources For Grant Writing

- **ADE 21st CCLC** has TONS of great information to help with applications <https://www.azed.gov/21stcclc/application-information>
- **ERIC Institute of Education Sciences** many resources for programs, including studies and evidence-based programs <https://eric.ed.gov/>
- **Candid Learning**, with examples of successful letters and proposals, online training (some for free), blogs, and articles <https://learning.candid.org>, the Foundation Center is now Candid
- **ASU Lodestar Center**, has conferences, workshops, and certificates (fees vary) <https://lodestar.asu.edu>
- **Alliance of Arizona Nonprofits**, also offers conferences and workshops (fees vary, many free for members) <https://arizonanonprofits.site-ym.com>
- **Grant Professionals Association** National organization with northern AZ, Founding, and southern AZ chapters, offer workshops on a variety of topics non-members may attend, visit the website and click on “membership” then “chapters” to find contact info for your local chapter <https://grantprofessionals.org/default.aspx>
- **Of course your local library!** They have many resources, books, and friendly staff to help you, including the Infoline 520-791-4010



Thank You for Attending! Any final thoughts or questions?



There is a Grant Tips document in the chat box, please click on the link.

A copy of this ppt and the recording of the presentation will be made available; visit the ADE CCLC website to access (link is in the chat). It will be posted by Friday Jan 22nd.

The general email is 21stcclcinbox@azed.gov, this is also the email for all questions specific to the 21st CCLC grant

