Amplifying Our Voice: Leading Boldly for Our Students, Our Professions, and Our Union

Resource Development: Grant Writing and Beyond (Part 1)

Marlin Jeffers & Dr. Barbara Hopkins
COMPETENCY: STRATEGY AND FISCAL HEALTH

• NEA Leadership Competency progression level:
  • Level 1: Foundational

• NEA Leadership Competency theme:
  • Utilizes data and analyzes trends to inform decision making
NEA Strategic Goal and NEA Organizational Priority:

• NEA Strategic Goal
  • building the capacity of the local, state and national union to ensure the success of public education.

• NEA Organizational Priorities
  • Early Career Educator
  • Supporting Professional Excellence
Focus for Today

**Description:** Low on funding and full of needs and dreams? This workshop will help you develop your affiliate initiative and help you explore options for funding. Information on NEA grants/resources that are available to build a stronger affiliate (particular focus on professional learning to engage and serve members) will be shared. For any well developed initiative you need to: be able to describe it succinctly, develop goals with measurable outcomes (aligned with your affiliate and NEA), and create a rationale or statement of need that is aligned with organizational goals. These are also the basics of grant. Come and develop your concept and learn about funding options.
Focus for Today (cont’d)

Leaders will:

• Explore NEA Grant options available to individuals and affiliates
• Understand linkages of Goals, Strategic Plans and project/resource development
• Articulate the differentiation between types of resources, and the value of each
• Develop a title, brief description, goals with measurable outcomes and statement of need/rationale that could be used in a grant or project proposal to your board
• Enhance their grant writing skills
Agenda

• Introductions - Identify a concept/idea
• Non-dues revenue/types of resources
• Explore NEA Grant options and resources available to individuals and affiliates
• Strategic Planning/Intent
• Develop:
  • Title
  • Description
  • Statement of Need
  • Goals with measureable outcomes
• Reflection & Evaluation
Introductions

• Identify a key concept or initiative that you wish to focus on for grant writing

  • Write it down
  • Share it with one person
  • Make changes
  • Present (depending on size of group)

• This will be the key focus of your development today. You will tweak this to become the “title” of a proposal.
Title

- Brief
- Descriptive
- No acronyms
- Say what it is
RESOURCES
Resources

How does your affiliate get resources other than from dues?

(share it with a neighbor near you)
Resources (cont’d)

Why do we need to look at “other” resources?

• Diversification (i.e., 401K)
• Changing demographics (members)
• Political changes (Janus)
• Manage risk
Resources (cont’d)

- Human
  - People (members & partners)
- In-kind
  - Stuff/Space
- Financial
  - Money
- OPH: Other People’s Heart
- OPB: Other People’s Brains
- OPT: Other’s People’s Time
- OPR: Other People’s Resources
- OPM: Other’s People’s Money
Resources (cont’d)

• With a partner come up with types of non-dues revenue?
• Share it with another group?
• Share out
• Poster paper
Types of Resources (non-dues revenue)

**Diversification**

- Dues
- Fees for service/ads (Expo, ads)
- District Title II funds for PD (request through district)
- Contributions/Sponsorships
- Grants/other revenue sources
- Non-profit partner or status
- In-Kind (use of building etc.)
- Title II, ESSA funds, other government funds
- Partner with school districts/regions
- Partner with other non-profits, government entities
- Partner with business (#1 reason a business succeeds – good public schools)
Resource Mapping

Common Interest
NEA Resources
NEA Grants

- [www.nea.org](http://www.nea.org)

- [http://www.nea.org/grants/grantsawardsandmore.html](http://www.nea.org/grants/grantsawardsandmore.html)

- $17 million (ish)
Grants & Awards

Opportunities for Educators, Students, Schools, & Communities

<table>
<thead>
<tr>
<th>TITLE</th>
<th>DEADLINE</th>
<th>BENEFICIARY</th>
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<tbody>
<tr>
<td>NEA Foundation Grants</td>
<td>February 1, June 1</td>
<td>Colleges and universities,</td>
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<tr>
<td></td>
<td>and October 15</td>
<td>Education Support Professionals,</td>
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<tr>
<td></td>
<td></td>
<td>K-12 Teachers</td>
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INDIVIDUALS

Write a Grant
Got a great idea for your school or students? With a little smart writing and strategizing, someone else can pick up the tab.
NEA Partnership Funding
Grant Opportunities for NEA Members

(Note to applicants: we are providing a MSWORD template of the respective applications for you to work on at your leisure. Once you have all the information required and you have answered each question on the MSWord template, you are ready to submit your application by clicking on the "Submit your XXX application". You will be able to cut and paste your responses. If you have questions, there is a link for each application to submit any questions.)

NEA Members: Affiliate Partnership Funding Applications Without Deadlines

Legislative Crisis:
The Campaigns and Elections Department has resources available to assist state affiliates facing legislation that will create a significant crisis for the state affiliate and our members

External Partnership Requests
If you are not a member but are interested in partnering with NEA to advance the interests of our member and our students, please click External Partnership Requests
NEA Partnership Funding

Grant Opportunities for NEA Members

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NEA Grants & Help

http://www.nea.org/grants/grantsawardsandmore.html

www.mynea360.org

NEA Grants 4 Great Public Schools (edCommunities group)

FILES - webinars
NEA Grants 4 Great Public Schools

FOR THOSE WHO RECENTLY APPLIED FOR A GPS FUND GRANT: The most recent grant deadline was June 1, 2018. You will receive notification about your awards by August 1, 2018.

FOR THOSE WHO WISH TO APPLY: Please note the webinars under group files to help you in the grant writing process.

David Greenberg (New Mexico)
We ended our year at our district’s first community school – Lynn Community Middle School – with a big community festival. We essentially turned the school over to the community, with partners supporting: mindfulness, yoga, art projects, logic games, animals, metacognition, climbing wall, dunk tank, drumming, martial arts, Burned sex-e-disco, city teen mobile unit, outside games, and more. It was awesome (pics attached).
NEA GPS Fund Grants

• Recruitment and Retention (early career, mentoring & induction, PAR, recruitment of ethnic minority staff)
• Equity, Diversity & Cultural Competence (restorative practice, cultural competency)
• Building a Center for Teaching & Learning (effective educators, improving instruction, NBCT)
• Member engagement – building a stronger affiliate
Resources: Leveraging

- Title II Funds (partner with district/region)
- ESSA Funds (part of ESSA to any 501c3)
- PD provider/technical assistance approved provider (for PD/CEU/college credit)
- Foundation partner/foundation/University (as grant writers)
- Department of Education (as grant writers)
- Find & Learn from your Title I officer locally FOLLOW THE MONEY
STRATEGY
STRATEGY vs PROPOSAL

- Executive Summary
- Elevator Speech
- Company Mission & Background
- SWOT
- Goals/Performance Indicators
- Target Customer
- Industry Standards/Analysis
- Competitive Analysis & Advantage
- Marketing
- Operations
- Financial Projection

FORBES

Is there anything that isn’t aligned in some way?
Planning Tools

Strategic Planning
https://www.councilofnonprofits.org/tools-resources/strategic-planning-nonprofits

Business Planning
http://www.forbes.com/sites/davelavinsky/2013/10/18/strategic-plan-template-what-to-include/#1213be8c7e2f
Link between need and strategy

BRIEF EXAMPLE:

• Most people in the United States view poverty for minority students as an urban issue. Most students in poverty live in rural America in 17 states (see chart) and are taught by 92% white educators. Brookings (2015) found that minority students do better when taught by at least one minority educator.

The plan is two fold:

• Develop a “grow your own” educator program with minorities in rural America that begins with families in elementary school and follows students through college and the first 5 years of teaching.

• Develop a rural initiative to focus on cultural competency training for educators in order to:
  • improve minority student success
  • improve climate for students (self reported)
  • decrease behavioral issues for minority students
  • develop more effective educators
  • improve job satisfaction for educators
Statement of Need

• What need are you trying to address?
• What data do you have (beyond education – labor, health/safety, justice, demographics)
• What strategy will you utilize to address the need?
Statement of Need (cont’d)

• Utilize data, research, and NEA/ funder (WIFF) alignment to support the need and your approach.

• Include information about the targeted area of the grant, such as demographics, and geographic area.
Statement of Need (cont’d)

• **EXAMPLE:** State of XX is focusing on outreach to rural schools for Professional Development in the areas of cultural competency, improving instruction, and technology in the classroom. The largest percentage of children of color in poverty are born in rural areas (see chart below). Thirty-four percent of our students are living in rural areas, and of those 72% are in poverty. Our state has 4 UniServ staff which serve the 582 square miles, and 48 counties, with the average school size of #. It is anticipated that 52% of our members/educators will retire in this targeted area within 3-5 years (quote source). These areas are facing teacher shortages (quote sources) and technology use is a key tool to meet some of the demands in the future (quote source). It is the need for cultural competency, improving instruction and technology in the classroom that is arising from these changes, as well as the teacher shortage identified, that is driving our affiliate’s need for leadership in these areas.
Statement of Need (cont’d)

<table>
<thead>
<tr>
<th>Percentage of Babies Born Into Poverty, 2013</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>----------------</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td>White (non-Hispanic)</td>
</tr>
<tr>
<td>Black (non-Hispanic)</td>
</tr>
<tr>
<td>Asian (non-Hispanic)</td>
</tr>
</tbody>
</table>

Sources: American Community Survey 2013, ipums.org
© 2015 The Pew Charitable Trusts
Statement of Need (cont’d)

- Develop your statement of need
- Pair with a partner to review your Statement of Need
- Edit
- Review with a partner again
DESCRIPTION
Description

• Brief
• 5 W’s – who, what, when, where, why
• Identify key outcome
• No jargon
• Newspaper first paragraph
• Elevator speech
GOALS & MEASURABLE OUTCOMES
Goals & Measurable Outcomes

- Who
- What
- When
- Why?
- $$
- Measurement
Goal: Example

An example of a goal would be "I want to go back to school this fall and get a Bachelors Degree in English at the University of XXX to improve my stability in my agency. This is very specific. It's not just stating "I want to go back to school." It's stating exactly what type of degree you want to obtain, when, where, who and why.

Think about it, if you just use "I want to go back to school" as your goal, there are still many unanswered questions. Like, which classes should you take? Where do you do you want to go to school? What is the reason for the degree?
Things to Remember

• Goals must be realistic – you can’t lose 40 pounds in one month
• Must prioritize – rank in order of importance you, can’t accomplish it all at once.
• Do you have the resources you need to reach your goals? (money, information, health, energy, skill, etc.).
Goals with Outcomes

• Get ready to write a list of the goals/outcomes you think would be important and worthwhile for you to accomplish with the grant.
• How can these be measured over time?
• How can this initiative be sustained over time?
• How will this grant change your current status?
• How will you know if you “got an A”?
• How will a grantor get a Return on the Investment (ROI)?
SMART Goals

S  Specific
M  Measurable
A  Attainable
R  Relevant
T  Time-bound
SPECIFIC

(5W’s)

• Who needs to be included?
• What do you want to accomplish?
• Where: Identify a location.
• Why: Specific reasons, purpose or benefits of accomplishing the goal.
• When do you want to do this? Time frame.
• Which: Identify requirements and constraints.
Measurable

• How can you measure progress and know if you’ve successfully met your goal?
• When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.
• To determine if your goal is measurable, ask questions such as......
• How much? How many? What %, percentages?
• How will I know when it is accomplished?
Achievable/Attainable

- Do you have the skills required to achieve the goal?
- What is the motivation for this goal?
- Is this effort required on par with what the goal will achieve?
- When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.
Relevant/Realistic

- Why am I setting this goal now? Is it aligned with the overall objectives?
- To be realistic, a goal must represent an objective toward which you are both willing and able to work.
- A short-term goal is frequently easier to reach than a long-term goal.
- Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.
Time bound/Timely

• What is the deadline and is it realistic?
• Your goal is probably realistic if you truly believe that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.
**S** Specific

You goal should be as specific as possible and answer the questions: What is your goal? How often or how much? Where will it take place?

**M** Measurable

How will you measure your goal? Measurement will give you specific feedback and hold you accountable.

**A** Attainable

Goals should push you, but it is important that they are achievable. Are your goals attainable?

**R** Realistic

Is your goal and timeframe realistic for the goal you have established?

**T** Timely

Do you have a timeframe listed in your SMART goal? This helps you be accountable and helps in motivation.
### SMART Goal Map

**Directions:** List the required information in the appropriate areas as indicated.

<table>
<thead>
<tr>
<th>S</th>
<th>Make It Specific</th>
<th>What do you want to accomplish?</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Make It Measurable</td>
<td>How will you know when you have accomplished your goal?</td>
</tr>
<tr>
<td>A</td>
<td>Make It Attainable</td>
<td>How can the goal be accomplished?</td>
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<tr>
<td>R</td>
<td>Make It Relevant</td>
<td>Is this goal worth working hard to accomplish? Explain.</td>
</tr>
<tr>
<td>T</td>
<td>Make It Timely</td>
<td>By when will the goal be accomplished?</td>
</tr>
</tbody>
</table>

**Name:**

**Date:**

**Class Period:**
Program Goal

EXAMPLE: Forty-two early career educators (1-10 years) will be matched with veteran member/teachers to participate in a mentoring program over 3 years in order to impact student achievement, early career teacher retention and teacher leadership.

- Early career educators will share videos on how this experience helped them impact student success that could be utilized by the affiliate media outreach and NEA.
- Ninety percent of participants who continue to be employed, will remain in teaching over the first three years (90% retention).
- Eighty percent of the reviews from every professional development and the final assessment will indicate the mentoring aided the early career educator in being a better teacher and influencing student success.
- Members and non-members will be engaged in this program. By the completion of the 3 year grant, at least 40/42 of the early career teachers will be NEA affiliate members.
- All of the NEA Mentor teachers will be members and grow in their leadership as reported via assessments.
## GOAL - OUTCOME

<table>
<thead>
<tr>
<th>Goal</th>
<th>Key Activities</th>
<th>Timeline (approximately dates)</th>
<th>Benchmarks</th>
<th># Members &amp; Engagement</th>
<th># Non-Members &amp; Engagement</th>
<th>Staff/Governance (roles not names)</th>
<th>Engagement &amp; role</th>
</tr>
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</table>
Writing Goals with measurable outcomes

• Write 1 – 2 goals with measurable outcomes for your project/initiative.
• Share
• Edit
• Share with someone again
REFLECTION
Reflection

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>SAMPLE QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBJECTIVE</td>
<td>What – did phrase or word from today sticks with you?</td>
</tr>
<tr>
<td>REFLECTIVE</td>
<td>Gut – during the presentations today when do you feel – what – and why? (challenged, frustrated, excited)?</td>
</tr>
<tr>
<td>INTUITIVE</td>
<td>So what? – does this mean to you?</td>
</tr>
<tr>
<td>DECISIONAL</td>
<td>Now what? – what are your next steps?</td>
</tr>
</tbody>
</table>

Reflection model from the United Nations Institute of Cultural Affairs
Reflection

WHAT (see, notice, hear)
GUT (feel, emotion)
SO WHAT (meaning)
NOW WHAT? (action)
Session Outcomes

The content from this session can be used in the following ways in your current position/role:

• Explore NEA Grant options available to individuals and affiliates
• Understand linkages of Goals, Strategic Plans and project/resource development
• Articulate the differentiation between types of resources, and the value of each
• Develop a title, brief description, goals with measurable outcomes and statement of need/rationale that could be used in a grant or project proposal to your board
• Enhance their grant writing skills
Closing

• Please complete the evaluation for this breakout session by using the NEA Summit Mobile App! (Allow at least 5 minutes at the end of the session.)
• Please visit the Leadership Development Resources website at www.nea.org/leadershipdevelopment

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Marlin Jeffers mjeffers261@gmail.com