Federal Grants Part 2: Competitiveness

Cara C. Pugh, M.Ed
Cara C. Pugh Consulting

Teresa Wilke, MBA
Silver Arrow Strategies

August 3, 2022

Cara C. Pugh

- Robert Wood Johnson Foundation Interdisciplinary Research Fellow
- Owner of Cara C. Pugh Consulting, LLC
- Coach, organizer and trainer for education equity movements
- Master's Degree in Education with classroom teaching experience
- Facilitator and connector of community leaders, residents and community-based organizations to build power and hold power through policy and systems level change
- Manager National Programs at Innovate Public Schools

Welcome to Federal Grants Part 2!

Please share your thoughts and responses on <u>chart paper</u>:

- *What makes your community **different/special/unique** from others?*

- *What group/sector/systems/individuals have been **difficult to engage**?*

- *How are you addressing **school/student safety** and/or broader **community violence**?*

Welcome to Federal Grants Part 2!
Please use the QR code below to access the session Padlet

Federal Grants Part 2: Objectives

1   **Review U.S. Department of Education Priorities and Definitions**

2   **Clarify Compelling Story of PLACE + The "Secret Sauce"**

3   **Community Engagement Norms and Peer Learning Tactics**

4   **Identify Priority Planning Decisions and Timeline for Proposals**

5   **Messaging and Motivation for Federal Grant Seeking**

Teresa Wilke, MBA

- Early Career in Federal Government
- 20 Years Grant Writing Experience
- Active Federal Grant Reviewer
- $140M+ Grant Awards
- GPA Approved Trainer
- Specialize in large-scale, cross-sector proposals that combine collective impact with organizing

Department of Education Discretionary Grant Priorities

1 **COVID-19 Impact**

Address the Impact of COVID-19 on Students, Educators and Faculty

2 **Equity in Access**

Promoting Equity in Student Access to Educational Resources and Opportunities

3 **Educator Diversity / Growth**

Supporting a Diverse Educator Workforce and Professional Growth To Strengthen Student Learning

4 **SEL + Academic Needs**

Meeting Student Social, Emotional, and Academic Needs

5 **Postsecondary**

Increasing Postsecondary Education Access, Affordability, Completion and Post-Enrollment Success

6 **Systemic Change**

Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change

DoE Cradle-to-Career Strategy

Full-Service Community Schools

-- VS --

Promise Neighborhoods

Full-Service Community Schools

- Smaller $$
- More Awards
- Tighter Focus
- LEA+Programs
- Non-Federal Match

Promise Neighborhoods

- Larger $$
- Fewer Awards
- Geographic Focus
- All-In Effort
- 1:1 Match

Promise Neighborhoods: Results and Reporting

- Planning and implementation of C2C **pipeline services**
  - In the first year of the grant, grantees must use at least 50% of funds for planning activities
  - In the second year, grantees must use at least 25% of the funds for this purpose
- Continuous **evaluation and improvement of programs based on outcome data**
- Government Performance and Results Act (GPRA) measures

Education

- Children enter kindergarten ready to succeed in school
- Students are proficient in core academic subjects
- Students successfully transition from middle school grades to high school
- Youth graduate from high school
- High school graduates obtain a postsecondary degree, certification, or credential

Family & Community Support

- Students are healthy
- Students feel safe at school and in their community
- Students live in stable communities
- Families and community members support learning in Promise Neighborhood Schools
- Students have access to 21st-century learning tools

Community Schools and COVID-19

"Community schools play a vital role in achieving President Biden's vision of building our education system back better than before the pandemic. The last two years have taught us how critical schools can be in providing wraparound supports to students and families—such as access to mental health services, basic needs, and high-quality academic instruction. When schools are at the center of our neighborhoods and communities, children, youth, and families benefit. I am thrilled that this program can enable more students and families to access full-service community schools, and that President Biden proposed in his budget to invest hundreds of millions of dollars in community schools, which have been proven to improve student well-being and academic success."

- U.S. Secretary of Education Miguel Cardona (January 2022)

Federal Grant Trends FY22-23

- Federal advocacy for "blended and braided" funding
- Aligned efforts to address mental health, school safety and community violence
- Consistent adoption of Community Schools Four Pillars Model
- Prioritizing authentic parent/youth/community power
- Perceived tension between "whole child" efforts and current realities of teacher fatigue, burnout, retirement
- Multiple sources of technical assistance and support for preparing grant proposals

Spark Reviewer Interest: Your Story

- **How is your community different?**

- **Who or what is affected by this problem?**

- **How urgent is the issue? What if you don't act?**

- **What are the obstacles and barriers?**

- **What offers hope? What has succeeded?**

- **What do you need to know, heal or explore with community?**

Secret Sauce of High Review Scores

❖ **Timing and Momentum**

❖ **Networked Connectivity Across Institutions and Structures**

❖ **Data Capture and Reporting Infrastructure**

❖ **Policy, Power and Purse Alignment**

❖ **Mechanisms of Accountability and Clear Governance Structure**

❖ **Demonstrated Power of Activated Community/Youth Leadership**

Demonstrating Power of *Activated* Community/Youth Leadership

Community Engagement
Traditional vs. Transformational

Community Engagement Value

Self-Interest

A person or community's reason "why"

Limiting Beliefs about Community Engagement

What are some **limiting beliefs** when it comes to community engagement or writing community engaged grants?

Limiting Beliefs of Community Engagement

- Not enough time
- Too many players 🌶️
- Community members sometimes not on the same page as our organization 🌶️
- Not enough expertise 🌶️
- Not enough capacity to engage (time, money, etc)
- Not enough money
- Lack of clarity in what the actual issue is in the community 🌶️
- Lack of mission alignment 🌶️
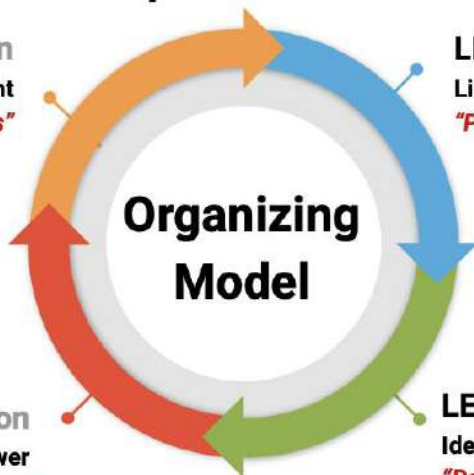- Not our role, another group's role

Two Frameworks

Organizing Cycle

SPICY Issues

CARA C. PUGH
CONSULTING

Power = People + Plan + Action

REFLECT: Evaluation
Personal & Group Development
*"People learn through their own experiences"*

LISTEN: 1:1 Conversations
Listen and Restore Relationships
"Power is a product of relationships"

Organizing
Model

ACT: Collective Action
Public Expression of Power
"Power is the ability to achieve purpose"

LEARN: Research Meetings
Identify Problems & "Cut" Issues
"People can't be held responsible for what they don't know nor understand"

Innovate
Public Schools

SPICY Issues are...

- **S**pecific (Focused on particular time, people, & place; quantifiable)

- **P**olarized (Simple handle, has two sides, forces clear choices)

- **I**mmediate (Urgent, keenly & widely felt; compelling)

- **C**lear (Easily understood, clear target, inspires action, tangible)

- **Y**ES! (Desirable, doable, potential to win)
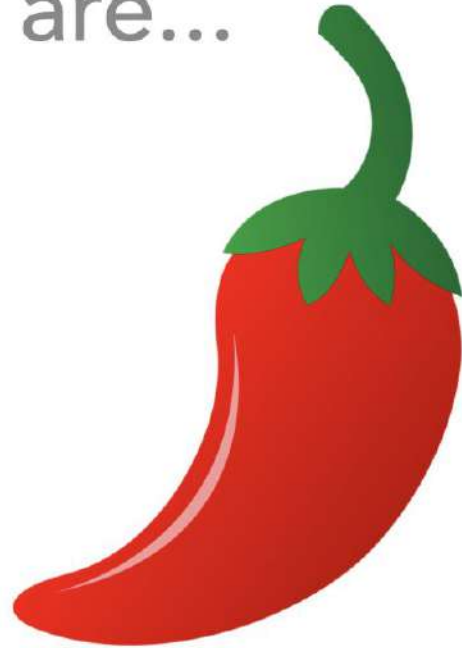
Innovate
Public Schools

Limiting Beliefs of Community Engagement

- Not enough time
- Too many players 🌶️
- Community members sometimes not on the same page as our organization 🌶️
- Not enough expertise 🌶️
- Not enough capacity to engage (time, money, etc)
- Not enough money
- Lack of clarity in what the actual issue is in the community 🌶️
- Lack of mission alignment 🌶️
- Not our role, another group's role

Affirming Beliefs for Community Engagement

Affirming Beliefs for Community Engagement

- *Power is in the relationship*
- *Stay within the experience of your people*
- *Organizing is about people; people are about issues*
- *Move at the speed of trust*
- *Never do for others what they can and should do for themselves*

Session Takeaways

- Identify limiting beliefs
- Use the organizing cycle as a guide post
- Make the issue cut spicy
- Identify and share affirming beliefs about community engagement
- Push for transformational community engagement rather than traditional

CARA C. PUGH
CONSULTING

Potential Next Steps

Reading

- Emergent Strategy by adrienne maree brown
- Organizing for Social Change by Midwest Academy
- The Water of Systems Change by FSG

Training

- Innovate Public Schools [COTP + PLI]
- Midwest Academy
- Racial Equity Institute [REI]
- Anti-Racism Anti-Bias [ABAR]
- Interdisciplinary Research Leadership Fellowship [IRL] with Robert Wood Johnson Foundation
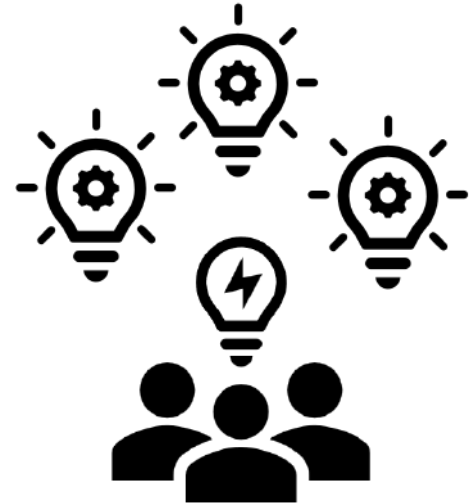
Peer Collaboration and Knowledge Sharing

*K - What do I **know** that could help my peer community?*
(Share resources, ideas, frameworks, networks)

*W - What do I **wonder** about the posted response?*
(Ask probing questions that will lead to critical shifts in their proposal)

Proposal Planning: Identify Team Leads

- Project Management
- Strategy / Design
- Data / Research
- Outreach / Partners
- Proposal Writing
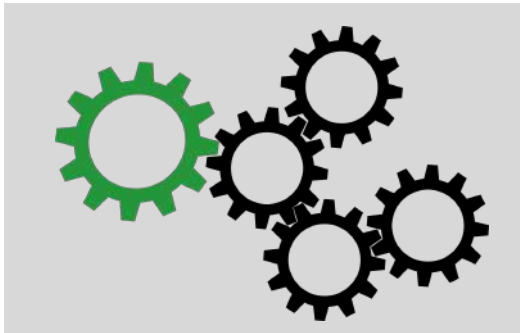
Proposal Planning: Partners & Programs

Partnership Audit

- Ecosystem of institutions, systems, actors and structures that must be engaged to <u>support</u> the C2C pipeline of programs and maintain durable <u>connection</u> across programs and settings
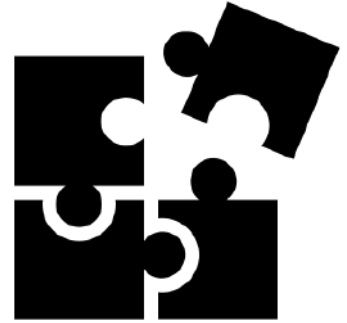

Segmentation Analysis

- Inventory of <u>direct service</u> C2C programs and student/family supports to: (1) understand current support available, (2) clarify assets and strengths that exist, and (3) identify gaps or capacity constraints

Partnership Audit: Capacity, Commitments, Roles

- Program Delivery Partners
- Data Capture, Analysis and Reporting
- Policy and Advocacy Competency
- Resident Leadership
- Youth/Parent Councils
- Workforce Development and Business Sector
- Education System Leads/Champions
- Resources for Sustainability

Segmentation Analysis: Pipeline Assets and Gaps

- Early Learning
- Academic Supports: Transitions & Alerts
- Out-of-School Programs *(On- and Off-Campus)*
- Family and Community Engagement
- Youth Development
- Behavioral Supports
- Restorative Discipline Norms
- Justice System Diversion and Crime Prevention
- Social Emotional Learning (SEL)
- Physical Health / Food Security
- Mental Health

- Housing Security
- Adult Education
- Financial Stability and Economic Wellness
- High School Completion
- Career Pathways and Job Training
- College / Post-Secondary Preparation
- College Completion
- Targeted Universalism (e.g., Risk Alert)
- Two-Generation Focus / Parent Support
- Teacher / Staff Training
- Equitable Access Protocols and Structures

Stage 1 Planning Activities

Data Use

Partnership

Engagement

Organization and Leadership

Communications

Financing

Needs assessment *and* **segmentation analysis**

Stage 1 Planning Activities

Data Use

Partnership

Engagement

Organization and Leadership

Communications

Financing

*Engage partners with expertise to **drive solutions** along the pipeline continuum*

*Clarify partner **roles and responsibilities** re: targets*

Source: PolicyLink, "A Developmental Pathway for Achieving Promise Neighborhoods Results"

Stage 1 Planning Activities

Data Use

Partnership

Engagement → *Establish "container" for students, families and other neighborhood residents make **meaning of data** and **co-create solutions***

Organization and Leadership

Communications

Financing

*Center resident voice and lived experience of students and families to inform **content and delivery methods***

Stage 1 Planning Activities

Data Use

Partnership

Engagement

Organization and Leadership

Communications

Financing

*Identify credible **lead agency** to mobilize stakeholders around C2C pipeline*

*Lead and partners outline personal and organizational **roles, competencies and capacities** needed to execute the work*

Source: PolicyLink, "A Developmental Pathway for Achieving Promise Neighborhoods Results"

Stage 1 Planning Activities

Data Use

Partnership

Engagement

Organization and Leadership

Communications

Financing

*Create plan for communicating grant opportunity to **key audiences** (e.g., funders, policy makers and local residents)*

Stage 1 Planning Activities

Data Use

Partnership

Engagement

Organization and Leadership

Communications

Financing

Estimate costs of delivering [pipeline] solutions and building and maintaining support systems; Examine **existing resources** that can be aligned and/or integrated to achieve results
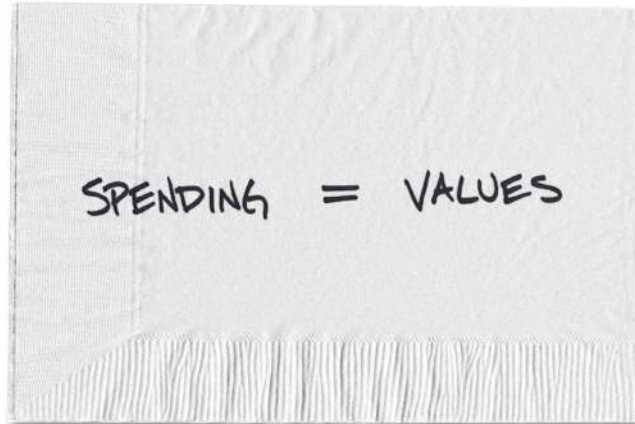
Matching Funds and Budget Allocations

Ayanna Pressley ✔
@AyannaPressley
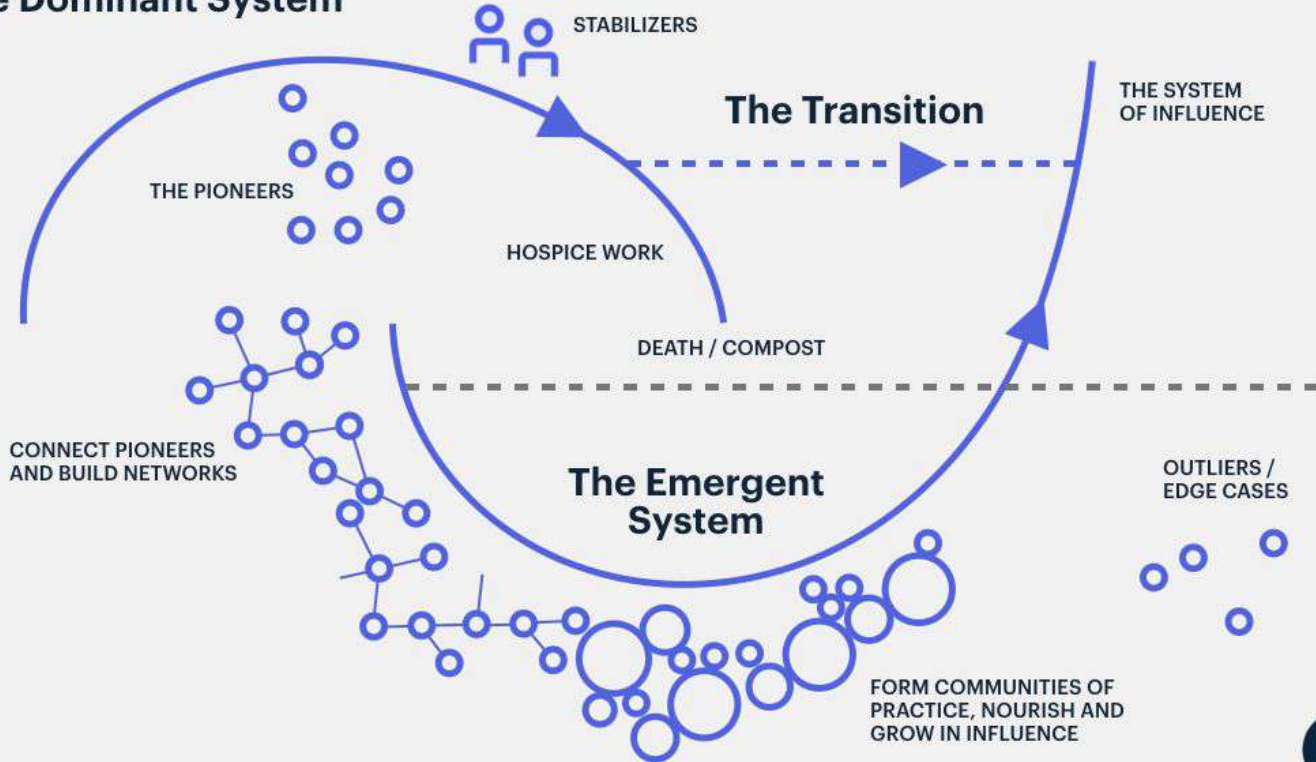
Thank you for your Black Lives Matter post.

Now show me your budget.

SPENDING = VALUES

66

Don't tell me what you value, show me your budget, and I'll tell you what you value.

JOE BIDEN

The Moment's interpretation of The Berkana Two-Loops Theory and Systems Change

Grant Seeking as a Container and a Catalyst

Collective Impact	Results-Based Accountability (Population)	Theory of Aligned Contributions	Race Equity Lens	Trauma-Informed Community Building	Community Based Participatory Research
Common Agenda	Clearly Defined Result or Outcome	Identify Single, Measurable Population-Level Result	Common Language and Definitions	Reflect Community Voices & Principles to Stakeholders	Research Question Defined w/ Community
Shared Measurement	Performance Measured via Indicators	Leaders with Collaborative Skill Set	Gather / Analyze Disaggregated Data	Advance Long-Term Community Vision	Residents Engaged as Core Partners
Mutually Reinforcing Activities	Partners Engaged who can Impact Indicators	Urgency and Public Accountability	Engage Affected Populations and Stakeholders	Cultivate Community Leadership	Study Designed Collaboratively (e.g., Methods, Data, Tools)
Continuous Communications	Data Capture and Analysis	Partners w/ High Alignment & Action Levels	Analyze Root Causes of Inequalities at System Level	Provide Visible, Tangible Activities that Reflect Community Change	Researchers and Community Gain New Skills and Knowledge
Backbone Support	Accountability	"Container" for Collaborative Work Available	Identify Strategies, Target Resources and Evaluate Impact	Expand through Incremental Growth	Data is Shared with Impacted Community

Part 2: Competitiveness Session Reflection

What We've Done

What We've Learned

What's Next

Thank You!

Cara C. Pugh

Email: caracpugh@gmail.com
LinkedIn: https://www.linkedin.com/in/carapugh

Teresa Wilke

Email: teresa@silverarrowgrants.com
Website: https://silverarrowgrants.com/
LinkedIn: https://www.linkedin.com/in/teresawilke