

# ESSER III Out-of-School Time Competitive Grants Grant writing webinar



Welcome to the ESSER III Out of School Time grant writing webinar. My name is Beth Herman and I am an Assistant Director of the Student Services Prevention and Wellness Team.

# Welcome

- All will be muted upon entering the webinar
- There will be periodic pauses in the presentation for questions at which time you may unmute
- Questions can also be asked in the chat box and will be answered during the question periods
- You may be on camera or off, as you prefer
- The slides will be available with this webinar and it will be recorded

## Poll

**Question 1:** I have written a grant before

**Question 2:** I feel (blank) about writing this grant.



In order to make this grant writing webinar helpful, I'd like to know a bit about you all. I have two poll questions that can help me provide more specific assistance.

# Agenda

Questions →

Questions →

Questions →

- Grant Details
- Grant Materials
- Application submission and Portal
- Application Review Process
- Writing an effective grant application
- Grant writing checklist



Here is the agenda for our time together. Please note that there will be pauses for questions throughout. I will ask you to wait to verbally ask questions until that time. You can also put questions in the chat box and I will answer those at the question pauses. I know sometimes you don't want to forget your question while waiting for the opportunity to ask it.

There is a great deal to cover so let's get started.

# Grant Details

- Authorization
- Project Period and purpose
- Eligibility
- Grant priorities
- Funding tiers
- Data requirements



The grant details were covered in the introduction video but I will go over them here in case you didn't see that. We will review authorization, project period, eligibility, grant priorities, funding tiers, and data requirements

# Authorization

- American Rescue Plan (ARP) 2021
- Wisconsin Motion 57



The ESSER III OST grant is a new, one time grant opportunity. This is a competitive grant authorized by the American Rescue Plan Act 2021 or ARP. Also known as ESSER III. \$15.4 million set aside and an additional \$5 million added in Motion 57

Additional authorization comes from the Wisconsin Committee on Joint Finance Motion 57

This is not the same as the 21st CCLC grant. That will continue as usual.

# Project Period

**December 1, 2022-September 30, 2024**

- **One time funding**
- **Funds must be expended by 9/30/2024.**

**There is no carryover option for these funds**



Grants will be awarded in December with the project period beginning on December 1, 2022. All fund **MUST** be expended by September 20, 2024. This grant is one time funding for the length of this project period. There will be one award to cover the almost two years of the project. There is no carryover availability for these funds.

# Purpose of this Grant Opportunity

- Improve the academic, social, emotional, and mental health needs of students most impacted by the Covid-19 pandemic through high-quality, evidence-based out-of-school time (OST) Programming.



This grant opportunity has a specific purpose: to improve the academic, social, emotional and mental health needs of students most impacted by the Covid 19 pandemic through high quality evidence base OST programs . Applicants will need to identify the student population(s) that have experienced the greatest impacts on academic and social and emotional wellbeing due to COVID 19, and develop an Action Plan to address those concerns.

For the purpose of this grant Out of School time is defined as Structured and supervised programming that occurs during non-academic time (before and after school, during lunch or weekends). Summer programming is not eligible for funding as there is another competitive grant opportunity for this.

This is not the same purpose at the 21st Century Community Learning Center Program. Aside from operating at least 10 hours per week, they share no other requirements. Applicants are not required to have percentage of students receiving free and reduced lunch or otherwise economically disadvantaged, there is no Average Daily Attendance requirement, Family engagement and transportation are also not required though they are highly recommended. for a high quality program.



You do need to identify how the COVID 19 pandemic has impacted students, what students have been impacted disproportionately and address it with academic social and emotional mental health and wellness strategies in an out-of-school time setting.

# Who is Eligible?

	<b>Round 1: \$15.4 million</b>	<b>Round 2 (if funds remain from Round 1 \$15.4 million)</b>	<b>Round 3: \$5 million</b>
<b>Eligible Applicants</b>	Wisconsin Local Education Agencies (LEAs) (Districts and Independent Charter Schools) eligible for <a href="#">sparsity aid under Wis Stat 115.436</a>	All Wisconsin Public School LEAs (Districts and Independent Charter Schools)	Wisconsin LEAs (Districts and Independent Charter schools)  Community Based Organizations (CBOs)

The approved ESSER III plan and Motion 57 created two funding sources and multiple eligible applicants. There will be one application process with 3 rounds of funding.

The first round will be for LEAs who are eligible for Sparsity aid under Wis Stat 115.436. If you are unsure about whether your district is sparsity aid eligible please use the link on this table to take you to the sparsity aid webpage. At the bottom of the page you will see an excel spreadsheet with the current sparsity aid eligible districts.

Applicants in this eligibility tier, scoring a 3.0 or higher will be funded until the \$15.4 million set aside is expended. If all of the 15.4 million is not expended, the applications enter round 2. All LEAs not eligible for sparsity aid, with an average score of 3.0 or better, will be funded, highest to lowest, until the funds are exhausted.

The grant awards then go into round 3 which is funded at 5 million. Any LEA scoring a 3.0 or better and not funded in round 2, will be ranked with applications for CBOs. The 5 million will be awarded from highest score to

lowest (again with a 3.0 or better score) until funds are depleted.

Note that applicants and grantees are not individual sites as the 21st CCLC is. In this grant program, the grantees are LEAs, and CBOs. Applications submitted from a site rather than the agency will not be accepted.

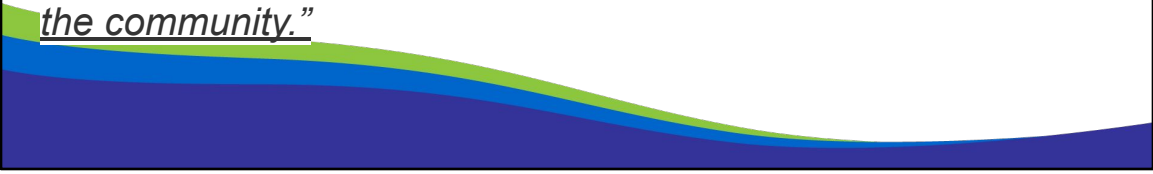
Private schools are not eligible to apply. This includes Choice Program schools. Additionally, private schools cannot be a partner with a CBO.

## What is a Community-Based Organization?

According to 20 USCS § 7801(6), the term “community-based organization” means “a public or private nonprofit organization of demonstrated effectiveness that--

(A) is representative of a community or significant segments of a community; and

(B) provides educational or related services to individuals in the community.”



Schools, LEAs, private schools are not CBOs.

## Should We Apply?

**Excellent, your organization meets the definition of a CBO. Now what?**

- Review the Grant Guidelines to determine if the grant requirements fit within the scope of your agencies work.
- If yes, Apply!

Some CBO's have a specific purpose or activity that is narrowly defined. Whether or not your organization should apply for this grant depends upon your agencies ability to develop and implement an OST program that meets all the grant requirements which we will discuss in this webinar and can be found on page 6 of the grant guidelines.

# Funding Priorities

- Overall average application score of 3.0 or higher
- Sparsity aid eligible LEAs in round 1
- Programs demonstrating collaboration with required partners.



Priority will be given to applications with average scores of 3.0 or higher. Applications with average scores lower than 3.0 will not be considered.

Sparsity aid eligible LEAs will be awarded first

Partners are required but priority is given to those with solid and clear plans of collaboration with those partners. CBOs must partner with an LEA/school and LEAs must collaborate with a CBO.

LEAs and CBOs can be both an applicant and a partner. The applicant is the fiscal agent. LEAs and CBO applicants can only submit one application. And, if overlapping, that is the LEA and CBO are working together on two grant proposals, then they must ensure that the two pots of money are not for the exact same students. Essentially, you can't double dip but you can have two grant proposals that include two different groups of students/schools.

# Required Activities

- Provide high quality evidence-based OST programs addressing all elements of the Peterson and Vandell, 2021 Evidence-based Afterschool Framework
- Include only Evidence-based Improvement Strategies (EBIS)
- Provide at least 10 hours of programming per week
- Include SMART goals for both academic needs and social, emotional and mental health needs
- Submit required Letters of Commitment from partner(s)

Per the application submitted to both the Dept of Education and the Committee on Joint Finance and requirements from the DOE ESSER III funding, the following are the grant requirements:

Addressing all elements of the Evidence-based Afterschool Framework. This will be done within the Action plan and I will show you that when we review the qualtrics application portal.

Include only EBIS strategies. Like other ESSER and federal funding, it is required that programs chosen and paid for with grant funds are EBIS. These are strategies that meet criteria for one of the ESSA tiers of evidence.

At least 10 hours of programming per week

SMART goals for both academics and mental health and wellness

submitting at least one LOC from a required partner.

There are no requirements for number of weeks or a minimum number of

students. External and Internal grant reviewers will be determining whether the amount requested is necessary and reasonable to carry out your action plan for the full course of this grant (Dec 2022-September 30, 2024)



# Evidence-based Improvement Strategies

**Tier 1 Strong Evidence:** supported by one or more well-designed and well-implemented randomized control experimental studies.

**Tier 2 Moderate Evidence:** supported by one or more well-designed and well-implemented quasi-experimental studies.

**Tier 3 Promising Evidence:** supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

**Tier 4 Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

EBIS for SEL and Behavior

<https://docs.google.com/spreadsheets/d/17TouBAokYn2I2omkUMYTshKsHkPqL54-Kf7WaL3WGOo/edit#gid=0>

ESSER III Funds and Evidence-based Improvement Strategies

[https://docs.google.com/document/d/1YNHOqRrs-gfwdGsr6YIHgmR\\_rGmr\\_VZRgTWq1tp9TEk/edit](https://docs.google.com/document/d/1YNHOqRrs-gfwdGsr6YIHgmR_rGmr_VZRgTWq1tp9TEk/edit)

EBIS are strategies are practices or programs that have evidence to show they are effective at producing results and improving outcomes when implemented as intended.

This is operationalized in the ESSA Tiers of evidence shown here on the slide. Programs and practices must meet one of the four tiers to be considered an EBIS.

There are two additional resources to assist you with this. The first is an SEL and Behavior crosswalk with ESSA tiers of evidence and the second is a guidance document on ESSER III Funds and EBIS.

# Funding Tiers

Tier	Student Enrollment	Minimum Award	Maximum Award
1	30,000 +	\$145,000	\$1,116,000
2	10,000-29,999	\$140,000	\$980,000
3	5,000-9,999	\$130,000	\$780,000
4	1000-4,999	\$115,000	\$575,000
6	600-999	\$100,000	\$300,000
7	Up to 599	\$80,000	\$240,000

Applicants will request a funding amount based on these funding tiers. The tiers are based upon the student district enrollment or in the case of a CBO the anticipated # of students to be served. The amount requested must fall within the range of the enrollment tier. Applicants may request less than the minimum amount for their tier as well.

Keep in mind that the funds are granted to a district/LEA or CBO and not an individual school. A district can include multiple sites in their application but will not submit applications for each site.

# Required Data USDOE

Entered in the WISEgrants System.

Specific data can be found in the [Grant Guidelines](#) pg 7

WISEgrants Web Portal



There will be two sources requiring data. The first is the US Dept of education. That data will be collected in the WISEgrants system. You can see specifically what they will ask you to report, on page 7 of the ESSER III OST grant guidelines

## Required Data WI DPI

- Number of hours per week that programming was provided.
- Progress toward the SMART Goals identified in the program plan.
- Number of sites receiving funds.

**Submitted via annual reports June 2023 and June 2024**

DPI will require you to submit the data you see on this slide. This will be done via two annual reports to be submitted in June of 2023 and 2024

# Grant Materials and Resources



There are 3 essential grant documents. The application, the grant guidelines and the grant rubric. We will walk through each of these. You will find these materials linked on the ESSER III OST Grant webpage

# Grant Application

- Application must be submitted via the [online portal](#) by 4:00 PM on 10/14/2022
- A word copy of the application is available on the [ESSER III grant page](#)



WISCONSIN DEPARTMENT OF  
**Public Instruction**

## ESSER III Out of School Time Programs

This grant is funded through the American Rescue Plan (ARP) Act of 2021. The purpose of this competitive grant funding is to address the academic, social, emotional and mental health needs of students most severely impacted by the COVID-19 pandemic through high quality and evidence-based Out-of-School time (OST) programs. Applicants are required to identify the students most severely impacted by the COVID-19 pandemic and develop out of school time programs plan to address the target group/s.

Application Due: 4:00 pm on October 14, 2022

If you would like to preview some examples responses, please refer to this Google Document: [https://docs.google.com/document/d/1mMUF1uPA-gk8uoJ\\_DeIG3ozEJ\\_193M8u5NBaPsOb8/edit?usp=sharing](https://docs.google.com/document/d/1mMUF1uPA-gk8uoJ_DeIG3ozEJ_193M8u5NBaPsOb8/edit?usp=sharing).

Grant applications must be submitted via the Qualtrics portal linked on this slide and on the webpage.

Applications will be due by 4:00 PM on October 14th.

There is a word document copy of the application also available on the grant webpage. This cannot be submitted for your application. It is provided as a grant writing aid. Grant writers can share the document while completing it. Writers can also manage character counts, and edits prior to using the copy and paste function to enter the responses into the application.

# Grant Application Sections

- I. General Information
- II. Overview
- III. Project Narrative
- IV. Federal General Assurances
- V. Program Specific Assurances
- VI. Certification Signature
- VII. Certification Regarding Lobbying
- VIII. Readiness
- IX. Plan
- X. Do (Action Plan)
- XI. Study/Check
- XII. ACT:Coordination
- XIII. Budget Narrative



The application is a modified version of the DPI Uniform Grant Application. The text in red are the areas of the application that will be scored. We will talk about scoring more specifically later in the presentation.

This grant does not have the requirements that the 21st CCLC grant does so for those of you who have submitted a CLC grant, you will notice that this application is not as long or complex.

# I. General Information

This section is not scored, however, it must be completed. Be sure to:

- Include contact information for Project Contact, Agency Administrator and Fiscal Contact
- Identify your eligibility status
  - LEAs eligible for Sparsity Aid
  - LEAs not eligible for Sparsity Aid
  - Community-based Organization
- If applying as a consortium, you must complete and submit the consortium addendum
- Include the number of sites that will be served with this proposal
- Using the Tiers of Funding table, include the requested amount of funding.

The General Information section is not scored, however, it is very important that you complete all sections accurately. Remember that the application is submitted on behalf of an LEA or CBO and not individual sites. Applications from sites will not be considered.

Include all required contacts. If there are changes after you submit your grant application please notify us via email. Failure to do so could result in not receiving notification about your grant status.

You must identify your eligibility status. Please note that Independent charter schools are LEAs.

If applying as a consortium download the consortium addendum, have all required agency authorizers sign it then upload signed copy to the portal

In order to determine if the funding amount requested is reasonable and necessary, indicate the number of sites and the names of those sites that you plan to support in this project. Be sure and consult the funding tiers in order to make a funding request aligned with enrollment or for CBOs the proposed



number of students to be served

During the internal review process, the applicant's district enrollment will be verified. If you request more than the maximum amount for your enrollment and you are chosen for funding, your award will be reduced to the amount of the appropriate tier.

## II. Overview & III Project Narrative

**II. Overview: Project must align with the overview**

**III. Project Narrative:**

**Provide a summary overview of your project. Include target population(s), Key needs, plan and activities, projected project outcomes, number of sites and projected number of students being served. Complete this section last.**

This is the place on the application where you show the reviewer the scope and breadth of your project. You have a 4000 character limit so you have space to tell your story. Be sure to include things shown on this slide. It is a good idea to complete this section last. Once you have answered all of the other questions, you will have a much better idea of all that your project will entail.

This is score on a 0-2 scale

# Assurances and Signatures

## IV. Federal General

Assurances

## V. Program Specific

Assurances

## VI. Certification

Signature

## VII. Certification

Regarding Lobbying

The Assurances are the requirements imposed by federal and state laws and regulation. Applicant/grantee is responsible for complying with these requirements.

The Program Specific Assurance for this grant is Instructional practices and programs must be evidence-based, meeting one of the 4 tiers of evidence recognized by the US Department of Education's Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments for Every Student Succeeds Act (ESSA).

In the portal there is one signature form that includes all required signatures, except those for a consortium.

The signature pages will need to be downloaded from the portal. Signed either physically or electronically and then uploaded into the portal with your application.

## VIII. Readiness



- Who are the stakeholders identified for this grant project and what are the roles of these stakeholder groups in the implementation of the grant project?
- What input did the stakeholders above provide that informed this grant project?
- How will stakeholders continue to provide input if the grant project is funded?

There are 3 questions in this section.

Identifying your stakeholders should occur before you begin writing the grant application. This project requires a grant partner though you may have more than one. LEAs will have at least one community partner or CBO. CBOs will have at least one school/district.

Stakeholders should be involved in completing the needs assessment, identifying root causes and determining the priority areas for your project. The more involved and engaged your partners and stakeholders are, the higher your scores will be on these questions.

You are required to submit a Letter of commitment from at least one partner. You may submit a maximum of 3 letters.

Each Q in this section is scored on a 0-4 scale

## IX. Plan

- **Demonstration of Need**
- **What is the likely root cause(s) contributing to the need(s) to be addressed by this grant project?**
- **Define your Priority Areas to address the root cause of the needs.**



3 questions/responses required in this area.

This is where you begin to show the reviewer how you came to identify your needs, priorities and target populations.

Remember that the Demonstration of Need is not to show your need for grant funding but to identify the needs you have at the local level that will be addressed by this grant project. Use local data and engage with a variety of data sources. Show how COVID-19 impacted your students and families and where and how this project will address that.

You can see examples of these questions on the ESSER examples PDF

Qs in this section are scored on a 0-4 scale

## X. Do (Action Plan)

### → The Action Plan Consists of:

- ◆ SMART Goal to address Priority Area
- ◆ Priority Area and Supporting Data
- ◆ Evidence-based Afterschool Framework Elements
- ◆ Action Step
- ◆ Timeline/Completion Data
- ◆ Evidence of Completion
- ◆ Personnel Responsible
- ◆ Barriers to participation



The action plan is scored in 3 areas:

The SMART Goal and Priority Area and Evidence based framework elements

Action Plan Steps, timeline, evidence of completion and personnel  
Barriers to participation and a plan to address them

The Action Plan section is the main substance of your project. It is actionable and if put in place, will yield the outcomes you hope to achieve.

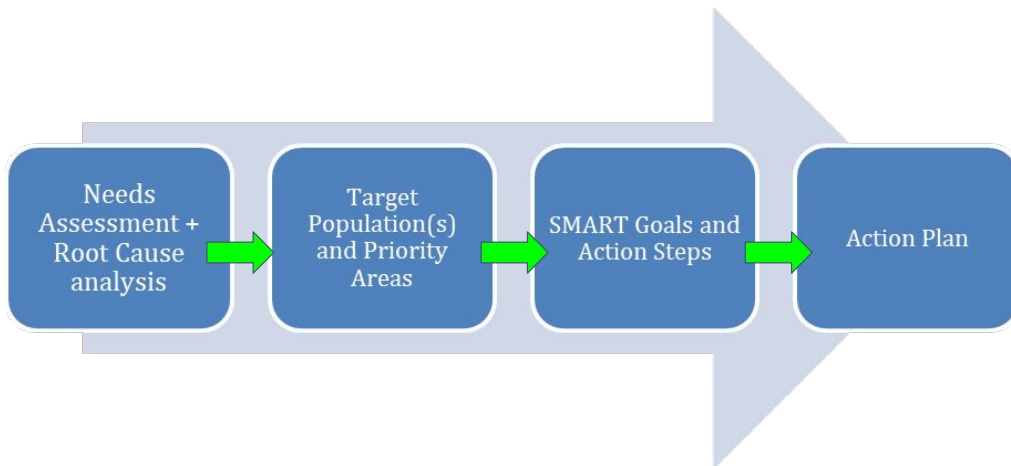
Requirements: At least one SMART goal for academics and at least one SMART goal for social, emotional and mental health. You may have up to 5 SMART goals in total

Each SMART goal may have up to 10 action steps.

It is so important that these three score areas are weighted double. Let's spend some time on this section

The 3 areas of this section are scored on a 0-4 scale and are weighted double.

# Action Planning



The Action plan is where you begin to pull together all the information you have gathered.

In this graphic, you can see a sequence that has been developed throughout this application to help you create a well designed and actionable plan.

Your Needs assessment and root cause analysis will direct you to the populations of students most in need of your project and will define the priority areas you will focus on.

The priority areas and data should lead to your SMART Goals SMART goals should be tightly aligned to the data and priority area. It should be written as an actual SMART goal: specific, measurable, appropriate, realistic and time specific.

The action steps that follow must be connected to the SMART goal.

Some common mistakes:

A plan that doesn't address the population identified in your data as in need of

support

Including activities or strategies that are not at all connected to the goal.

Not creating SMART goals for all priority areas

Not writing your goals in the SMART format

Being too general in the action steps

Not including partners in the plan

Using programs that are not evidence-based. EBIS strategies and programs are required.

The questions regarding barriers will help you identify potential difficulties in getting to the students most in need. Give thoughtful consideration to this question and your plan.



## XI. Study/Check

- **Process to collect and analyze grant specific data**
- **Process for changing or making improvements to action steps.**
- **Process for sharing evaluation results with the public**



3 areas above are scored.

Describe how you will collect and analyze data for your action plan. How will you know the success of your actions steps? How will you use the data to make changes along the way when necessary? How will you share the data and outcomes with stakeholders. This is not how you will collect the required federal and state data.

Your data and the outcomes you achieve are essential to obtaining continued funding and sustaining your efforts.

The 3 areas in this section are scored on a 0-4 scale

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## XII. ACT Coordination

- **How will the grant project align with existing or available initiative or programs?**
- **What are the protocols for ongoing communication with stakeholders?**



two questions in this section.

When addressing Coordination and alignment consider the following:

If you currently receive a 21st CCLC grant how will you utilize both funding sources so that you are optimizing these funds?

How will you ensure alignment between the OST and the day school programming?

Some examples:

Are you using a strategy or program in this grant project that is also being done during day school hours?

Do you have trainers or program providers working with you in other projects that will also work with this one?

Do you have a 21st CCLC grant program and will be using these funds to

enhance the mental health supports available?

If a multilevel system of support is being implemented in the school during the day will it also occur in the OST program?

Are there mental health programs, strategies or supports offered during the school day that will also be offered in the OST?

A high quality OST program requires alignment and coherence with the day school program and other initiatives.

The 2 questions in the area are scored on a 0-4 scale.

## XIII. Budget Narrative



You will not be submitting a budget. If funded you will submit one to the WISE grants system

For the grant application you will need to provide a budget narrative that tells the reviewer how you plan to spend the funds that you requested. Include staffing costs, training and materials, number of sites you will operate with these funds and the number of students you expect to serve.

Provide enough information and detail so that reviewers can determine if the amount you requested is necessary and reasonable to implement your action plan.

Make sure that the funding you are requesting is commensurate with your plan. common mistakes include requesting more funding the your plan suggests would be reasonable.

This section has a character limit of 4000

This is scored on a 0-4 scale

## Questions about the application?



We just went through a lot of information. Let's pause her for questions.

# Grant Guidelines



## 2022-2023

ESSER III Out-of-School Time Grant

- General Program Information
- Competition Summary
- Grant Administration
- Application Detail and Instructions
- Application Definitions and Terms
- Appendices
  - ◆ Allowable Activities
  - ◆ Budget Detail and Definitions
  - ◆ SMART Goal Examples and Guild
  - ◆ Best Practices for OST Programs

The 2nd essential grant document is the grant guidelines. This is your how to manual.

You could just start writing that application without reviewing this guide but that would be like putting something together without reading the instructions. You are more likely to find you have a extra part or that you put the parts together in the wrong order and now the item doesn't work

The grant guidelines provides all you need to know, including an item by item review of the application with the Exemplary rubric scoring criteria so that it is clear what is need to score well on that particular question. You can see the Table of Contents on this slide which by the way, is bookmarked in the document allowing you to jump right to the information you need.

If you have questions about this grant, this is the first place to look.

# Grant Rubric



**Wisconsin Department of Public Instruction**  
**ESSER III OST Grant**  
**Uniform Grant Rubric**

The Grant rubric is used by the grant reviewers to Score your application.

The Project Narrative is scored from 0-2. All of the rest of the questions are scored on a 0-4 scale.

The grant guidelines include what is required for a 4 point response for each scored question. This provides you with an idea of what is needed to receive the highest score.

The rubrics will be scored by the reviewers and scores will be averaged. Reviewers can choose to score a question incrementally by half points For example, they may choose to score a section as 2.50 rather than 2.0 or 3.0.

Note that three areas are weighted (scores for those area are multiplied by 2) These are the two action plan scoring items and the Barriers to participation.

Use the rubric to write your grant application. It points the way to a higher score. When the application is completed ask someone who didn't write it to review the application using the rubric. Doing so before submitting could provide you with

some valuable feedback.



## Application Submission and Using the Portal



As mentioned previously, the application will be submitted via the portal. Applications submitted via email or US mail will not be entered into the competition.

# Portal Submission Details



WISCONSIN DEPARTMENT OF  
**Public Instruction**

## General Information

### Agency Information

Applicant Agency	<input type="text"/>
Street Address	<input type="text"/>
City	<input type="text"/>
Zip	<input type="text"/>

- Applications must be submitted via the grant [application portal](#)
- Use a Chrome browser for best results

To use the portal follow the link

It is recommended that you use a Chrome browser for best results.

I will walk you through the portal in moment.

## Before Starting Your Application

You will need:

- contact information for your school administrator, project coordinator for this grant, and your business office.
- A project narrative
- An action plan for that includes: timeline, evidence of completions, and personnel responsible
- Project budget narrative

Prepping your application in advance is advised. A Microsoft Word document of the application is available for that purpose.

DPI suggests prepping your application before entering the portal. This will allow you to collaborate on the application, manage character counts, spell check and proofread, and receive feedback before you put anything into the application.

You won't see the character counts in the portal applications, however, you will see them in the Word document.

# Additional Documents and Uploads

- Signature pages will need to be downloaded, signed and uploaded into the portal
- If applying as a consortium, complete the Consortium signature page and upload with the other signature pages
- Submit Letters of Commitment with the application via the upload function.



There are some required documents that will need to be uploaded.

All signature pages will need to be downloaded, signed and uploaded to the application portal when you submit. If you are applying as a consortium, you will need to download, sign and upload the consortium agency signature page.

At least one Letter of Commitment from a partner is required. LEAs that partner needs to be a community agency or CBO and for CBOs that partner needs to be at least one school/district.

You must submit 1 LOC but can submit up to 3. If you have more than 3 partners, choose only 3 letters to submit.

There is no template for this letter. It simply needs to state that the partner is entering into this collaboration with the application and what they will do to support the project.

In summary you will upload:

The assurance signature page linked in the application portal

At least one LOC  
Consortium agency signature page if applicable

# How to Use the Grant Application Portal

## Portal Tour



Let's take a look at the application portal. It does not require a login and while it can't be saved, you can leave the survey and resume progress later as long as you return to the portal on the same browser/computer you used when you started the application.

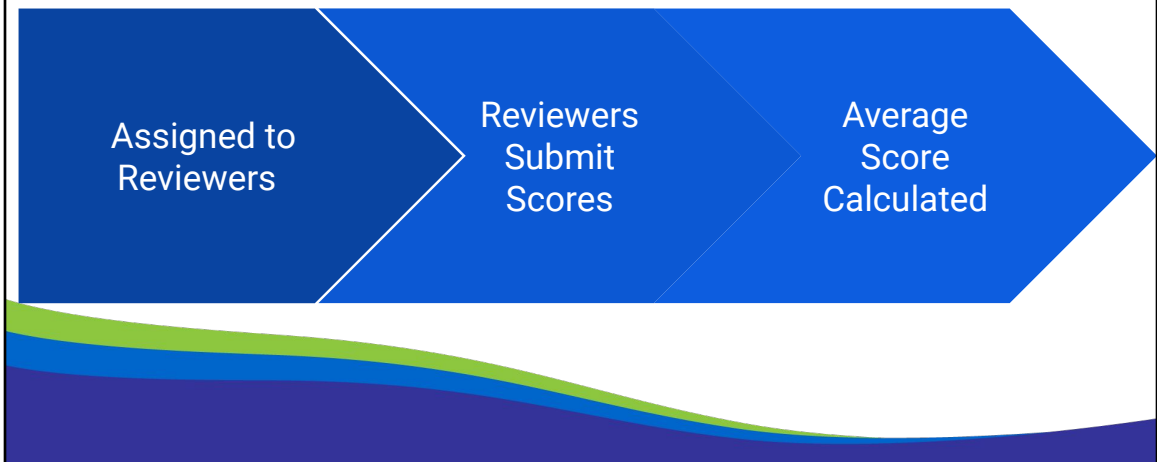
# Application Review Process



The different eligibility criteria and the two funding sources makes this competition complex. The application process has been designed to be as easy as possible.

There are two levels of review: External and Internal

# External Review



The External Review is the process that scores the applications using the grant rubric. It is external in that the staff supporting the grant and completing the internal review process are not involved here. All External reviewers must attend a Grant Reviewers training to ensure that they are clear on the rubric criteria.

Each application will be assigned to a team of reviewers (2-3). Reviewer team will review the same applications

Reviewers will score the applications assigned to them using the ESSER III OST grant rubric. Remember that reviewers can score sections using half point increments

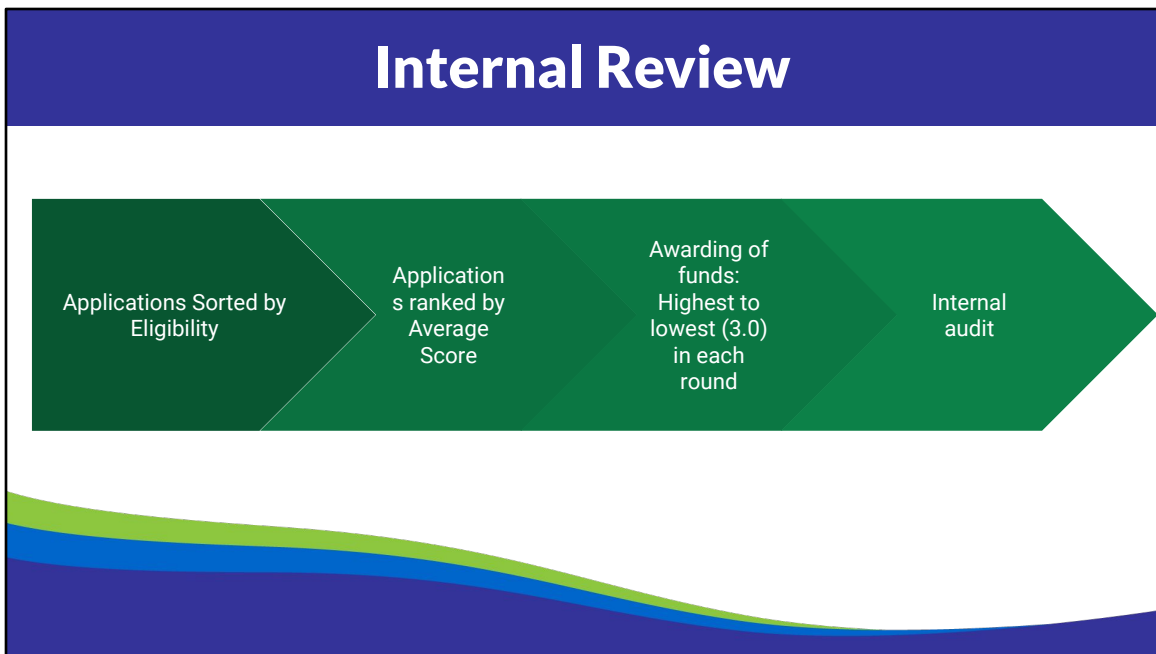
When an application has been scored by all the assigned reviewers, an average score is calculated which will fall between 0-4.

External reviewers are also asked to provide feedback on the rubric and you will have access to these once the competition is completed. These rubrics can be very helpful when writing future grants.



Grant reviewers make no recommendations for funding.

# Internal Review



The Internal review process will be conducted by staff who will be making the recommendations for funding to the Office of the State Superintendent.

After all applications have been scored the internal review team will

1. Sort the applications by eligibility type:
  - a. Sparsity aid eligible LEAS
  - b. Non sparsity aid eligible LEAs
  - c. CBOs
2. For each eligibility type the applications will be ranked from highest to lowest scores.
3. Sparsity aid eligible applications will be awarded first from the \$15.4 million set aside. All applications scoring a 3.0 or higher will be awarded until the set aside is expended or until all grants above the 3.0 threshold are awarded.
4. If funds remain from the \$15.4 million set aside, the internal review team will move to the second eligibility group.
5. All non sparsity aid LEA applications will be ranked from highest to lowest

1. and awarded highest to lowest (3.0) until no funds remain. If there are applications scoring a 3.0 or higher remaining, they will move into the third round
2. For the \$5 million allocation the remaining LEAs from round 2 (if any) will be ranked with the CBO applications from highest to lowest. Funding will be awarded as in the previous rounds: Highest to closest (3.0) and awarded until the \$5 million is expended.

All the applications that are recommended for funding will then be reviewed to determine that all requirements are included:

- All required signatures have been submitted.
- All sections of the application are complete.
- Grant plan addresses all elements of the OST Evidence-based Framework.
- The grant plan includes at least one goal addressing academic needs and at least one goal addressing social, emotional, and mental health needs.
- Required Letters of Commitment have been signed by partners and submitted via the application portal.

Once all the recommendations have been confirmed by the internal review process, the recommendations are presented to the Division of Learning Supports Director and the OSS for approval. This must happen before grantees are announced.

# Questions?



Let's pause for questions since we have covered a lot of material

# Where do I start? Writing an Effective Grant Application



I

# Steps

**Identify Partners**

**Gather data**

**Analyze data for root causes**

**ID priority areas and activities for project**

**Identify the grant writing team**

**Complete and submit the application**

[Sequence and Timeline Document](#)

Relative to this grant proposal the steps on this slide give you a starting point. You can find more details about these steps in the Sequence and Timeline document accessed by the link on the bottom right. The first 5 steps can and should occur before the application is written.

The more engaged your partners are in the process the more effective your program will be. What do parents think has been the greatest impact of COVID 19? What supports do they wish could be offered? What do students feel they need most? What needs do the day school staff see that could be addressed with more time when students are not engaged there? What strategies might youth serving or community organization suggest to counter the pandemic impacts?

The first four steps are sections in the application. Starting this now will help you be ready to complete and submit the application by October 14.

Step	Timeline	Who
Identify Partners	By August 30, 2022	Agency submitting the application
Gather Data	Complete by September 12, 2022	Agency and partners collaborative
Analyze Data for Root Causes	Week of September 12, 2022	Agency and partners collaborative
Identify all Priority Areas and Activities for this Project	Week of September 12, 2022	Agency and partners collaborative
Identify the Grant Writing Team	Week of September 19, 2022	Agency
Write the Application	Week of September 26, 2022	Primary grant writers
Submit the Application	October 10-October 14, 2022	Primary grant writers

This is, admittedly, a very compressed grant application timeline. This table, also found in the Sequence and Timeline document, offers suggested deadlines for the different steps. These are just suggestions. I would recommend, though, submitting the application before the deadline date so that if you are having technical issues, you can get some assistance before it is too late.

# Grant Writing Resources

Planning and Writing a Grant Proposal: The Basics

Be a Standout: 10 Tips for Writing Grant Proposals that Get Funded

Show me the Money: Tips and Resources for Successful Grant Writing



There are some general grant writing tips that can be helpful. If you have never written a grant before anyone of these resources can provide you with some important considerations.



## General Tips and Tricks

- ★ Align your proposal to the grant purpose
- ★ Do prep work prior to writing your proposal
- ★ Follow directions and answer all questions
- ★ Proofread your application
- ★ Authentically engage your partners
- ★ Develop a plan that aligns with your identified needs, priorities and target populations
- ★ Give yourself plenty of time

These tips and tricks are based upon common mistakes that we have seen during grant competitions.

Align proposals to the purpose of the grant. This isn't a safety grant for example. applications that go outside of the purpose, (addressing impacts of covid-19 on students' academic, social, emotional and mental health), will not be scored well and will not be funded.

Collect your data, gather your partners, devise a plan all before writing the application. This will make your application more coherent

Follow directions. If asked for information in more than one place provide it. If asked to submit extra forms do so. Follow character limits, requests for more space will not be accepted. Don't second guess the application questions, and don't assume reviewers know anything about your agency or your plan.

Work in word or google when drafting your proposal. Proofread before pasting into the portal. You aren't scored on spelling and grammar but it affects the overall impression to the grant reviewers

Give yourself plenty of time to do this application. If you don't use the timeline provided, map out your own timelines.

Anticipate that there will be challenges: Not getting the data you need, delays in getting signatures, computer and software difficulties, changes in staff working on the project. These types of things will happen. Just plan for it.

# Checklist

## ESSER III Out-of-School Time Grant Application Checklist

- Not yet started** - Identify partners
- Not yet started** - Gather data
- Not yet started** - Conduct data and root cause analysis
- Not yet started** - Identify priority areas and activities for project
- Not yet started** - Identify grant writing team
- Not yet started** - Download the Microsoft Word document version of the application
- Not yet started** - Draft responses to the application questions in Microsoft Word or Google
- Not yet started** - Collect Letters of Support (LOC) from required partner(s)
- Not yet started** - Complete draft in MS Word or Google
- Not yet started** - Proofread application draft
- Not yet started** - Finalize draft
- Not yet started** - Submit draft of application and signature pages to agency authorizer for review and approval
- Not yet started** - Enter the drafted application responses and plan into the online-portal
- Not yet started** - Review to ensure that all sections are complete
- Not yet started** - Ensure that character limits are not exceeded. Look to see if responses were cut off or are incomplete

## [ESSER III Out-of-School Time Grant Application Checklist](#)

One final support tool. We've created a checklist to help you complete the process without missing critical steps. If you have additional steps you can add them. You will be forced to make a copy of this form in google docs to use with your team. Use the link on this slide to copy the document or find it on the grant webpage .

## ESSER III OST Grant Resources

ESSER III OST Grant Application [portal](#) and [word doc](#)

ESSER III OST [Grant Guidelines](#)

[ESSER III OST Grant Rubric](#)

[ESSER III OST FAQ](#)

[ESSER III OST Grant Sequence and Timeline](#)

[ESSER III OST Grant Application Checklist](#)

[EBIS for SEL and Behavior](#)

# Grant Writing Resources

## Wisconsin Afterschool Network (WAN)



Marshfield Clinic Health System



# Navigating the ESSER III Grant Process Supports

The Wisconsin Afterschool Network (WAN) is pleased to provide resources and technical assistance to help school districts and community based organizations prepare ESSER III grants.

## Services provided by WAN

1. Pre-Recorded Technical Assistance:
  - **Conducting a COVID Learning Loss and SEL/Mental Health OST Needs Assessment** Presented by Dr. Lindsay Bernhagen
  - **Meeting EBIS Requirements/Four ESSA Evidence-Based Levels** Presented by American Institutes for Research (AIR)
  - **Creating and Evaluating SMART Goals** Presented by Dr. Cathy Scheder
2. References and Resources posted on the WAN website at [www.wiafterschoolnetwork.org](http://www.wiafterschoolnetwork.org)
3. For 1:1 TA office hours email [wisconsinafterschoolnetwork@marshfieldclinic.org](mailto:wisconsinafterschoolnetwork@marshfieldclinic.org)

# Last Call for Questions

[ESSER3ost@dpi.wi.gov](mailto:ESSER3ost@dpi.wi.gov)

