

**KyCL 102: Writing the Narrative**  
 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, and Forms

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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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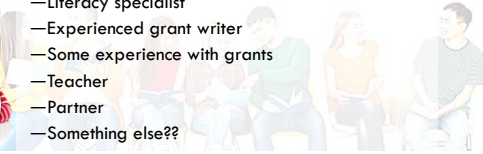
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## Introductions

- 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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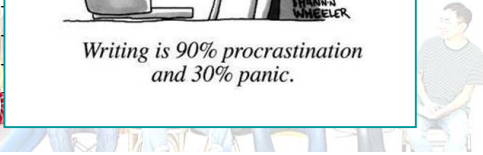
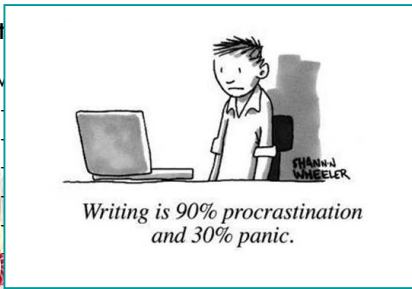
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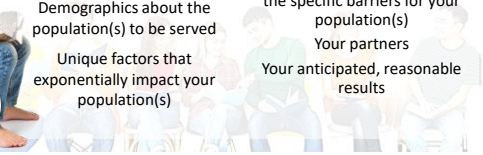
## Two critical pieces to any grant...

### 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 programs 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

### The solution(s)

Data that demonstrates the depth of the problem and the specific barriers for your population(s) to be served.

Unique factors that exponentially impact your population(s).

Programs and plan strategies for addressing the barriers for your population(s).

Your partners and your anticipated, reasonable results.

Go to  
RFA page  
3



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## Request for applications (RFA)...

- This is your instruction book: READ IT!!
- For now, we will dig into:
  - Page 13
  - Page 15
  - Pages 16-19



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## Page 13: Formatting

- Double-space all pages
- 12-point Times New Roman or Arial fonts (no condensed versions)
- 1-inch margins
- 25 pages
- Number the pages beginning with the narrative
- Charts and graphs may be 10 pt, single spaced
- Bullets may be single space, 12 pt



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### Page 15: Evaluation of Proposals

- Independent peer-review process conducted by the KDE Grants Branch
- Each grant is read by at least 3 reviewers who read then discuss the proposals as a team
- They will (we think) participate in a similar facilitated session like this one



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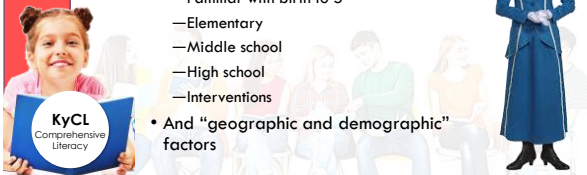
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### Page 15: Evaluation of Proposals

- Reviewers **likely** are familiar with education in general, but they may not be:
  - Familiar with birth to 5
  - Elementary
  - Middle school
  - High school
  - Interventions
- And “geographic and demographic” factors



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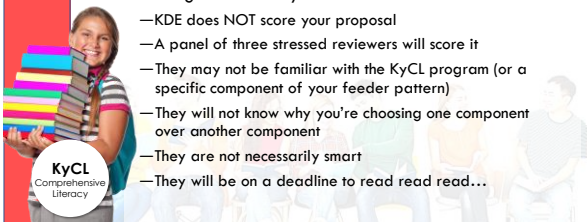
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### The proposal's audience

- Writing 101: Know your audience!!
  - KDE does NOT score your proposal
  - A panel of three stressed reviewers will score it
  - They may not be familiar with the KyCL program (or a specific component of your feeder pattern)
  - They will not know why you're choosing one component over another component
  - They are not necessarily smart
  - They will be on a deadline to read read read...



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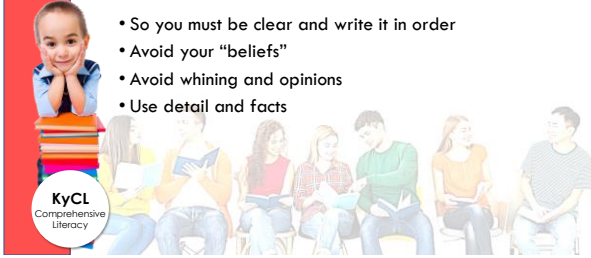
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### Understanding your reader...

- So you must be clear and write it in order
- Avoid your "beliefs"
- Avoid whining and opinions
- Use detail and facts



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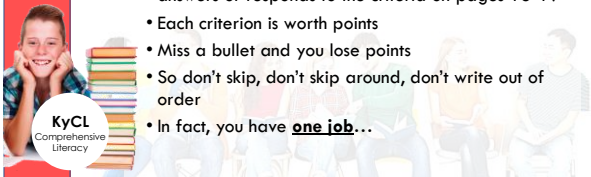
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### Page 16-19: Evaluation Criteria

- So what do you write?
- You write a "narrative" of up to 25 pages that answers or responds to the criteria on pages 16-19
- Each criterion is worth points
- Miss a bullet and you lose points
- So don't skip, don't skip around, don't write out of order
- In fact, you have **one job...**



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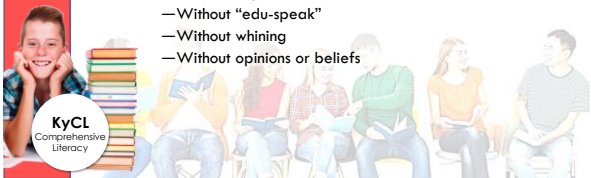
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### Page 16-19: Evaluation Criteria

- Your one job is to **communicate**
  - Clearly
  - Without big words
  - Without "edu-speak"
  - Without whining
  - Without opinions or beliefs



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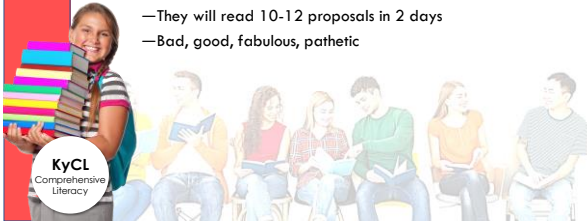
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### The proposal's audience

- Understand what your audience is facing...
  - They will read 10-12 proposals in 2 days
  - Bad, good, fabulous, pathetic



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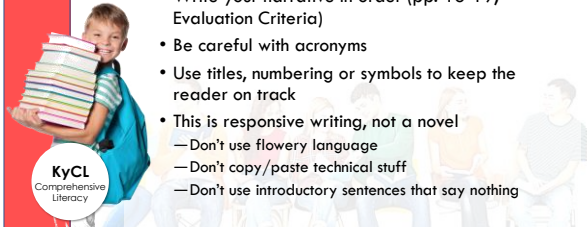
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### So be nice...

- Write your narrative in order (pp. 16-19; Evaluation Criteria)
- Be careful with acronyms
- Use titles, numbering or symbols to keep the reader on track
- This is responsive writing, not a novel
  - Don't use flowery language
  - Don't copy/paste technical stuff
  - Don't use introductory sentences that say nothing



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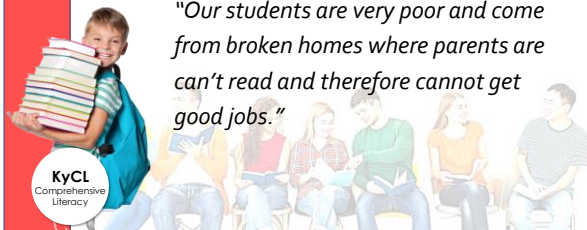
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### So be nice...

*"Our students are very poor and come from broken homes where parents are can't read and therefore cannot get good jobs."*



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So be nice...



"Nearly 90 percent of our students receive free/reduced lunch. Of that number, 37 percent read at least two grade levels below their more affluent peers. This is a trend within our adult community as well, as 30 percent of adults are functionally illiterate. The Kentucky Department of Employment links our low literacy rates to our high unemployment rate (9.2 percent vs. 5.1 percent statewide, 2019)."

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And another (not so good) example...



*"Students arrive at kindergarten without the necessary skills to be successful at reading. Parents simply don't know what is required to get their children ready for learning at the elementary school."*

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And a better example...



*"Half of all students arriving at Lovely County Elementary are not kindergarten ready (Brigance, 2019). In fact, 83% of students qualifying for free/reduced lunch miss the readiness mark—a trend that has ranged from 75-85% over the past five years."*

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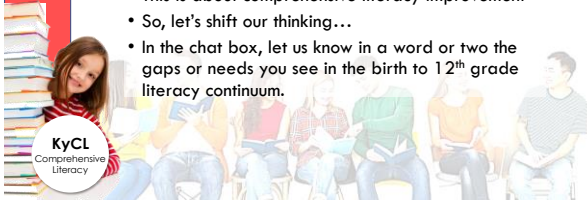
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### Begin with the end in mind...

- This is not about winning money
- This is about comprehensive literacy improvement
- So, let's shift our thinking...
- In the chat box, let us know in a word or two the gaps or needs you see in the birth to 12<sup>th</sup> grade literacy continuum.



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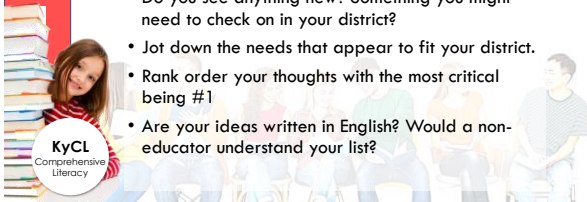
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### Begin with the end in mind...

- Look at that list that's popping up in the chat box.
- Do you see anything new? Something you might need to check on in your district?
- Jot down the needs that appear to fit your district.
- Rank order your thoughts with the most critical being #1
- Are your ideas written in English? Would a non-educator understand your list?



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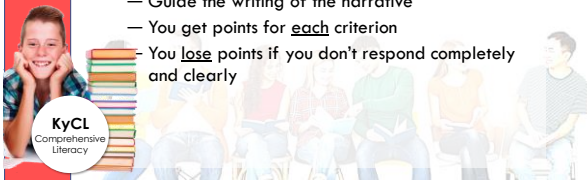
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### Evaluation criteria (pp. 16-19)

- These are open response questions
  - Questions written in sentence form
  - Guide the writing of the narrative
  - You get points for each criterion
  - You lose points if you don't respond completely and clearly



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

- Read each item carefully (required)
- Consider each item as a “checklist”
- Most items have more than one point for response
- Example from page 17...

6.1 Describe current professional learning needs of school-based educators and their education partners (whole staff, small group, individualized), including pre-literacy and cross-content needs.




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

- Take a moment to review criterion 2.2
- 2.2 Identify the current literacy programs, services, and supports provided by selected community partners, particularly services (for) young children from birth to age 5.
- What are the key words in this criterion?




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### Writing the narrative...

- With your team, use the criteria as a graphic organizer to plan your writing
- Then, respond to each criterion with as much detail and specificity as possible
  - **NOT** adjectives
  - **NOT** whining
  - Clear, concise detail




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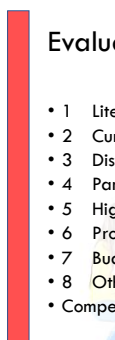
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### Evaluation criteria (pp. 16-19)

**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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### Let's review the criteria...

- 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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### 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 [redacted] 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 [redacted] falls mainly on the plains. Now is the time for all good men to come to the aid of their country. The rain in [redacted] 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 [redacted] falls mainly on the plains. Now is the time for all good men to come to the aid of their country. The rain in [redacted] 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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### Wrap up and next steps...

- Our next session
  - KyCL 103: Required Budget, Letters, and Forms 3/26 @ 9 a.m. EST
  - Pages 8-10, 12-13, 15, 20-23, and Budget Form



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Questions?

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