

Executive Summary for *Implementing EED Strategies: Financial Sustainability*

Date: October 8, 2020

Facilitators: Sara Kraemer and Lauren K. B. Matlach

Introduction

The *Implementing EED Strategies: Financial Sustainability* session, hosted as part of the October 2020 *Engage by Design Series*, focused on long-term financial sustainability, one of the most critical strategies that EED grantees must engage in. A panel discussion including two grantees—Broward County Public Schools, a Teacher Incentive Fund (TIF) grantee and California State University, Dominguez Hills, a Teacher Quality Partnership (TQP) grantee and now a Supporting Effective Educator Development (SEED) grantee—laid the foundation for smaller group discussions focused on common challenges related to planning for financial sustainability.

Session Prework

Grantees were encouraged to read a grantee spotlight prior to the *Implementing EED Strategies: Financial Sustainability* session.



Grantee Spotlight: Planning for Financial Sustainability at Radford University and California State University, Dominguez Hills

This document features the efforts of Radford University, a SEED grantee, and California State University, Dominguez Hills, a TQP and SEED grantee, to ensure financial sustainability of their respective grants. Learn about their differing approaches to financial sustainability and read about the common themes that emerged from conversation with Drs. Matthew Dunleavy and Kamal Hamdan.

URL:
<https://tqp.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=39884>

Panel Discussion Summary

Lauren Matlach facilitated a panel discussion with Angela Brown and Dr. Myrlaine Salter from Broward County Public Schools and Dr. Kamal Hamdan from California State University, Dominguez Hills. Grantees also had an opportunity to ask the presenters questions during a five-minute question-and-answer session.

The Panelists



Ms. Angela Brown

Director of Coaching and Induction at Broward County Public Schools

Contact: angela.brown@browardschools.com



Dr. Myrlaine Salter

Supervisor, Coaching and Induction at Broward County Public Schools

Contact: myrlaine.salter@browardschools.com



Dr. Kamal Hamdan

Annenberg Endowed Professor and Director, Center for Innovation in STEM Education (CISE) at California State University, Dominguez Hills

Contact: khamdan@csudh.edu

Panel Questions and Responses

Question 1: How have you been able to meet the funding match requirement of your grant?

Angela Brown from Broward County Public Schools noted that they started “planning from day one on how we can sustain the grant and sustain funding after the grant.” Broward County Public Schools is the sixth largest school district in the nation, so given its’ size there was a need and opportunity to work across departments. Ms. Brown and her team had meetings with district departments and scheduled monthly focus groups with them to determine where initiatives aligned.

In addition, Ms. Brown and her team established external partners. They now have 72 business partners supporting multiple initiatives within their department. When meeting with external partners, Ms. Brown and her team shared information on the grant initiative, the district’s needs, district data, and how the partners can support the district. The team communicates why retaining teachers is important and how teacher retention affects students and student achievement. In addition, the district works to make partnerships mutually beneficial. For

example, universities were losing student enrollment in education, so the district worked with the universities to help identify ways to increase enrollment.

Dr. Kamal Hamdan from California State University, Dominguez Hills admitted that his team struggled to secure matching funds with two of their grants before they pivoted in their approach and “flipped the process”. Now, they secure match funding before submitting the proposal.

“Our ability to secure matching funds determines the design of our project, the scope of the work, and how much funding we would be asking for and not the other way around,” shared Dr. Hamdan. If the team is not able to identify or secure matching funds equal to the budget they developed, then the team rethinks the project design and scales back on the scope of work in the grant proposal.

Dr. Hamdan shared he and his colleagues “embrace securing matching funds as an opportunity, not as a challenge” because they “realize the power of those matching funds.” By establishing partnerships with funders, you have opportunities to establish trust and deepen relationships in ways that open doors for future funding opportunities. Dr. Hamdan also talked about the role of other campus offices in securing matching funds, particularly the development and sponsored programs offices on campus. Dr. Hamdan tells the office his story and what he’s trying to accomplish, and the office helps him identify sources of funding that match the work he’s trying to do. The office also helps him write the proposal.

For his TQP grant, Dr. Hamdan also uses state funding to support recruitment activities. The university gets an annual state grant of \$250,000 to support the recruitment of STEM teachers.

Question 2: Can you talk about your efforts to secure financial sustainability and why they have been successful thus far?

Noting that he answered the question in his response to the first question, Dr. Hamdan reiterated the importance of partnerships—both strengthening old partnerships and building new ones—and diversifying their portfolio. “We tell our story and we knock on many doors,” he explained.

Dr. Myrlaine Salter from Broward County Public Schools shared four reasons why they have been successful at financial sustainability. First, she and her team have ongoing meetings with the superintendent to make sure he is aware of milestones. Second, the team uses data strategically when meeting with stakeholders. “We let the data do the talking,” she explained. “With all of our stakeholder meetings we made sure that the data was there to support the story we were telling.” Third, the team studied the district’s strategic plan and made sure the grant initiatives

aligned with it. Finally, “marketing and community involvement are at the forefront of everything we do,” Dr. Salter shared.

Chat Question 1: How do you secure matching funds prior to submitting the proposal?

Dr. Hamdan clarified that they do not get funding upfront (they get it annually) but that they get an upfront commitment from funders. The university obtains detailed letters of commitment specifying how much potential funders will contribute and then submits those letters as part of the proposal.

Chat Question 2: What is pay-for-performance based on in your grant?

Ms. Brown shared that pay-for-performance is based on the students’ academic performance score as well as the teacher’s instructional practice scores. Thirty percent is based on the evaluation of teacher instruction and 70% percent is based on the student performance score.

Small Group Discussions

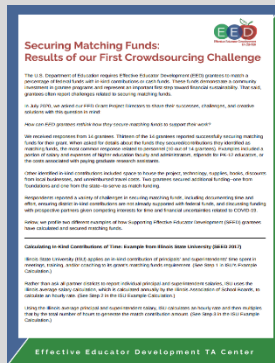
After the panel, grantees moved into breakout rooms where they used a modified version of the *Leaderless Protocol* to discuss grantee-identified questions related to professional learning. Key themes that surfaced in the conversations included the following:

- **Think creatively** about how partnerships and match funding can look. Leverage your local community but also look outside it.
- **Financial sustainability begins with strong partnerships.** Formalize agreements and commitments early on.
- **Tell your story** in a way that connects with external funders using multiple formats. Proactively ensure alignment between the grant work and the potential funder’s goals and objectives.
- **Collect and use data throughout the process** to connect with partners and help tell your story.
- **Start small** and build on successes. Funders may be more generous after seeing initial success and impact of funds.

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Additional Resources

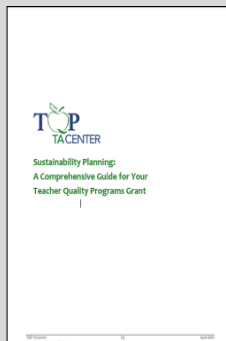


Securing Matching Funds: Results of our First Crowdsourcing Challenge

This document reports key findings from our July 2020 survey focused on securing matching funds and profiles two differing approaches of two SEED grantees: calculating in-kind contributions of time (Illinois State University) and securing funds from foundations (WestEd).

URL:

<https://tqp.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=39837>



Sustainability Planning Guide

This guide supports comprehensive sustainability planning for your grants. The guide was developed to provide a framework that defines the main components of sustainability so that grant teams have a common language, set of objectives, and associated activities identified that support sustainability planning. The guide is focused on four components of sustainability, including financial sustainability.

URL: <https://tqp.grads360.org/#communities/pdc/documents/17936>