



### KyCL 103: The Budget, Letters, & Forms

Kentucky Comprehensive Literacy  
Technical Assistance • March 2020  
Johna Rodgers, GPC



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**Welcome**

- Our format today and going forward
  - KyCL 101: Program Overview
  - KyCL 102: Writing the Narrative
  - KyCL 103: Required Budget, Letters, & Forms ←

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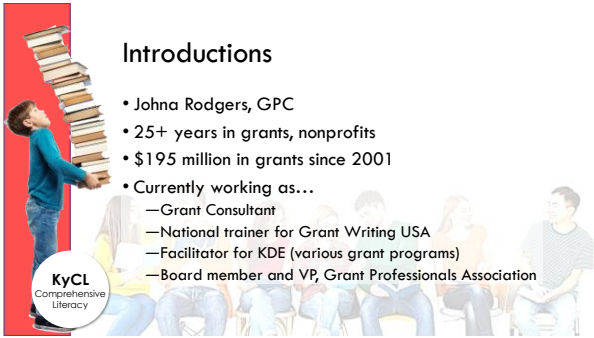
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**Introductions**

- Johna Rodgers, GPC
- 25+ years in grants, nonprofits
- \$195 million in grants since 2001
- Currently working as...
  - Grant Consultant
  - National trainer for Grant Writing USA
  - Facilitator for KDE (various grant programs)
  - Board member and VP, Grant Professionals Association

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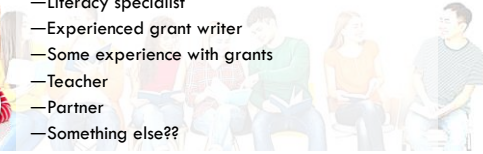
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## Introductions

- Who are you?
- In the chat box, let us know what you do
  - District-level administrator
  - Literacy specialist
  - Experienced grant writer
  - Some experience with grants
  - Teacher
  - Partner
  - Something else??




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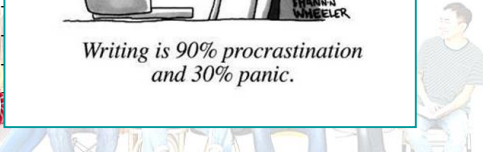
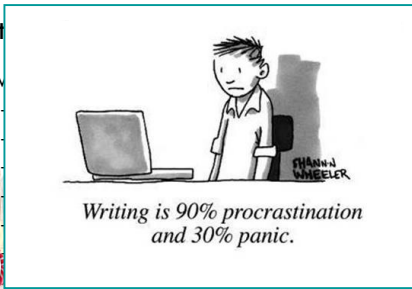
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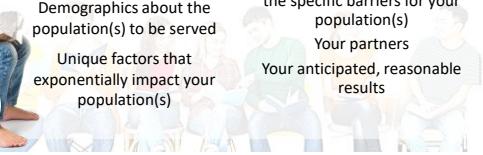
## Two critical pieces to any grant...

### The problem

- Data that demonstrates the depth of the problem
- Demographics about the population(s) to be served
- Unique factors that exponentially impact your population(s)

### The solution(s)

- Your program and plan
- Your strategies for addressing the specific barriers for your population(s)
- Your partners
- Your anticipated, reasonable results




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## Two critical pieces to any grant...

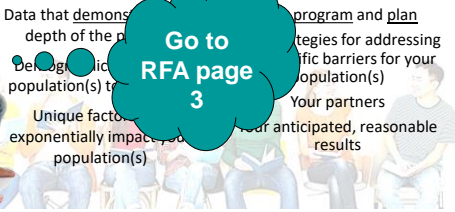
### The problem

Data that **demonstrates** the depth of the problem  
Demographic and geographic information about the population(s) to be served  
Unique factors that exponentially impact the population(s)

### The solution(s)

A **program** and **plan** with specific strategies for addressing specific barriers for your population(s)  
Your partners  
Your anticipated, reasonable results

Go to RFA page 3



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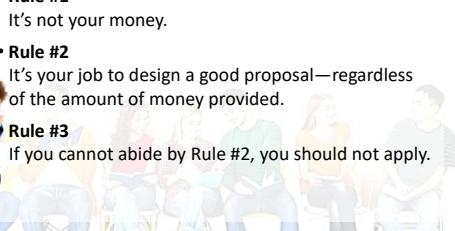
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## But first the money...

- **Rule #1**  
It's not your money.
- **Rule #2**  
It's your job to design a good proposal—regardless of the amount of money provided.
- **Rule #3**  
If you cannot abide by Rule #2, you should not apply.



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## Following the RFA...

- In thinking about the budgets and forms, etc., we will follow the pages of the RFA
- Let's start on the feeder pattern...



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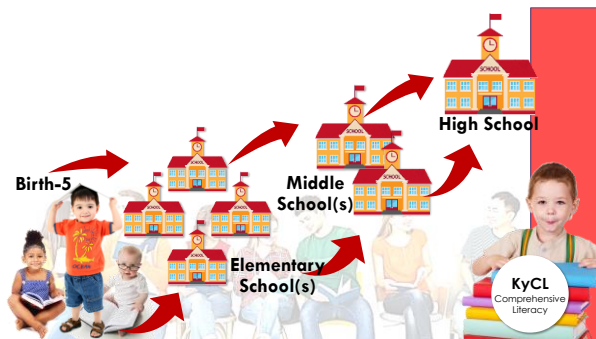
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**Page 6**

**Characteristics of Comprehensive Literacy Program**

X = core/primary component

	Early Childhood				Elementary				Middle/High				Other		
	C	CL	EL	LP	E	ES	ES	ES	M	M	H	H	S	S	Other
Design Reading	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Early Learning Literacy Project	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Head Start	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Imagination Library					X	X	X	X	X	X	X	X	X	X	
LEAP/Share					X	X	X	X	X	X	X	X	X	X	
Local Reading					X	X	X	X	X	X	X	X	X	X	
Literacy Pathways Project					X	X	X	X	X	X	X	X	X	X	
Literacy Writing Project					X	X	X	X	X	X	X	X	X	X	
Literacy Design Collaborative					X	X	X	X	X	X	X	X	X	X	
Adolescent Literacy Model (ALM)									X	X	X	X	X	X	
Adolescent Literacy Project (CLLD)									X	X	X	X	X	X	
Literacy Collaborative Literacy Model									X	X	X	X	X	X	
Literacy Writing Project									X	X	X	X	X	X	
Literacy Design Collaborative									X	X	X	X	X	X	
Student Board Certification															X

(X) Early Childhood program content on reading  
 \* Not specified, but some modules have been adapted for EDL  
 \*\* Not specified, but can be utilized by org.  
 -- See description of NCLT  
 (S) Uses NWP's Not Reading Initiative as part of the Writing Eng. approach. The process works with all LEI models with support  
 # Integrate writing, but reading is primary focus

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**Page 7 and 8**

• Partners

- 3 / 5 / 7 – Early Learning partners (small, med., large)
- 2 / 4 / 6 – Community Partners (small, medium, large)

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Page 8

- Funding... briefly (more in a minute)
- 12-14 awards anticipated
- Average four-year amount: \$1.1 million



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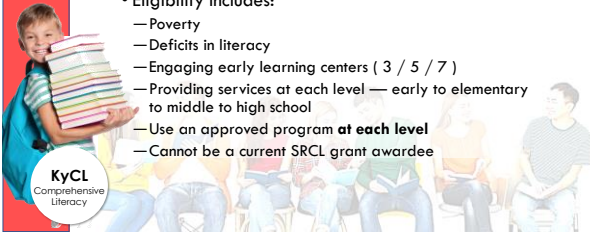
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Page 8

- Eligibility includes:
  - Poverty
  - Deficits in literacy
  - Engaging early learning centers ( 3 / 5 / 7 )
  - Providing services at each level — early to elementary to middle to high school
  - Use an approved program **at each level**
  - Cannot be a current SRCL grant awardee



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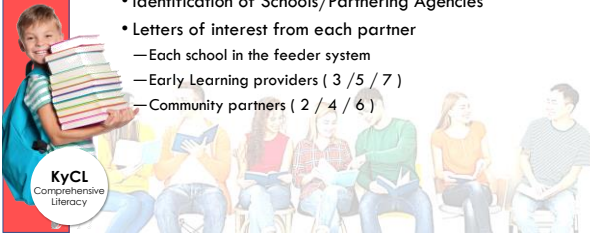
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Page 8

- Identification of Schools/Partnering Agencies
- Letters of interest from each partner
  - Each school in the feeder system
  - Early Learning providers ( 3 / 5 / 7 )
  - Community partners ( 2 / 4 / 6 )



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Examples (# of letters) ...



- District: 1
- Each school: 3+
- Early learning: 3+
- Community: 2+
- **Minimum = 9**

**3 | 5 | 7**  
Early Learning

**2 | 4 | 6**  
Community



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Examples (# of letters) ...



- District: 1
- Each school: 5+
- Early learning: 5+
- Community: 4+
- **Minimum = 15**

**3 | 5 | 7**  
Early Learning

**2 | 4 | 6**  
Community



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Examples (# of letters) ...



- District: 1
- Each school: 7+
- Early learning: 7+
- Community: 6+
- **Minimum = 21**

**3 | 5 | 7**  
Early Learning

**2 | 4 | 6**  
Community



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### District Requirements: Pages 9-10

- District Literacy Leadership Team (DLLT)
- Demonstrated funding and initiatives align with literacy plan
- Demonstrate specific needs related to high-poverty and at-risk groups
- Provide TA to schools and early education partners



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### District Requirements: Pages 9-10

- Provide time for teachers and partners professional learning
- Build literacy leadership capacity among administrators and instructional leaders of approved programs
- Participate in state and federal evaluations
- Include proportional number of non-school, early literacy partners



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### Required activities: Page 10

- Implementation of an approved comprehensive literacy program that addresses birth to Grade 12
- Professional learning at every level
- Implementation of one or more aligned interventions
- Curriculum and instructional materials
- Assessment system
- Use of data: Analyzing, monitoring, reporting



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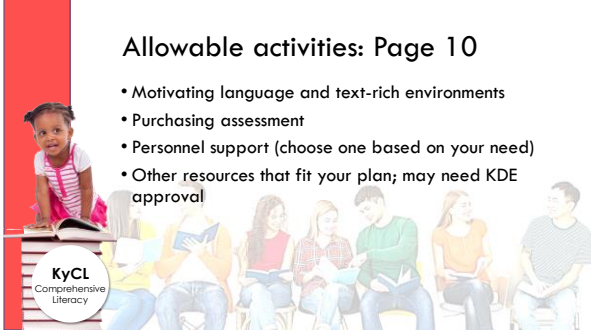
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### Allowable activities: Page 10

- Motivating language and text-rich environments
- Purchasing assessment
- Personnel support (choose one based on your need)
- Other resources that fit your plan; may need KDE approval



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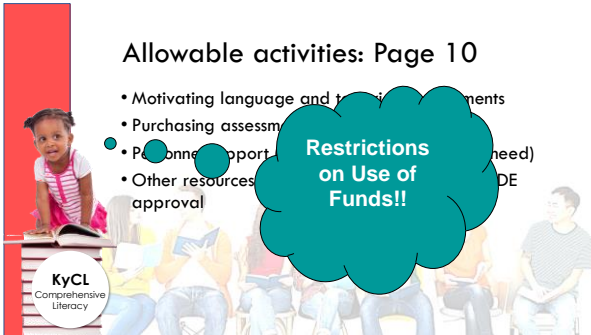
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### Allowable activities: Page 10

- Motivating language and text-rich environments
- Purchasing assessment
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**Restrictions on Use of Funds!!**



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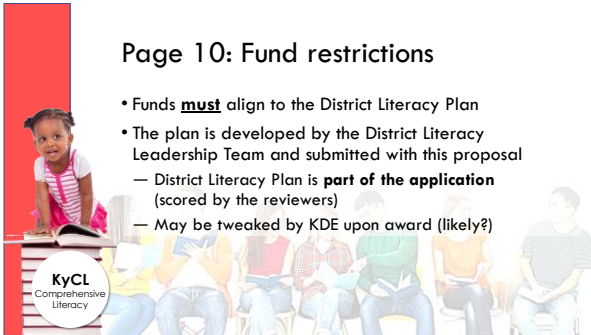
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### Page 10: Fund restrictions

- Funds **must** align to the District Literacy Plan
- The plan is developed by the District Literacy Leadership Team and submitted with this proposal
  - District Literacy Plan is **part of the application** (scored by the reviewers)
  - May be tweaked by KDE upon award (likely?)



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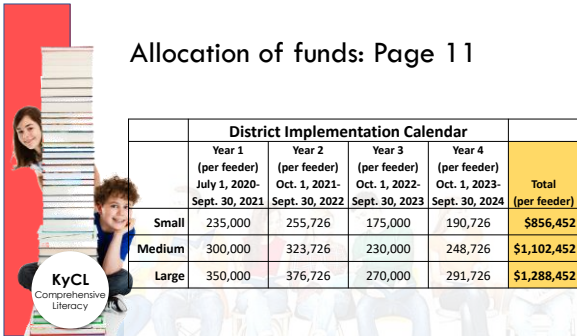
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### Allocation of funds: Page 11



District Implementation Calendar					
	Year 1 (per feeder) July 1, 2020- Sept. 30, 2021	Year 2 (per feeder) Oct. 1, 2021- Sept. 30, 2022	Year 3 (per feeder) Oct. 1, 2022- Sept. 30, 2023	Year 4 (per feeder) Oct. 1, 2023- Sept. 30, 2024	Total (per feeder)
Small	235,000	255,726	175,000	190,726	\$856,452
Medium	300,000	323,726	230,000	248,726	\$1,102,452
Large	350,000	376,726	270,000	291,726	\$1,288,452

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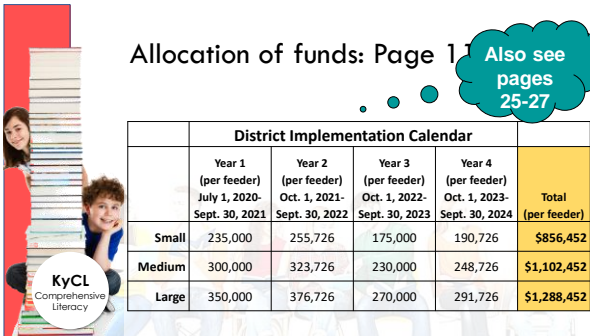
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### Allocation of funds: Page 11

Also see  
pages  
25-27



District Implementation Calendar					
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### And another change of direction...

- Shifting to the order of the proposal and attachments
- We'll be back to the budget momentarily...



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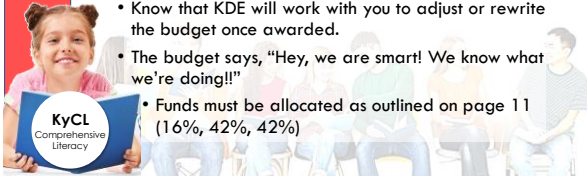
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### Budget...

- You do your best. You include as much detail as you can.
- Consider your staff and partners, and make a good-faith, efficient estimate.
- Know that KDE will work with you to adjust or rewrite the budget once awarded.
- The budget says, "Hey, we are smart! We know what we're doing!!"
- Funds must be allocated as outlined on page 11 (16%, 42%, 42%)



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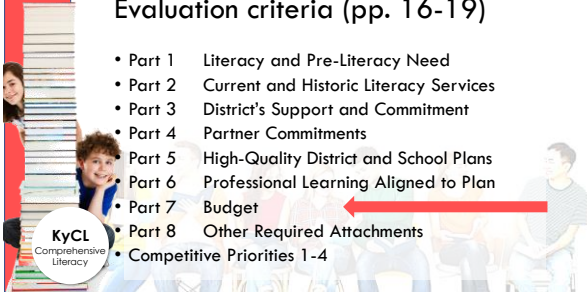
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### Evaluation criteria (pp. 16-19)

- Part 1 Literacy and Pre-Literacy Need
- Part 2 Current and Historic Literacy Services
- Part 3 District's Support and Commitment
- Part 4 Partner Commitments
- Part 5 High-Quality District and School Plans
- Part 6 Professional Learning Aligned to Plan
- Part 7 Budget ←
- Part 8 Other Required Attachments
- Competitive Priorities 1-4



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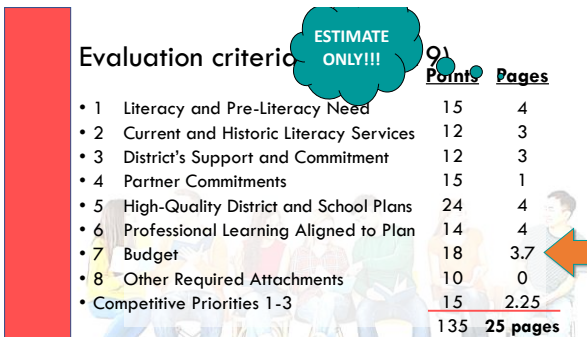
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### Evaluation criteria

**ESTIMATE ONLY!!!**

	Points	Pages
• 1 Literacy and Pre-Literacy Need	15	4
• 2 Current and Historic Literacy Services	12	3
• 3 District's Support and Commitment	12	3
• 4 Partner Commitments	15	1
• 5 High-Quality District and School Plans	24	4
• 6 Professional Learning Aligned to Plan	14	4
• 7 Budget	18	3.7
• 8 Other Required Attachments	10	0
• Competitive Priorities 1-3	15	2.25
	<b>135</b>	<b>25 pages</b>



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### Matching funds...

- Matching funds are what you bring to the project
- This is **not** required, however...
- Examples?
  - A grant is a coupon for your excellent project (seriously)
  - Think "Thanksgiving Dinner"




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### Budget example...

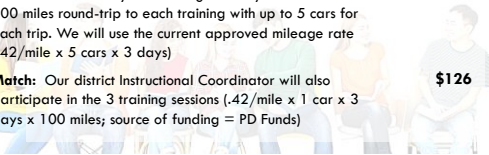
#### Out of District Mileage

**\$630**

Teachers from appropriate grades will attend regional training sessions based on our selected literacy programs. We anticipate at least 15 teachers and partners will attend at least 3 days of training annually. We estimate 100 miles round-trip to each training with up to 5 cars for each trip. We will use the current approved mileage rate (.42/mile x 5 cars x 3 days)

**Match:** Our district Instructional Coordinator will also participate in the 3 training sessions (.42/mile x 1 car x 3 days x 100 miles; source of funding = PD Funds)

**\$126**




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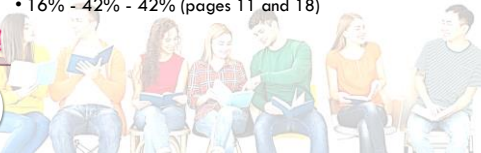
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### Reminders of budget items...

- District requirements (pages 9-10)
- Required activities (page 10)
- Allowable activities (page 10)
- 16% - 42% - 42% (pages 11 and 18)




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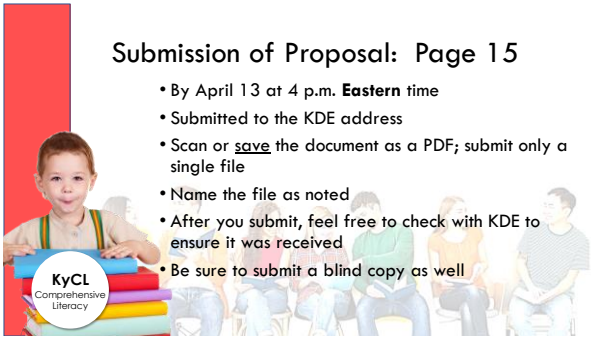
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### Submission of Proposal: Page 15

- By April 13 at 4 p.m. **Eastern** time
- Submitted to the KDE address
- Scan or save the document as a PDF; submit only a single file
- Name the file as noted
- After you submit, feel free to check with KDE to ensure it was received
- Be sure to submit a blind copy as well

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The rain in █ falls mainly on the plains. Now is the time for all good men to come to the aid of their country. The rain in XXXXX falls mainly on the plains. Now is the time for all good men to come to the aid of their country.

The rain in █ falls mainly on the plains. Now is the time for all good men to come to the aid of their country. The rain in █ falls mainly on the plains. Now is the time for all good men to come to the aid of their country. The rain in XXXXX falls mainly on the plains. Now is the time for all good men to come to the aid of their country. The rain in █ falls mainly on the plains. Now is the time for all good men to come to the aid of their country. The rain in █ falls mainly on the plains. Now is the time for all good men to come to the aid of their country.

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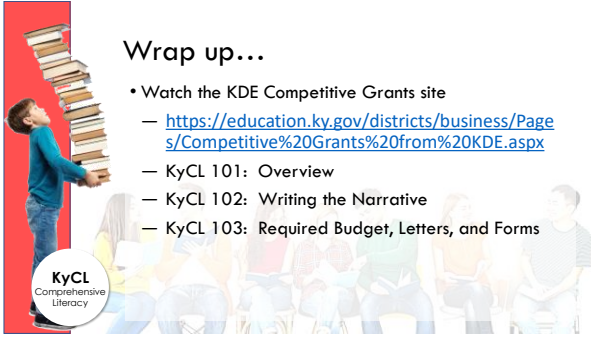
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### Wrap up...

- Watch the KDE Competitive Grants site
  - <https://education.ky.gov/districts/business/Pages/Competitive%20Grants%20from%20KDE.aspx>
  - KyCL 101: Overview
  - KyCL 102: Writing the Narrative
  - KyCL 103: Required Budget, Letters, and Forms

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Questions?



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