

Grants: Writing and Managing

COMPONENT #: 7-506-031

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to build the capacity of participants to secure grant funding. Upon successful completion of this professional development participants will be able to use process/guidelines for writing, applying, administering and monitoring compliance of established rules and practices in the grant cycle.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|---|---|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Implementation |
| <input checked="" type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Instructional Design and Lesson Planning | <input type="checkbox"/> Assessment |
| <input type="checkbox"/> The Learning Environment | <input checked="" type="checkbox"/> Continuous Professional Improvement |
| <input type="checkbox"/> Instructional Delivery and Facilitation | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Student Learning Results | <input checked="" type="checkbox"/> Decision Making |
| <input checked="" type="checkbox"/> Student Learning as a Priority | <input checked="" type="checkbox"/> Leadership Development |
| <input checked="" type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Communication |
| <input checked="" type="checkbox"/> Learning Environment | <input type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> PS 2 – Knowledge of Learners | <input type="checkbox"/> PS 6 – Communication |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning | <input checked="" type="checkbox"/> PS 7 – Professionalism |
| <input type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input type="checkbox"/> PS 8 – Learning Environment |
| <input type="checkbox"/> PS 5 – Assessment | |

IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

- | | |
|--|--|
| <input type="checkbox"/> Educator knowledge/skill (content) | <input type="checkbox"/> Student learning |
| <input checked="" type="checkbox"/> Educator (professional growth) | <input type="checkbox"/> Organizational support and change |

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SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Identify the common and less common components of grant applications.
2. Analyze the characteristics of language usage in grant writing samples.
3. Apply knowledge of characteristics of language usage in grant writing to grant application.
4. Apply understanding of elements comprising successful responses to common components, technical requirements, and technical fidelity to a Grant application.
5. Identify the steps in the processes of applying for grants.
6. Understand the role of the Office of Intergovernmental Affairs and Grants Administration in the process of applying for grants.
7. Identify the steps in the processes of implementing grants.
8. Understand the role of the Office of Intergovernmental Affairs and Grants Administration in the process of implementing grants.
9. Identify resources provided by the Office of Intergovernmental Affairs and Grants Administration.
10. Use web-based grant application resources provided by the Office of Intergovernmental Affairs and Grants Administration.
11. Use web-based grant management resources provided by the Office of Intergovernmental Affairs and Grants Administration.
12. Understand the role of grant project managers in ensuring the efficacy of budget management.
13. Understand the role of the Office of Intergovernmental Affairs and Grants Administration in ensuring the efficacy of budget management.
14. Understand the District Action Plan for Unspent Grant Funds.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Attend the instructor's lectures/presentations and participate actively in discussions and activities on innovative strategies/techniques, technology integration and/or materials for specific instructional objectives (SLO 1 - 14).
2. Discuss in small group the elements comprising successful responses to common components, technical requirements, and technical fidelity to a Grant application (SLO 4).
3. Identify the steps in the processes of applying for grants (SLO 5).
4. Identify the steps in the processes of implementing grants (SLO 7).
5. Review OIAGA Website features (SLO 10 and 11).
6. Review Unspent Funds Action Plan (SLO 14).
7. Write a Mini-Grant application (SLO 3, 4, and 6).
8. Complete and submit a plan of action for spending the grant funds within the grant period (SLO 14).

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PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator: Evidence will include surveys, participant reflections, participant products.
2. Organizational support and change: Evidence will include participation, assignment completion, and survey to determine knowledge gained.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.
- Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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Department: Center for Professional Learning

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