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KQRIS Grant – Writing a Good Grant

Getting Started

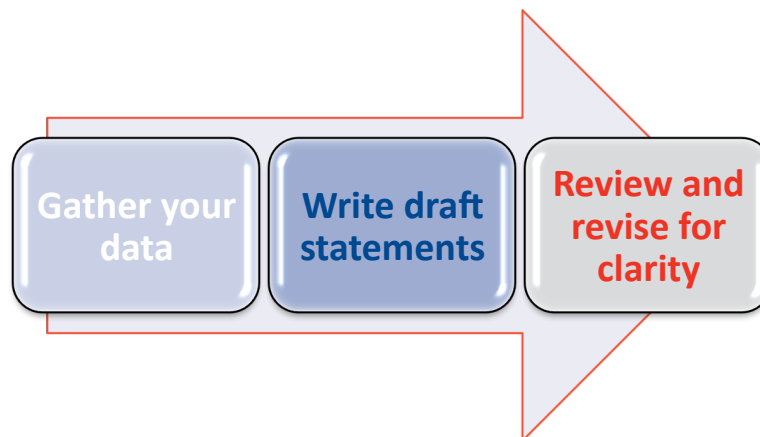
- Determine your needs
 - Cite specific data and evidence that supports your need for the grant. Citing data means providing specific scores, percentages, etc.
 - Environment Rating Scale[®] scores, KQRIS Scores, Program or Business Administration Scale[®] scores, other data from surveys, etc.
 - Look for trends across your entire program, rather than specific classrooms
 - Draft a preliminary Statement of Need based on your data or evidence
- Develop your goals based on your needs
 - Goals are broad and describe an ideal condition (not measurable)
 - Draft one preliminary Goal for each need
- Develop your outcomes, based on your goals
 - Outcomes describe work that will be done to reach the goal (what the program change will be for children/families/staff/program)
 - Outcomes are measurable; you can compare a pre and post condition (before and after scores)
 - Draft one to two outcomes for each goal
- Develop your activities (outputs), based on your outcomes
 - Activities are the specific tasks that will be carried out to achieve each outcome (to do list)
 - Activities should include tasks, meetings, trainings, preliminary work, etc.
- Decide on personnel who will carry out the tasks
 - List them by title, rather than by name
 - Are there enough people to carry out all the tasks needed or is one person doing the bulk of the work?
- Develop a means to evaluate progress on your meeting your outcomes
 - Evaluations should include a way to measure pre and post conditions after all the activities for a particular outcome have been completed
 - Utilizing the specific parts of the data that was cited in the initial evidence is a great place to start when choosing tools for evaluation purposes
- Develop a timeline for completing activities
 - Review it to make sure that each month does not contain more activities that can realistically be accomplished
- Develop a budget narrative
 - Describe in narrative form the purchases that will be made, if contractors will be used, etc. The narrative should be global in terms of expenses (for example: “Infant musical instruments” is appropriate, rather than listing each instrument that will be purchased)
 - Organize the narrative by goal, provide an expense total for the whole goal
- Develop an itemized budget
 - Develop a list of each item that will be purchased. Describe the item rather than listing the item by catalog name (for example: “Musical Activity Center” is appropriate, rather than “Baby Time Fun Tunes”, because it is hard to tell exactly what the item is)
 - Separate items that will be purchased using grant funds, items that will be provided by another funder, in-kind donations, etc.

Refine your draft

- Ask yourself the following questions:
 - Does the Statement of Need describe my program's needs or does it list the activities I plan to do?
 - Does the Statement of Need provide enough evidence so that the reader understands why the change needs to be made?
 - Are the goals broad? Do the goals describe an ideal condition?
 - Are the goals prioritized by greatest need first? Are health and/or safety goals a first priority?
 - Are the outcomes supported by the goal?
 - Are the outcomes measurable? Can you compare before and after conditions (pre and post scores)
 - Do the activities correspond to and support the outcome?
 - How can my coach or technical assistance specialist help me with my activities? Who else can/should complete activities?
 - Is the evaluation a measure of outcome achievement or just a checklist of completed activities? Is there a way to measure pre and post conditions?
 - Is the timeline realistic for accomplishing the activities?

Food for thought

- Be clear about what you want to accomplish
- Respond to and develop your plan based on what the data/evidence tells you
- Think **SMART**:
 - **Specific** – descriptive words and actions
 - **Measurable** – what it will look like, by how much, etc.
 - **Accountable** – who will do what
 - **Resources** – other supports needed
 - **Time-bound** – milestones, benchmarks and due dates



Statement of Need:

Do	Don't
Do include specific data and scores: <ul style="list-style-type: none"> “75% of parents report written communication is lacking” “ERS data shows that the Activities Items earned the lowest score – 2.75” 	Don't be vague: <ul style="list-style-type: none"> “I need to do a better job with communication” “I plan to do more activities with the children” “Handwashing was the lowest scoring item. Next was materials”
Do create needs statements: <ul style="list-style-type: none"> “Family Affair Child Care needs to improve family communication” “Mrs. Beasley's Place needs to provide more diverse learning materials for children” 	Don't include specific activities: <ul style="list-style-type: none"> “Family Affair Child Care will provide parents with written reports” “Purchase more musical instruments and CDs”

Goals:

Do	Don't
Do describe an ideal condition: <ul style="list-style-type: none"> “Parents are equipped to support children's social & emotional development” “Children are safe and healthy” “Child-centered activities encourage exploration and experimentation” 	Don't describe specific activities: <ul style="list-style-type: none"> “Give parents written information about their children” “Purchase and install ground cushioning under swing set” “Buy tambourines, drums and chimes”

Outcomes:

Do	Don't
Do describe specifically how you will meet your goal: <ul style="list-style-type: none"> “Expand opportunities for formal parent communication” “Improve safety conditions indoors and outdoors” “Increase variety of materials children have access to” 	Don't describe specific activities: <ul style="list-style-type: none"> “Create monthly parent newsletter” (this is an activity, not an outcome) “Increase safety conditions indoors and outdoors by purchasing and installing cushioning materials” “Provide adequate variety of materials for children by purchasing more musical instruments and CDs”
Do use verbs that describe a measurable action: Improve, increase, expand, etc.	Don't use verbs that are not measurable: Purchase, create, install, distribute, organize, etc.

Activities & Personnel:

Do	Don't
Do be specific about tasks to accomplish: <ul style="list-style-type: none"> “Purchase newsletter software to create bi-monthly newsletter” “Provide staff training on sanitation practices” “Work with staff to create individual professional development plans” Use <i>titles</i> of individuals carrying out activities 	<ul style="list-style-type: none"> Don't forget to include all the activities Don't put new/other activities in other places in the grant Don't include activities that are not part of the grant request Don't include the <i>name</i> of individuals carrying out activities

Evaluation:

Do	Don't
Do measure a pre and post condition: <ul style="list-style-type: none"> Evaluate <u>your own progress</u> toward meeting your <i>outcome(s)</i> Use specific tools for evaluation Refer to your original data as a way to choose tools that measure before & after conditions 	<ul style="list-style-type: none"> Don't use a checklist as an evaluation tool unless it provides scores (80% of items fully met is an example of a score is okay) Don't write, for example, “Check back to see if teachers are using the materials” or “Look in classroom to see if materials are on shelves”