



# NEA CGPS GRANTS: The Ins and Outs

*Exploring Strategies for Finding Grants  
Funding Beyond Your District*

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# Session Objectives



- Raise awareness of CGPS grants
- Learn how to find NEA grants
- Review grants process
- Share examples of current grants, including ESP members
- Create opportunity to ask questions and understand how to get help in the future

# NEA Two Broad Goals

Strong Affiliates  
& Successful Students  
(Union led school transformation)

**WIFM vs. WIFF**

# ROLE OF GRANTS

- **GRANTS PURPOSE**

- Demonstrate leadership
- Quality of public education
- Engages members
- Student-centered *success*
- Collaboration

- **TWO NEA GOALS**

1. Stronger affiliates
2. Empowered educators  
– student success

# Suggestions

- Think about your affiliate and what are your needs and capacity?
- Work collaboratively (multiple ESP groups or sites – example 10 state LSO consortium)
- Work with PreK-12 or state/local affiliate.
- Work with a Higher Ed partner

# NEA GPS GRANT Sites



- [www.nea.org](http://www.nea.org)
- Search under – Grants
- edCommunities – [www.mynea360.org](http://www.mynea360.org)
- JOIN: NEA Grants 4 Great Public Schools

# CGPS Grant Programs

- **Great Public Schools Fund (GPS Fund)**
  - ❖ Larger of the two grant programs; distinct Special Purpose Fund
  - ❖ Up to \$250,000 a year for a maximum of 3 Years (50K minimum)
- **State – Local Project Grants**
  - ❖ Smaller dollar grants for 1 year, typically \$3,000 - \$25,000

# NEA Strategic Goal and NEA Organizational Priority



- **NEA Strategic Goal**
  - **Building the capacity of the local, state and national union to ensure success of public education**
- **NEA Organizational Priorities**
  - **Early Career Educators**
  - **Supporting Professional Excellence**
  - **Racial Justice in Education**



# CGPS State and Local Project Grants

- Application deadline is **September 15**.
- **State & Local Project Grant Guidelines 2020-2021**
- **Only State and Local Affiliates of NEA may apply for State & Local Project Grants.** All grantees will be expected to participate in a grant reporting and evaluation process during and at the close of the funding cycle (with continued funding contingent upon satisfactory progress reporting). In order to be considered, each grant proposal should include both narrative and budgetary information (with budget data tied directly to the proposed activities). Typically, funded grant requests range from \$3,000 to \$25,000 over a 1-year period.

# NEA GPS FUND



- NEA's Great Public Schools (GPS) Fund enables grant awardees (affiliates) to improve student success.
- Since 2013, the NEA GPS Fund has provided funds to state affiliates, local affiliates, and their partners that demonstrate leadership in enhancing the quality of public education and engaging members.
- Funds come from NEA Member dues.

# NEA GPS FUND GRANT PROCESS CHANGES

- The NEA Board of Directors has approved changes to the GPS Fund Grant application process in order to allow for:
  - More efficient management of the granting process to better serve affiliates and members
  - The development of a Planning Grant application due annually on September 15<sup>th</sup>, which serves as an abbreviated version of the full GPS Fund Grant application
- Those affiliates awarded Planning Grants will receive a small amount of funding (up to \$10,000) and other technical assistance from NEA in order to workshop and flesh out their proposals in anticipation of the February 1<sup>st</sup> GPS Fund application deadline.

# WHAT ARE THE CHANGES IN THE GPS FUND?



- One grant cycle per year, consisting of:
  - Stage 1 (Planning Grant application), then
  - Stage 2 (GPS Fund Grant application)
- The Planning Grant component has been added, which is a streamlined version of the GPS Fund application
- The previous Intent to Apply (ITA) submission period has been eliminated
- The ITA was not required to be eligible to apply for a GPS Fund Grant, but a Planning Grant award is now a prerequisite under the new process
- Only affiliates that are awarded a Planning Grant will be eligible to move on to Stage 2 (i.e., apply for a full GPS Fund Grant)

## WHAT ARE THE CHANGES IN THE GPS FUND?

- More technical assistance from NEA will be given to Planning Grant awardees before submitting their full GPS Fund Grant application
- The post-grant award addendum process has been eliminated, which often times delayed the start of grant work in order to finalize certain details of the work (i.e., awardees should be better positioned to begin their work faster)
- New minimum GPS Fund Grant award is now \$50,000 (was \$25,000 previously). The maximum amount of \$250,000 per year remains unchanged.

# NEW: NEA GPS FUND GRANT PROCESS

SEPT. 15, 2020  
Planning Grant  
applications due

OCT. 15, 2020  
Planning Grant  
awards announced\*

OCT. 15, 2020 –  
JAN. 31, 2021  
Workshop/Formulate your  
full GPS Fund grant proposal

FEB. 1, 2021  
GPS Fund  
applications due

APR. 1, 2021  
GPS Fund  
awards announced

*\*Only affiliates awarded Planning Grants will be eligible to workshop and apply for a full GPS Fund Grant.*

# SEPTEMBER 15<sup>th</sup> – Planning Grant Application Due



- Before the deadline, go to the main NEA Grant Site
- [www.nea.org/grants/58935.htm](http://www.nea.org/grants/58935.htm)
- Scroll down to Great Public Schools Fund (GPS Fund) section
- Look through resources, Grant Guidelines, Planning Grant Application
- View Annual Reports, Webinars
- Write your Planning Grant (via online application system, can login/save-as-you-go)
- You must apply for – and be awarded – a Planning Grant to be eligible for a  
GPS Fund Grant
- Submit the Planning Grant application by September 15<sup>th</sup>

# OCTOBER 15<sup>th</sup> – Planning Grant Decisions Announced

- Oversight Committee awards Planning Grants by October 15<sup>th</sup>
- If your Planning Grant is **awarded**, your affiliate will be eligible to continue with the process and apply for a GPS Fund Grant
- If your Planning Grant is **not awarded**, your affiliate is welcome to re-apply the following September



OCTOBER 15<sup>th</sup> – JANUARY 31<sup>st</sup>



- Continue to develop your grant proposal
- Take part in Grant Workshop(s) for technical assistance, provided by NEA
- Request NEA Center for Great Public School staff consultation
- Revisit the GPS Fund Guidelines found on nea.org:  
[www.nea.org/grants/58935.htm](http://www.nea.org/grants/58935.htm)
- View grant resources on edCommunities ([www.mynea360.org](http://www.mynea360.org)) in the group “NEA Grants 4 Great Public Schools”
- Fill out all the information required for the GPS Fund Grant Application, which is due by February 1<sup>st</sup>

## FEBRUARY 1<sup>st</sup> – GPS Fund Grant Application Due



- Write your GPS Fund Grant (via online application system, may login/save-as-you-go)
- All GPS Fund applications are due by 11:59 PM Local Time on February 1<sup>st</sup>
- After the deadline, the Oversight Committee meets and reviews all applications

# APRIL 1<sup>st</sup> – GPS Fund Grant Awards Announced



- Grant applicants are notified of acceptance or denial
- Further information will be provided to grant awardees
- You will receive support from the NEA Center for Great Public Schools staff for the duration of your grant
- Information will be provided on regular progress reporting requirements
- Execute your plan as approved by the Oversight Committee!

# Grant Process Components & Examples



- Title
- Statement of Need
- Priority Focus
- Brief Project Description
- Draft GPS Fund Scope of Work
- Draft GPS Fund Budget Worksheet (up to \$750,000 over 3 years)
- Anticipated Partnerships
- Communications Plan

# TITLE

- Brief
- Descriptive
- No acronyms
- Say what it is
- Example: “Name” Education Association Mentoring Program for New Educators
- Example: “Name” Education Association Recruitment and Retention of Educators for Rural Areas

# 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?
- Utilize data, research, and NEA/ funder 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



Directions: Please include information that outlines the established need or problem(s) that this GPS Fund grant will address. Utilize data, research, and NEA program alignment to support the need and your approach. Include information about the targeted area of the grant, such as demographics, and geographic area.

## 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 students 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.*

## PRIORITY FOCUS

- Applications with a primary focus on Early Career Educators and/or Racial Justice in Education will receive additional weight in the scoring and evaluation process.
- Will your proposed work focus on either or both of these topics? If so, briefly explain which topic(s) and how it will be the primary focus of the grant. If not applicable, enter "NA".



# BRIEF PROJECT DESCRIPTION

- Brief
- 5 W's – who, what, when, where, why
- Identify key outcome
- No jargon
- Like a Newspaper first paragraph
- Elevator speech



# Brief Project Description



## **BRIEF PROJECT DESCRIPTION EXAMPLE:**

Most people in the United States view poverty for students of color as an urban issue. In reality, the majority of students in poverty (including the majority of students of color) live in rural America in 17 states (see statement of need) and are taught by 92% white educators. Brookings (2015) found that students of color do better when taught by at least one minority educator.

The plan is two fold:

Develop a “grow your own

educator program with educators of color in rural America that begins with families in elementary school and follows students through college and the first 5 years of teaching. Twenty families will be added each year in 5 locations. At the end of three years, 300 families and students (potential, future educators of color) will be included in the program.

Develop a rural initiative to focus on cultural competency training for educators (150 per year) in order to:

- improve student success, with a focus on students of color

- improve climate for students

- decrease behavioral interventions for students of color

- develop more effective educators

- improve job satisfaction for educators

# Goals & Outcomes



You may submit 1 Goal.

Your goal will be included in the Scope of Work document.

Consider using SMART GOALS

**S** Specific

**M** Measurable

**A** Attainable

**R** Relevant

**T** Time-bound

# Goals & Outcomes



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?



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



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



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



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

# Goals & Outcomes

**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 tracked through nea360).
- 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 (noted in nea360).
- All of the NEA Mentor teachers will be members and grow in their leadership as reported via assessments and followed in NEA 360.

# Scope of Work / Work Plan

- Don't list everything you plan to do or your department plans to do
- List only what you want to be accountable for financially & programmatically to meet the goals (Larger picture is in the strategic plan)
- Aligned with 6 and 12 months due to reporting system
- KEY: List what members and non-members will be engaged.
- KEY: List what staff/caucuses/board members (leadership) will be engaged.

# Scope of Work / Work Plan

Goal:

Year of the Grant: 1 2 3

Key Activity	Anticipated Outcomes	Timeline	Members/Non-Members engaged (numbers and roles)	Affiliate staff/leadership engagement (by role & purpose)	Six Month Report	Annual Report

# Goals & Outcomes (in Scope of Work)

## SCOPE OF WORK (document)

Goal #1: One hundred (100) new educators will each work with a member mentor (30-50) to provide early career educators with support to succeed, resulting in a 85% retention rate of new hires. At the end of each year 85% of the mentees participating will continue their position, and be asked to return. Mentees will respond to a survey every 3 months as to the effectiveness of the program at a 85% approval rating. Mentors will have a 85% positive response to the program to be surveyed every 6 months. Program adjustments will be made as indicated in the surveys.

Key Activity	Anticipated Outcomes and Measurements	Timeline	Members/ Non-Members engaged (numbers and roles)	Affiliate staff/leaders engaged (role & purpose)	Six month report	Annual report
Mentors & Mentees trained	Assessment of effectiveness of training – 85% positive	October 20xx	30-50 mentors, 100 new educators, 2 member leaders/trainers	Staff trainers (3) President welcoming at events Prof Dev Committee (14)		
Utilize edCommunities for mentees & mentors	Mentees, 2 posts and 4 responses monthly Mentors group – 2 posts and 2 responses per month	Six months	30-50 mentors, 100 new educators, 2 member leaders/trainers	1 staff oversight		



# Funding Options

- 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)**

# Budget

## NEA GPS Grant Fund

### BUDGET SUMMARY – Years 2020-2023

Please outline planned budget expenditures and anticipated financial and in-kind resources from the grant, affiliate, and partners, as it applies to your proposal. This is a preferred template to be used as it applies to your proposal. Not all columns or categories will be relevant.

List the worth of any human, in-kind (stuff, meeting space, etc.,) and financial resources. In general a partners time or volunteer time would be valued at \$24 an hour (meetings, leadership, committee, etc.,)

Please fill a template out for each budget year for which you are requesting grant fund.

**NOTE: EACH GRANTEE should resubmit this form, if requested.**

- Please make adjustments if your grant funding is different than what you had requested.
- At the end of each six months, your budget report should reflect the comparison to this plan.
- You may move up to 20% of our grant within categories. If you wish to make more dramatic changes, get the prior approval from your grant manager.

2020-2023

# Budget (cont'd)

## NEA GPS FUND GRANT - Budget Worksheet

### Year 1

*Grant funds - max \$250,000 requested per year*

PERSONNEL & STAFFING	Grant Funds Requested <i>(Required column)</i>	Affiliate	In-Kind	Partners
Salaries (amount and time noted below)				
Benefits				
Paid Release Time				
Stipends				
Substitutes				
<b>PERSONNEL SUB-TOTAL</b>	\$0	\$0	\$0	\$0

**Calculations for Personnel & Staffing:**

**Explanation and Rationale for Personnel & Staffing:**

# Budget (cont'd)

## NEA GPS FUND GRANT - Budget Worksheet

Year 1

*Grant funds - max \$250,000 requested per year*

TRAVEL	Grant Funds Requested (Required column)	Affiliate	In-Kind	Partners
Airfare				
Mileage				
Lodging				
Meals				
Ground Transportation				
<b>TRAVEL SUB-TOTAL</b>	\$0	\$0	\$0	\$0

Calculations for Travel:

Explanation and Rationale for Travel:

# Budget (cont'd)

NEA GPS FUND GRANT - Budget Worksheet				
Year 1				
<i>Grant funds - max \$250,000 requested per year</i>				
Calculations for Consultants/Vendors:				
CONSULTANTS/VENDORS	Grant Funds Requested <span style="color: red;">(Required column)</span>	Affiliate	In-Kind	Partners
Consultants/Vendors				
<b>CONSULTANTS/VENDORS SUB-TOTAL</b>	\$0	\$0	\$0	\$0
Explanation and Rationale for Consultants/Vendors:				
Explanation and Rationale for Travel:				

# Budget (cont'd)

## NEA GPS FUND GRANT - Budget Worksheet

### Year 1

*Grant funds - max \$250,000 requested per year*

OTHER DIRECT COSTS	Grant Funds Requested <i>(Required column)</i>	Affiliate	In-Kind	Partners
Training Materials				
Curriculum Materials				
Office Supplies				
Equipment				
Office Space				
Promotional Items				
Postage/Communications				
Printing				
Other Direct				
<b>OTHER DIRECT SUB-TOTAL</b>	\$0	\$0	\$0	\$0

**Calculations for Other Direct:**

**Explanation and Rationale for Other Direct:**

	TOTAL REQUEST Grant Funds	Total Affiliate	Total In-Kind	Total Partners
<b>TOTALS</b> <span style="float: right;"><b>YEAR 1</b></span>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

# Resources

- **Human**
  - **People (members & partners)**
- **In-kind**
  - **Stuff/Space**
- **Financial**
  - **Money**



# Grant Restrictions

Grants funds may not be used to fund the following:

- Overhead expenses (similar to indirect costs)
- Public Relations activities (built into communications)
- Legislative programs
- Political campaigns
- Capital improvements or large equipment purchases
- Programs or activities covered by other NEA Grants or funded with other NEA monies
- Hiring of permanent staff positions (unless there is a commitment from the applicant to support the position(s) in their program budget after the grant term ends) Hiring a full-time or part-time term-limited position to manage a Grant is an allowable Grant expense.





# Anticipated Partnerships

- In order to sustain this work, partnerships are helpful and perhaps even necessary. Please list relevant partners that you will or may include in this work on your applications.
- TIP: Think about “who is impacted if this work is not done successfully?” An example would be addressing the retention of quality early career educators. Business, the community, the school district - everyone is impacted when quality early career educators are not retained. Businesses are acutely aware of this, so consider making those types of outreach for potential partnerships. School districts pay the price if new educators are not retained (check the research in your area).

## PARTNERS: Who cares?

- What need are you trying to address?
- What data do you have (beyond education – labor, health/safety, justice, demographics)
- Who are your partners – or should be?



# PARTNERS: Who is impacted?

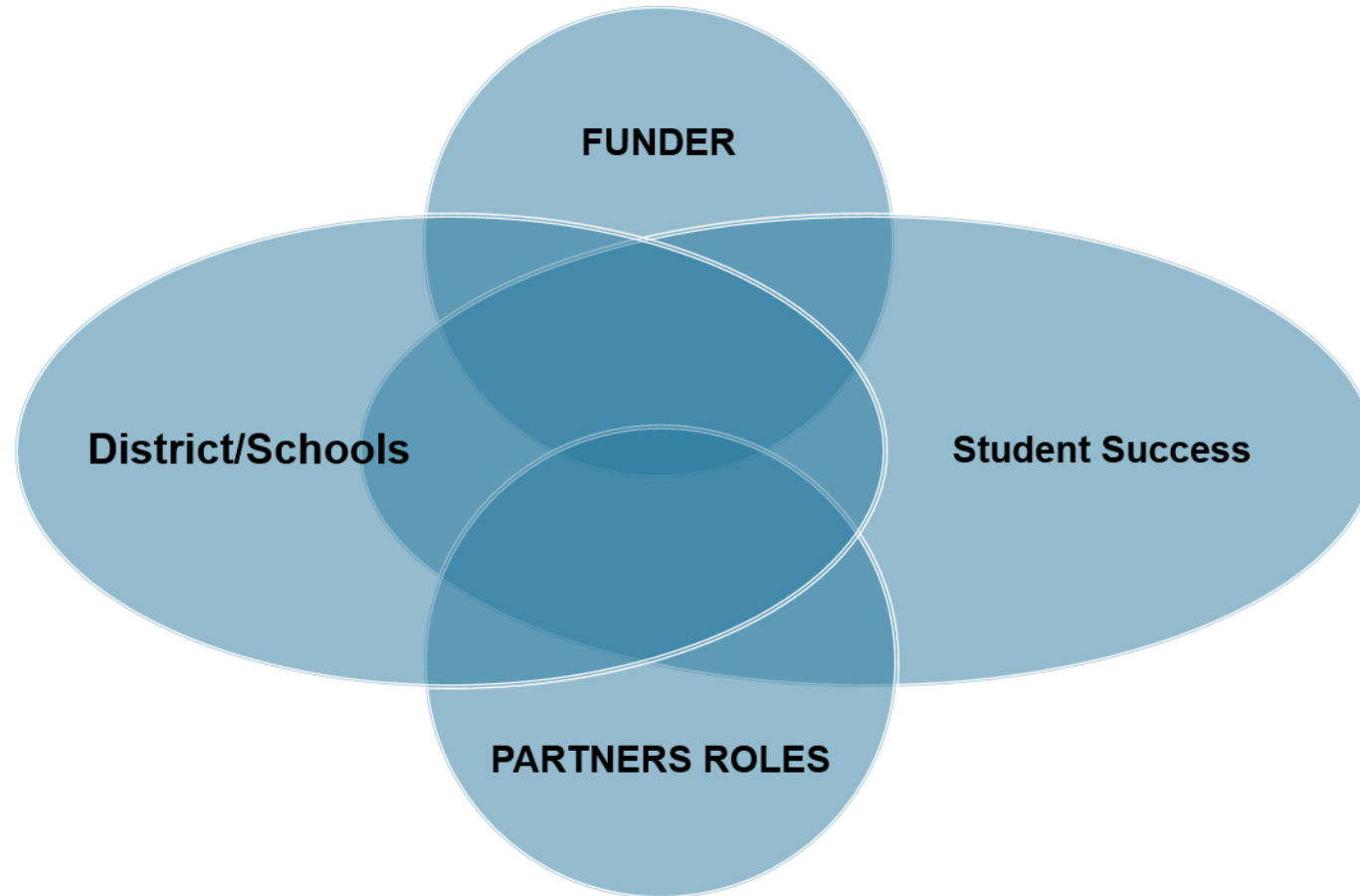
- School district, Department of Education, school board, other education entities
- Community
- Business
- Government
- Faith-based
- Non-profits
- Universities



# PARTNERS CONSIDERATIONS

- Equal
- Deep investment in the vision
- Bring data, people, resources
- Share in the failures and success
- In it for the long haul
- Want to be in on the planning
- Builds sustainability

# PARTNERS: Common Ground





# GPS Fund Example: ESP



## **Leadership Training: Woodbridge Township EA (WTEA)** ***Impacting the School to Prison Pipeline***

WTEA, in collaboration with the school district, established a pilot program at Woodbridge HS in New Jersey that worked to address the social and emotional needs of students most at risk of dropping out of high school, traveling the school-to-prison pipeline and who practice unhealthy lifestyles due to food insecurity and impoverished households.

The program promoted the development of essential coping skills necessary to reduce school violence and community deviance displayed by at-risk students and transitioned these students into becoming advocates of a safe and healthy school environment.

The program provided teaching and learning opportunities for teachers and education support professionals that positively impact student outcomes, foster a foundation for sustainable educational growth, support whole school peer-to-peer knowledge transfer and strengthen the relationship between students and the whole school community.

# GPS Fund Example: ESP



## **Professional Development: East Orange Maintenance Association *ESP Professional Development that Matters: Using the Professional Growth Continuum to Prioritize Students and our Careers***

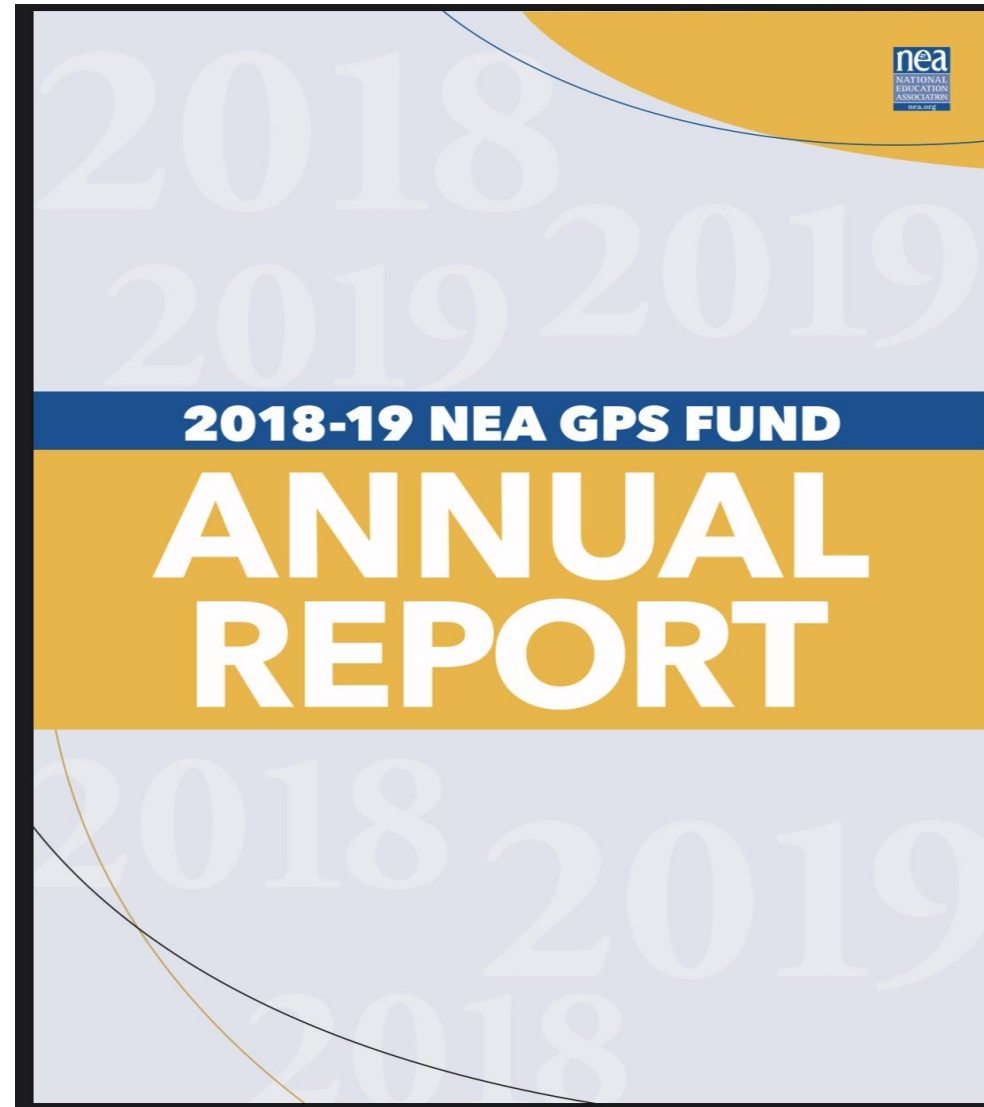
This grant supports a collaborative model program run through the East Orange Maintenance Association (EOMA) to develop and implement relevant and meaningful professional development program for all East Orange School District Education Support Professionals (ESPs) through the use of the Professional Growth Continuum (PGC) developed by the NEA. This professional development will provide skill development with a student-centered focus, help to defend against privatization by demonstrating expertise and clear recognition of that expertise and become the basis for evaluations at the district level. The East Orange Maintenance Association is proud to partner with the East Orange School District, the NJEA and the NEA to develop what we hope will become a statewide, if not national, model for strong ESP Professional Development through the use of the PGC.



# GPS Fund Annual Report



All GPS Fund Grants can be found here. A link to the report can be found on [nea.org/grants](https://nea.org/grants)



# HELP IS AVAILABLE!

## Webinars on edCommunities in the group: “NEA Grants 4 Great Public Schools”

- Module 1: Strategic focus, links & affiliates
- Module 2: Goals, outcomes, branding & NEA links
- Module 3: Budget, Partners, Sustainability
- Module 4: Final writing, mistakes to avoid



# 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>



# Questions? Reflection!

[www.Mynea360.org](http://www.Mynea360.org)

NEA Grants 4 Great Public  
Schools





# WHO?



\$\$ and Process: David Boyd [dboyd@nea.org](mailto:dboyd@nea.org)

Grant Writing/Resource Development: Barbara Hopkins [bhopkins@nea.org](mailto:bhopkins@nea.org)

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# We Rise Together



NEA members are coming together with parents, community leaders and other activists to demand that Congress act to Ensure that Students & Communities Rise Together by:

- Stabilizing education funding for students in our communities, schools, and campuses. (\$175B)
- Building bridges for educational opportunity for students and stronger communities.
- Supporting the safety, health and well-being of students and educators.

Go to: [nea.org/covidaction](https://nea.org/covidaction) to take action