

## Center for Great Public Schools State and Local Grants November, 2012

### Purpose:

The National Education Association (NEA) Center for Great Public Schools announces the availability of grant funds and requests from NEA State and Local Affiliates to develop and promote policy and practice that define a quality education profession; incubate sound practice and gather key learning that benefits student learning; and define national, state and district policy that supports the advancement of Great Public Schools.

The purpose of this funding is to work with State and Local Affiliates on initiatives and partnerships to change and further policy and practice that respect, grow and improve the education professions and put educators and unions in the lead for promoting and protecting quality educational practices and quality educators. The grants' focus should be on several key education profession levers, which can serve as fundamental change catalysts in educator's career practice, and the role of the union/educators in leadership. These key areas include:

- a. **Leveraging Leadership in Education Reform:** These grants are designed to foster comprehensive school reform by developing programs and resources that support local affiliate leaders in their roles as education change agents.
- b. **Leading the Education Professions:** The focus of these grants is on funding initiatives and partnerships that will enhance the education professions and student learning while putting educators and unions at the forefront of the promotion and protection of quality educational practices and quality educators.
- c. **Actionable Research, Policy, and Practice for Great Public Schools:** These grants will fund state- and local-level efforts to shape or strengthen the critical factors necessary to achieve great public schools and empower all of our members to lead their profession. Successful proposals will align with the GPS Indicators Framework and will yield actionable lessons from which all affiliates can benefit.

Grantees will be expected to meet the grant guidelines described herein as well as to participate in a grant reporting and evaluation process at the close of the funding cycle.

## Leveraging Leadership in Education Reform

The grants are designed to foster comprehensive school reform by developing programs and resources that support local affiliate leaders in their roles as education change agents. Funds may be used for a variety of activities such as:

- Exploration of new and/or different leadership models
- Leader-to-leader mentoring assignments that allow leaders to learn new skills that leads to more active engagement by the union in school reform issues
- Developing programs that are focused on union leaders' roles in school reform
- Scaling up successful programs that are focused on the unions' role in school reform
- Developing leaders' skills in engaging in community/school partnerships

### Criteria:

- Present a specific, feasible plan of action to accomplish well-defined objectives and measurable results with a sustainability component
- Include leaders from the 39 NEA Priority Schools if the state is one of the 19 affiliate states with an NEA Priority School
- Complete, detailed budget that stays within the \$80,000 maximum award. If the project exceeds the \$80,000 budget, a description of how the affiliate will fund the exceeded amount.
- Provide a focus on leaders working in communities from ethnically diverse groups or economically depressed areas

We anticipate making five \$80,000 grants.

*Other amounts may be considered given the scope of the project.*

Contact Person:

Andrea Prejean

Director – Priority Schools Campaign

[aprejean@nea.org](mailto:aprejean@nea.org) 202-822-7891

## Leading the Education Professions

### a. Entry to the Teaching Profession (E2TP) Implementation Grants

#### Purpose/Goals/Outcomes

The first step in transforming our professions is to strengthen and maintain strong and uniform standards for preparation and admission regardless of preparation pathway. A strengthened profession demands a serious commitment to ensuring that every teacher walks into the classroom fully prepared to teach from Day One.

The Entry to the Teaching Profession (E2TP) Implementation Grants encourage (1) the development of Clinical Preparation Partnerships (**Clinical Preparation Grants**), as well as (2) the development of new state regulations that require pre-service teacher candidates to pass a classroom-based performance assessment before becoming the teacher-of-record (**Legislative Partnership Grants**). E2TP Implementation Grants are designed to address one or more of the following priorities:

- (1) Increasing the number of teacher candidates who participate in high quality Clinical Preparation Partnerships, through residency partnerships or Residency programs, prior to becoming the teacher-of-record.
  - a. Rather than necessarily focusing on a specific teacher preparation clinical model or program structure, grants should be designed to support Clinical Preparation Program components like the following:
    - i. Time – The amount of time teacher candidates spend in school-based experiences.
    - ii. Resources – The human and fiscal resources necessary from all stakeholders (e.g. college/university, district)
    - iii. Quality school-based experiences that include:
      - (a.) a selection, training, and evaluation plan for clinical faculty (e.g. cooperating teachers, mentor teachers)
      - (b.) early and ongoing experiences throughout preparation
      - (c.) ongoing opportunities for teaching, analysis, and reflection for candidates
      - (d.) spiraled and integrated curriculum throughout school-based experiences
      - (e.) ongoing collection and analysis of data about candidates in order to make data-based decisions about candidate performance; and
    - iv. Classroom-based performance assessment (e.g. edTPA) – The performance-based assessment tool for candidates to demonstrate their teaching knowledge and skills.
  - b. In a residency partnership, teacher preparation programs (e.g. undergraduate and graduate programs at colleges and universities) would work with K-12 school districts and NEA affiliates to incorporate the components of Clinical Preparation Partnerships (described above) into the preparation programs.
  - c. In a Residency Program, teacher preparation programs (e.g. college/university-, non-profit-, or district-based) works with NEA affiliates to provide individuals with a non-education degree opportunities to participate in a high-quality Clinical

Preparation Partnership before the teacher candidate becomes the teacher-of-record.

- (2) Increasing the number of partnerships between NEA state affiliates and other state education stakeholders designed to promote a legislative agenda that advocates for new state regulations that requires pre-service candidates pass a classroom-based performance assessment prior to becoming the teacher-of-record.

### **Application Requirements**

1. Applicants for **Clinical Preparation Grants** must identify their stakeholder partners and school district(s) as well as which component(s) the Partnership will focus on.
2. Applicants for **Legislative Partnership Grants** must identify the partnering stakeholders.

### **Incentives**

- Preference will be given to **Entry to the Teaching Profession Implementation Grant** applications that incorporate both E2TP priorities in their application.
- Preference will be given to **Clinical Preparation Grant** applications that include the development of a selection and training system for clinical faculty.
- Preference will be given to **Legislative Partnerships Grants** applications that include more than one education stakeholder.

### **Grant Range**

Individual awards will range from \$5,000 to \$15,000

*Other amounts may be considered given the scope of the project.*

Contact Person:

Ann Coffman and Richelle Patterson

Teacher Quality Department

[rpatterson@nea.org](mailto:rpatterson@nea.org) 202-822-7015

[acoffman@nea.org](mailto:acoffman@nea.org) 202-822-7373

## **b. Teachers Ensuring Great Teaching: Peer Assistance and Review Programs**

**Rationale:** The teaching profession should focus on supporting teachers, providing them with career options and helping teachers improve throughout their careers. Learning how to teach does not stop at the beginning of a teaching career. Our profession must promote and nurture effective teaching, and offer quality training, well-designed career paths, time to work together on the best ways to help students, quality evaluations that help teachers in their development, professional development based on identified needs, and fair accountability processes.

**Objective:** Teacher Quality will make states grants available to state and local affiliates to support the development and implementation of teacher evaluation systems and advocate for the establishment of Peer Assistance and Review programs.

### **Applicant Requirements**

1. Applicants must have piloted or recently implemented an educator evaluation system
2. Applicants must present a feasible plan of action that includes well-defined objectives and measureable results with a sustainability component for creating, piloting or expanding a Peer Assistance and Review program

### **Incentives**

- Preference will be given to applicants that are piloting Peer Assistance and Review programs
- Preference will be given to applicants that are Re-tooling or transforming existing PAR programs to complement new educator evaluation systems
- Preference will be given to applicants that have a history of local Joint Labor Management Collaborations
- Preference will be given to applicants that are re-tooling or transforming existing PAR programs to complement new educator evaluation systems
- Preference will be given to applicants who are able to supply matching funds

### **Grant Range**

\$10,000 - \$25,000

*Other amounts may be considered given the scope of the project.*

Contact Person:

Adriane Dorrington  
 Teacher Quality Department  
[adorrington@nea.org](mailto:adorrington@nea.org) 202-822-7456

### c. **Teacher Leadership State Grants: Request for Teacher Leadership Proposals**

**Creating the next Generation of Union Leadership** - Support and sustain strategies and initiatives to foster union-led professional transformation by developing the skills, knowledge, and preparedness of both accomplished educators, including association activists to take leadership in developing student-centered policies and practices related to teaching, learning, and the education professions.

**Objective:** To develop the next generation of Union-led professional transformation.

**NEA's Teacher Quality Department will make grants available to state and/or local affiliates to create teacher leadership opportunities** that support NEA's Goal 2, Category 1. **The purpose** of the grant is to assist state and/or local affiliates create the next generation of new leaders by joining a national leadership initiative designed to train prospective teacher leaders, and particularly accomplished teachers - in the areas of instructional, policy, and union leadership.

**The teacher leadership state grants must partner with NEA in piloting a new teacher leader training that will:**

- Engage cohorts of teacher leaders in advocacy focused on professional issues, education policy, and/or union leadership;
- Prepare teachers to step out of their classrooms to influence and shape education policy that affects the profession both in their local districts and in their state.
- Help develop the leadership skills of participants, including increasing their understanding of major challenges facing the teaching profession;
- Provide a practicum opportunity to help these teacher leaders develop their advocacy skills through working on existing policy issues and problems;
- Provide up to a \$1,000 stipend for participating teachers (depending on scope of work)
- Create a sustainable model that could be replicated.

**Possible projects may include, but are not limited to, the following:**

- Develop, teacher leader practicums to address a real-life professional and/or policy issues at the state or local level;
- Support and staff Teacher Advisory Councils to examine professional issues of import to the local affiliate and district that includes join labor – management participation;
- Build relationships with partners around developing forward-thinking legislation, utilizing NEA's Government Relation's state model legislation;
- To develop a pilot modeled after Washington Education Association's Local Action Networks for accomplished teachers;

- Support new National Board related programs and initiatives that provide an opportunity for NBCT's to advise and assist in the development of sound instructional policies at the state and/or local level.

**Incentive Points:**

- ✓ Preference will be given to state affiliates that can provide a policy practicum experience (advocacy or research opportunity) for teacher leaders.
- ✓ Preference will be given to state and local affiliate partnerships

**Grant Range**

\$10,000 to \$25,000

*Other amounts may be considered given the scope of the project.*

Contact Person:

John Wright

Teacher Quality Department

[jhwright@nea.org](mailto:jhwright@nea.org) 202-822-7939

## Actionable Research, Policy, and Practice for Great Public Schools

### a. EPP's Accountability and Assessment Systems (A3) Grants

The EPP Accountability and Assessment Systems Grants are designed to help state and local affiliates become actively involved in—or deepen involvement in—the development of next generation assessment systems and to help design and help advocate for authentic accountability systems.

A3 Grant resources will be targeted to state affiliate and/or local affiliate applicants that have actual capacity to sustain the activities contemplated in the grant award that includes member and partner engagement and capacity-building components.

In addition to describing how the proposed activities align with the GPS Indicators Framework, applicants also must describe how activities will be assessed so that lessons learned can be shared with other affiliates. Periodic reports must be submitted, and continued funding is contingent on progress reports.

Grant awards will range from \$5,000 - \$15,000.

*Other amounts may be considered given the scope of the project.*

Contact Person:

Donna Harris-Aikens  
Director Education Policy and Practice Department  
[dharris-aikens@nea.org](mailto:dharris-aikens@nea.org), 202-822-7409

### b. Teaching Quality Grants

The NEA Teacher Quality grants are designed to help state and local affiliates to support teacher quality initiatives that don't relate directly to the "Leading the Education Professions" category. These could include teacher professional development, support for National Board Certification, new teacher support or other policy or program initiatives to help support and improve teaching practice.

Grant awards will range from \$2,500 - \$10,000.

*Other amounts may be considered given the scope of the project.*

**Contact Person:** Segun Eubanks, Director Teacher Quality Department [seubanks@nea.org](mailto:seubanks@nea.org), 202-822-7339

**c. NEA ESP Leaders for Tomorrow**

The NEA ESP Leaders for Tomorrow state-based leadership program will provide skills and knowledge that raise ESP Leadership effectiveness at the local and state level. Leaders for Tomorrow will train both current and future leaders in leadership attitudes, skills and knowledge that will enhance their ability to be effective community advocates and dynamic leaders that are skilled to mobilize and lead the ESP professions.

*The grants for 2012-13 have been already been committed to states who have shown a strong commitment to ESP and have requested the LFT program in their respective states.*

**d. ESP Farm to School, Kitchen Table Talks: Solutions for Student Health**

The NEA *ESP Farm to School, Kitchen Table Talks: Solutions for Student Health*, initiative is a community based project with the vision to get healthy food within hands reach of public school children. Just as the home kitchen table is a place where degrees and status are leveled and ideas and conversations prime, the ESP Kitchen Table Talks, is a place where parents, politicians, teachers and school board members can solve the childhood obesity crisis. A place where ESP convenes the conversation and engages the community.

The grant for 2012-13 has been committed to MA, which is in the second year of piloting this highly successful initiative.

Grant is \$20,000.

*Other amounts may be considered given the scope of the project.*

Contact Person: Roxanne Dove, Director Education Support Professional Quality Department  
[rdove@nea.org](mailto:rdove@nea.org) 202-822-7101