Early Language and Literacy Mini-Grants
A partnership with the Sandra Dunagan Deal Center for Early Language and Literacy at Georgia College

Stacey Lutz
Program Manager for Strategic Professional Learning
Governor’s Office of Student Achievement

Technical Assistance Workshop
August 2017
Today’s Agenda

• General Grant Information
• Completing the Application
• Application Scoring
• Tips for Writing a Successful Grant Application
General Grant Information
Governor Deal’s Educational Priority Areas

• Applied Learning with a Focus on STEM (Science, Technology, Engineering and Math) Education
• Birth to Age Eight Language and Literacy Development
• Blended Learning School Models
• Teacher and Leader Development for High Need Schools
Early Language and Literacy Mini-Grants

- Aligned with Birth to Eight Language and Literacy Development priority area
- Partnership with the Sandra Dunagan Deal Center for Early Language and Literacy at Georgia College
- Investment in partnerships across communities
- Support stakeholders in efforts to improve the early language and literacy development of Georgia’s young children
- Awards ranging from $5,000 to $20,000 per application
Potential Focus Areas of Mini-Grant Projects

• Intensive focus on building a continuum of birth to age 8 language and literacy development
• Specific focus on birth to age 4 language development
• Innovative training for childcare workers and/or infant/toddler classroom teachers, which could include effective use of classroom materials purchased with the grant funds
• Stakeholder workshops for groups working with children (educators, childcare providers, healthcare providers, etc. for children from birth to age 8)
• Leadership development for early language and literacy programs and initiatives
• Community partnerships that might include some or all of these: library systems, health care providers, child care providers, school systems, Chambers of Commerce
# Grant Timelines

<table>
<thead>
<tr>
<th>Event or Activity</th>
<th>Date or Date Range</th>
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<tbody>
<tr>
<td>Technical Assistance Workshops</td>
<td>August – September 2017</td>
</tr>
<tr>
<td>Application Available Online</td>
<td>August 15, 2017</td>
</tr>
<tr>
<td>Application Submission Deadline</td>
<td>October 31, 2017</td>
</tr>
<tr>
<td>Award Notifications</td>
<td>Late December 2017</td>
</tr>
<tr>
<td>Grant Activities as Outlined in Funded Proposal</td>
<td>January 2018 – December 31, 2019</td>
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Goal of Grant

The Early Language and Literacy Mini-Grant program is designed to support the establishment and strengthening of community partnerships to positively impact early language and literacy development.

To that end, any group or entity is eligible to apply for this grant if a reasonable and effective partnership is established between that entity and at least one eligible partner.
Eligible Partner Groups

- A public school or district serving Georgia students up to 8 years of age
- A state-funded Georgia Pre-K program (public or private)
- A childcare provider
- A community healthcare provider
- A local library or library system
- A local non-profit organization focused on improving 3rd grade reading outcomes or
- A local service or civic group focused on improving 3rd grade reading outcomes
Writing a Successful Grant Application
Components of a Successful Grant Application Process

Before you Begin the Application Process

• Make sure the project you want to apply for is aligned with what the funder wants to fund (type and priority area).

• Make sure all stakeholders are on board before beginning the application

• Consider the implications if you are awarded funding. Can you realistically implement the program? Do you have the capacity to meet the funder’s expectations (reporting, etc.)?
Components of a Successful Grant Application Process

Involving Partners and Other Stakeholders

- Leadership within your organization
- Leadership of partner organizations
- Finance staff
- Others who will be directly responsible for implementing the work
Components of a Successful Grant Application Process

Preparing to Write the Application

• Organize a small, but functional grant application team. Keep in mind which stakeholders need to be involved in the process.

• Appoint a grant application manager who will be responsible for facilitating the application process, keeping meeting notes, holding everyone accountable to deadlines, corralling information, communicating with the potential funder, etc.

• Identify key tasks and milestones in preparing the grant application.
Components of a Successful Grant Application Process

Preparing to Write the Application

• Work backwards from the submission date and set a clear timeline for milestones. Distribute tasks to project members. Stay accountable to the timeline and hold project members accountable for completing their assigned tasks.

• Pay attention to the budget! Make sure finance staff is involved, that what you want to purchase is an allowable use of grant funds, and that you have accurate quotes for budget items.

• Set realistic goals and outcomes for your program. Use baseline data to determine what is feasible.
Components of a Successful Grant Application Process

Writing the Application

• Answer ONLY the questions the application asks, not the question you want to answer.

• Have someone edit and proofread your application. It does not need to be written by a professional grant writer, but it does need to be clear, concise, and free of errors.

• Cross check each section of your application. Make sure all sections of the application align with each other.
The Application Process

• Applications open online August 15, 2017
• Applications close October 31, 2017
• www.gosapl.fluidreview.com
• Contact Stacey Lutz with questions via email or cell
  • (404) 640-9667
  • stacey.lutz@georgia.gov
# Application Component Overview

<table>
<thead>
<tr>
<th>Component</th>
<th>Word Limits</th>
<th>Value</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive summary</td>
<td>500 Words</td>
<td>20 Points</td>
<td>Narrative Only</td>
</tr>
<tr>
<td>Need and Alignment</td>
<td>500 Words</td>
<td>15 Points</td>
<td>Narrative Only</td>
</tr>
<tr>
<td>Project Goals</td>
<td>500 Words</td>
<td>15 Points</td>
<td>Narrative Only</td>
</tr>
<tr>
<td>Capacity for Success</td>
<td>500 Words</td>
<td>15 Points</td>
<td>Narrative Only</td>
</tr>
<tr>
<td>Proposed Plan</td>
<td>1000 Words</td>
<td>20 Points</td>
<td>Narrative and Template (Early Language and Literacy Process Table)</td>
</tr>
<tr>
<td>Budget</td>
<td>1000 Words</td>
<td>15 Points</td>
<td>Narrative and Template (Early Language and Literacy Budget Template)</td>
</tr>
</tbody>
</table>
Executive Summary – the Elevator Pitch

• What is your theory of change?
• What is your target population?
  • Number of students/children
  • Number of teachers or child care providers
  • Demographics
• What are your goals and intended outcomes?
  • Must include specific student/child growth or performance targets anticipated from effective implementation of project
Need and Alignment: Need

Why is this a need?

• What is the specific population who will benefit from the project?

• Will your project target the adult or student/child population?

• What is your current capacity to execute the project, and how would funding and support increase that capacity?

• How will the project that you are proposing directly target the need that you have identified?
Need and Alignment: The Four Pillars

How is your project aligned to one of the Four Pillars?

• **Language Nutrition**: abundant, language-rich adult-child interactions

• **Access**: year-round access to and supportive services for healthy physical and social-emotional development

• **Positive Learning Climate**: educators, families, and policy makers understand and address the impact of learning climate – attendance, engagement, academic achievement, and success

• **Teacher Preparation and Effectiveness**: all teachers are equipped with evidence-informed skills, knowledge and resources that meet the literacy needs of each child in a developmentally appropriate manner
Need and Alignment of Project: Access

- Awareness: population is informed that the service exists and what it provides
- Affordability: prices of services meet the population’s ability to pay
- Accessibility: location and supply geographically align with the population’s needs
- Availability: size or volume of the supply meets the population’s needs
- Accommodation: delivery of service meets the population’s needs
- Acceptability: characteristics of service providers and population are receptive to each other
HOW DOES THE VISION BECOME REALITY?

Goal Setting

Writing SMART Goals that Guide the Work

• Is your goal *specific*?
• Is your goal *singular* to your project or population?
• Is your goal *strategic*?
HOW DOES THE VISION BECOME REALITY?

Goal Setting

Writing SMART Goals that Guide the Work

- Is your goal measurable?
- Is the metric that you have chosen the most appropriate for the goal?
HOW DOES THE VISION BECOME REALITY?

Goal Setting

Writing SMART Goals that Guide the Work

- Is your goal *ambitious*?
- But, is your goal *achievable*?
HOW DOES THE VISION BECOME REALITY?

Goal Setting

Writing SMART Goals that Guide the Work

• Is your goal relevant?
• Is your goal realistic?
HOW DOES THE VISION BECOME REALITY?

Goal Setting

Writing SMART Goals that Guide the Work

• Is your goal *time-bound*, and is the *timeframe* both relevant to the population and realistic for the work?
Evaluation and Sustainability

- How will you know the project was effective?
- How will you know that it was implemented with fidelity?
- How will you measure its impact on children?
- How will you continue the initiative after the grant period ends?
- How can you scale this initiative to a larger target population if you are successful?
Capacity for Success

Who will be responsible for making the grant work?

- Grant project personnel
  - Qualifications?
  - Availability?
  - Previous successes?
- Partnerships
  - Success in delivering and monitoring programs
  - Evidence of high-quality professional learning materials and presentations
Action Planning

• What are the specific steps of your action plan?
• What research or evidence suggests that these steps will have their desired impact?
• What training will be developed and/or delivered to teachers, child care providers, and leaders?
• When and how will it be delivered?
• How will it be monitored as it is implemented?

Required Form: Early Language and Literacy Process Table
Budgeting

– Are your planned purchases
  – Allowable?
  – Allocable?
  – Reasonable?
  – Sustainable?

Required Form: Early Language and Literacy Budget Template
### Helpful Tips

#### How do I write a successful grant application?

<table>
<thead>
<tr>
<th><strong>DO</strong></th>
<th><strong>DON’T</strong></th>
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<tr>
<td>Use data specific to your school/center and students to establish need:</td>
<td>Use generic or universal data that does not directly pertain to or describe your particular population:</td>
</tr>
<tr>
<td>An increase of 15 unique words per day will be observed in each adult-child interaction in classrooms in which the teacher was involved in grant activities from the baseline observation in January 2018 to the final observation in October 2019.</td>
<td>Females are an underrepresented population in STEM and mathematics courses and research states that those low numbers can be attributed to loss of female interest and success in mathematics in the middle school grades.</td>
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## Helpful Tips

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<td>Use templates provided with application materials for planning and drafting:</td>
<td>Assume you can respond generally to the application components or simply make a bulleted list of suggested questions:</td>
</tr>
<tr>
<td>Although these are not required or scored, these templates provide an outline of the thought process behind your grant planning and can provide insight to grant application reviewers.</td>
<td>While questions are provided for guidance, there are multiple ways of establishing need, capacity and other components of the grant. Thorough discussion and solid rationales will strengthen your application.</td>
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## Helpful Tips

How do I write a successful grant application?

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<td>Stay within the word counts, answer all aspects of the required component, and have multiple reviews of the application draft.</td>
<td>Exceed word limits or submit applications without proofreading for errors or omissions.</td>
</tr>
<tr>
<td>Double check orders and required submission pieces to make sure that all hard copies and electronic files are included in the mailed packet.</td>
<td>Send partial packets or email any part of the grant application.</td>
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## Helpful Tips

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<td>Ensure that all parties associated with grant implementation are aware of their roles and expectations.</td>
<td>Assume that others will want to participate or have additional time beyond their current duties and responsibilities to participate.</td>
</tr>
<tr>
<td>Ensure support from school and district leaders prior to beginning work on a grant proposal.</td>
<td>Start planning or submission process without proper approval from school and/or district leadership personnel.</td>
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Questions?

Contact Information
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