

2018-19 NEA GPS FUND

ANNUAL REPORT

2018-19 NEA GPS FUND

ANNUAL REPORT

NATIONAL EDUCATION ASSOCIATION

The National Education Association is the nation's largest professional employee organization, representing 3 million elementary and secondary teachers, higher education faculty, education support professionals, school administrators, retired educators, and students preparing to become teachers.

NEA Officers

Lily Eskelsen García, *President*

Rebecca S. Pringle, *Vice President*

Princess Moss, *Secretary-Treasurer*

NEA Executive Committee

Eric R. Brown

Kevin F. Gilbert

Shelly Moore Krajacic

Robert Rodriguez

George Sheridan

Johanna "Hanna" Vaandering

NEA Executive Director

John C. Stocks

CONTENTS

Letter from NEA GPS Fund Oversight Committee Chair	2
Rebecca S. Pringle, NEA Vice President	
Overview	3
New 2018-19 NEA GPS Fund Grants	4
Existing NEA GPS Fund Grants	6
Highlighted NEA GPS Fund Grant Stories	
Early Career Educator’s Academy and Mentoring Program.....	8
Broward Teachers Union-FL	
Using Trauma Sensitive Strategies to Improve Student Achievement and Resilience.....	10
Delaware State Education Association	
Professional Practice Partnership	12
Louisiana Association of Educators	
Capacity Building for Citywide Community Schools Movement	14
NEA Las Cruces-NM	
Quality Assessment Practices Networked Improvement Community	16
Oregon Education Association	
Culturally Responsive Classroom Management: Leading Student Success through Relationship and Resilience.....	18
Washington Education Association	
Valuing Education Support Professionals	20
Wisconsin Education Association Council	
NEA GPS Fund Guidelines	22
NEA GPS Fund Financials	25
NEA GPS Fund Oversight Committee & Information	27

LETTER FROM NEA GPS FUND OVERSIGHT COMMITTEE CHAIR



There has never been a more important time for the voices and leadership of education professionals. Delegates to our 2013 Representative Assembly who voted to establish the NEA GPS Fund could not possibly have anticipated the current environment. Because they were visionaries, they understood the imperative that this Fund be put to work furthering policies and practices that strengthen and improve the education professions and that foster student success.

While the current environment presents us with seemingly insurmountable challenges, we remain hopeful and determined. Personally, I am hopeful and determined because of the NEA GPS Fund grantees and NEA members who remain steadfast in their commitment to students, to communities, and to the education professions. I am hopeful and determined that we will make progress and succeed in our ongoing advocacy for racial justice in education. I am hopeful and deter-

mined that we create more community schools to ensure that all students' needs are met so they can learn. I am hopeful and determined that together we will create a system where educators are supported professionally across their careers to ensure success and opportunities for each and every one of their students.

Building on the work of previous NEA GPS Fund grantees, the work of current grantees – presented in this Report – is improving student learning, helping to advance public education, and strengthening our professions and affiliates. NEA GPS Fund grantees continue to provide the knowledge and expertise that empowers members and affiliates so they can join forces with partners, spark good ideas and smart policies, create and implement successful programs, and spread what we learn to every corner of the nation.

Because there is no shortage of great ideas on improving public education, the NEA GPS Fund provides the necessary support education professionals need to explore how those ideas can be put toward planting and nurturing innovative projects. We look back with pride on what has been accomplished, and we look forward with anticipation to new ideas, programs, and knowledge generated by future NEA GPS Fund grantees. This Report features a few of the innovative projects and great ideas that NEA members have planted and that they are nurturing to foster student learning, improve classroom instruction, and strengthen our education professions.

Onward,

A handwritten signature in black ink that reads "Rebecca S. Pringle". The script is fluid and cursive.

Rebecca S. Pringle
NEA Vice President
GPS Fund Oversight Committee Chair

OVERVIEW

At the 2013 NEA Representative Assembly, delegates voted to create an annual fund that would provide grants to state and local affiliates in support of promising projects and ideas that ensure the success of all students regardless of zip code. What emerged was the NEA GPS Fund. Over the years, NEA GPS Fund grants have supported a broad variety of projects, especially fostering student success but also achieving equity in all schools, supporting and retaining early career educators, making high-quality professional development available to education professionals, and empowering educators across the educational spectrum to achieve leadership positions in their communities.

Since 2013, the NEA GPS Fund has awarded \$38.5 million in 137 grants to 85 NEA state and local affiliates (some affiliates have received more than one grant) across 42 states. Of the 137 awarded, 60 are still active and presented in this Report. For most grants, this represents seed money for testing innovative ideas, ideas that often outlive the initial grant investment by changing the work of the affiliate and by creating professional opportunities for affiliate members to interact with and support each other as professionals.

NEA GPS Fund grants have fostered student success in a variety of ways: by promoting racial justice; by working to dismantle the school-to-prison pipeline; by providing safe and positive learning environments; and by addressing issues of social injustice and economic trauma among student populations. They have also fostered student success by advancing opportunities for improving both teacher and education support professional quality, a key component of student success. Grants have been used to engage, mentor, and retain early career education professionals; to invest in racial and cultural sensitivity training around interacting with diverse student populations; and to create and provide professional development opportunities that directly and positively impact students by narrowing achievement gaps.

The collective learning for the grant work continues to help shape, grow, and strengthen the NEA by strengthening efforts of NEA affiliates across the nation to advance the goal of quality public education for all students. This Report highlights the newest set of awarded grants (17) in 2018-19, and presents the existing active grants previously awarded (43). Of the 60 active grants, the Report highlights seven in depth, illustrating the diversity of topics and geographical distribution of NEA GPS Fund grantees as well as their meaningful outcomes. These grants have had – and will continue to have – a positive impact on the lives of students, educators, families, and communities while promoting the vision, mission, values, and goals of the National Education Association.

NEW 2018-19 NEA GPS FUND GRANTS

Affiliate Name	Grant Title	Amount/Term	Purpose
Connecticut Education Association	Diversifying the Education Pipeline	\$139,200/3 years	To create Early Educators Clubs in each of the top 30 CT school districts with the highest concentration of minority students, to provide training and mentorship to high school students of color interested in entering the education field, and to assist them in overcoming higher education application barriers to achieve an 80% acceptance rate.
East Orange Maintenance Association-NJ	ESP Professional Development that Matters: Using the Professional Growth Continuum to Prioritize Students and Our Careers	\$90,000/3 years	To support a collaborative model program toward implementing professional development programs for all ESPs through NEA's Professional Growth Continuum, providing skills with a student-centered focus, helping to combat privatization, and becoming the basis for district-level evaluations.
Education Minnesota	Three Paths to Engaged, Energized Early Career Educators	\$650,000/3 years	To develop research-driven programs that engage and mentor early career educators, enabling them to in turn engage peers to identify local issues and work as a cohort to tackle them. Based on the NEA's leadership competencies and continuum, this program is specifically designed to develop leadership capacity.
Fairbanks Education Association-AK	Best Educational Practices Blended Learning Workshop Series	\$66,800/2 years	To expand quality professional development and mentorship opportunities for Fairbanks' educators through creation and implementation of a Best Educational Practices Blended Learning Workshop Series. Specifically recruited and trained members will assist peers in a blended learning environment ranging from essential needs of the Early Career Educator, Navigating National Board Certification, Google Educator Certification, and successful completion of rigorous NEA Micro-Credential Certifications.
Fullerton Secondary Teachers Organization-CA	Cultivating Teacher Leaders: A Progressive Approach to Growing and Diversifying the Teaching Profession in California	\$500,000/2 years	To diversify the CA teaching profession by recruiting diverse aspiring teachers from historically diverse populations, strengthening partnerships between preK-12 districts, institutions of higher education, and member affiliates.
Howard County Education Association-MD	Building a Restorative Culture	\$438,720/3 years	To provide comprehensive training to educators, administrators, and community stakeholders toward building a restorative culture, dismantling the school-to-prison pipeline, and providing safe, positive learning environments for students and staff.
Illinois Education Association	Merging Trauma Informed and Racial and Restorative Practices with Opportunity Coalitions for Early Career Educators	\$50,000/1 year	To expand access to racial justice and restorative practices training for early career educators, support them in developing culturally competent and trauma-informed systems in their schools, and increase community engagement by addressing the impact of trauma and adverse childhood experiences on students' ability to learn.
Madison Teachers Inc-WI	MTI CENTRS (Collaboration Ensuring New Teacher Retention and Success) Improvement Cycles	\$615,000/3 years	To provide support to early educators in order to increase their success and keep them teaching through use of improvement science and Networked Improvement Communities to explore how having affiliates and districts work together can lead to more innovative and successful support systems for early career education professionals. This work will provide continuing education and differentiated support, allowing for early educator voice in program development.

Affiliate Name	Grant Title	Amount/Term	Purpose
Missoula Education Association	Mentoring and Induction Program for New and Early Career Educators	\$578,008/3 years	To increase retention, job satisfaction, and student success by building on an existing framework designed to provide physical, institutional, emotional, and instruction support and by grounding an induction program in improvement science that focuses on recruitment policies and on building relationships among early career educators and administrators.
NEA New Mexico	New Start New Mexico	\$600,000/3 years	To provide enhanced, mentored professional development to teachers, ESPs, and potential members by building on prior success in increasing student achievement through professional focused on NBCT Jumpstart Program, Teacher Evaluation Training, Classroom Management Training, and Employee Rights and Paraprofessional Training.
Nevada State Education Association	NSEA ESPs across the Professional Growth Continuum Professional Development	\$148,497/1 year	To advance the education profession across the NEA ESP Professional Growth Continuum by partnering with the Nevada National Board Institute and ESP locals to begin the conversation around professional development and to bring an ESP from foundational to mastery in their job classification.
New Jersey Education Association	New Jersey Public School Labor Management Collaborative	\$182,000/1 year	To build a statewide collaborative of districts participating in developing and implementing labor/management strategies that enable local leaders and administrators to share in district decision making, with goals of improving student achievement, increasing teacher retention, and promoting a climate of collaboration in school buildings.
North Carolina Association of Educators	Empowering Instructional Leaders with Tools to Confront Barriers for Ensuring Student Success	\$265,639/3 years	To empower educators by training them to use skills and tools that address issues of student trauma and social, economic, and racial injustice and that foster confidence in their work leading colleagues and peers.
Oregon Education Association	Scoping and Scaling Effective Professional Learning Program for OEA Members	\$600,000/3 years	To expand member-led professional learning through a variety of learning designs and content areas using a professional learning framework that is classroom focused, sustained, and job embedded and that effectively improves instructional practice so it has a measureable impact on student achievement.
Oregon Education Association	Member Driven Equity Commitment and Transformation	\$565,956/3 years	To lead a transformative organizational commitment to equity that will equip members as culturally proficient social justice practitioners and champions in order to engage authentically with communities of color and social justice organizations in ways that deepen our equity engagement and coalition.
Teachers Association of Norwalk La Mirada-CA	Caring for Our Profession: Providing Effective Professional Development and Cultural Proficiency	\$431,200/3 years	To provide effective professional development and cultural competency trainings in areas of support for new career educators, of leadership development, and of parent and community outreach. A professional development team will enable educators and administrators to assist students in being successful socially, emotionally, and academically.
Wisconsin Education Association Council	Rounding Professional Learning Opportunities on the Career Continuum	\$291,414/3 years	To provide and leverage the research on student learning by developing the professional practice of educators across the career continuum while at the same time developing and enhancing members' leadership skills.

EXISTING NEA GPS FUND GRANTS

Affiliate Name	Grant Purpose
Anchorage Education Association-AK	Path to Success: Early Career Educator Induction and Orientation
Associated Faculties of the Universities of Maine / USM Chapter	Social Justice: Promoting Retention, Enhancing Degree Completion & Supporting Early Career Educators
Associated Pomona Teachers-CA	Organizing CCSS Implementation (Year 3) Expanding capacity and building sustainability
Broward Teachers Union-FL	"Broward Teachers Union Early Career Educator's Academy and Mentoring Program"
Cambridge Faculty Association-NY	The Classroom Academy: A Teacher Residency Program
Colorado Education Association	Expanding Educator Engagement and Member Leadership Through Union-Led Professional Learning
Colorado Education Association	Colorado Education Association Building Instructional Leadership Capacity
Colorado Education Association	Denver School-Based Restorative Practices Partnership
Connecticut Education Association	Strengthening Pre-Service Education Through Engaged State and Regional Association Membership
Delaware State Education Association	Using Trauma Sensitive Strategies to Improve Student Achievement and Resilience
Federal Way Education Association-WA	Organizing Plan Around Teacher Quality
Florida Education Association	Teachers Leading: Every Child, Every School, Every Day
Howard County Education Association-MD	Building a 3-Year Model & Pipeline of High Impact Teaching & Learning in Early Career Teachers
Idaho Education Association	Expanding the IEA Teaching and Learning Center to Serve Early Career and Rural Educators
Illinois Education Association	Transforming Schools & Communities through Racial Justice and Trauma-Informed Practices
Illinois Education Association	State Early Career Leadership Fellows (ECLF)
Indiana State Teachers Association	Accomplished Indiana Educators Increase Student Success
Kentucky Education Association - 2nd District	Closing Achievement Gaps in Rural Public Schools through Cultural Diversity Awareness and Action
Louisiana Association of Educators	LAE's Parish Professional Practice Partnership
Massachusetts Teachers Association	A Whole School Approach to Restorative Practices
Massachusetts Teachers Association	Safe School Summits

Affiliate Name	Grant Purpose
Milwaukee Teachers Education Association-WI	Leveraging Community Schools to Confront Institutional Racism and Build Transformational Change
Minneapolis Federation of Teachers-MN	Building Authentic and Long-term Engagement: Educators and Parents of Color
Montgomery County Education Association-MD	Local to Local - Building Strong Affiliates is Our Work
Moreno Valley Educators Association-CA	Increasing Purposeful Excellence, Reducing Unconscious Bias
NEA-Las Cruces-NM	Capacity Building for City Wide Community Schools Movement
NEA-New Hampshire	Teachers Setting the PACE
Nebraska State Education Association	Building Multiple Career Pathways of Support for the Retention & Engagement of Early Career Educators
Nebraska State Education Association	Recruit and Mentor Ethnic Minority Teachers
Nevada State Education Association	NSEA Professional Development Academy
New York State United Teachers	Empowering Early Career Educators for Racial Justice
North Carolina Association of Educators	NCAE Beginning Teacher Organizing Program
North Dakota United	Organizing New Members around Professional Development
Pikes Peak Education Association-CO	The Pikes Peak Center for Teaching, Learning, and Public Education
Port Arthur Teachers Association-TX	Transforming Our Culture to Recruit and Retain Effective Teachers
Puget Sound UniServ Council-WA	Professional Issues Training Cadre (PITC): Resources for Early Educators and Experienced Educators
Saint Paul Federation of Teachers	Teaching and Learning Center (TLC)
San Antonio Alliance of Teachers and Support Personnel-TX	Program to Provide a Network of Support for and Engagement of Early Career Educators
Tacoma Education Association-WA	Future Native Teacher Initiative
Vermont-NEA	Paraeducator Leadership and Mentoring for Student Success
Washington Education Association	Culturally Responsive Classroom Management
Washington Education Association	Professional Development Network
Wisconsin Education Association Council	WEAC Values ESP

EARLY CAREER EDUCATOR'S ACADEMY AND MENTORING PROGRAM

Broward Teachers Union-FL

Amount/Term: \$501,000/3 years

The Broward Teachers Union (BTU) is using its NEA GPS Fund grant award to ensure that education professionals in Broward County Public Schools have direct access to the skills, trainings, professional development, and mentoring support they need to not only stay in the classroom but to thrive in the classroom. The Academy is a direct means of proactively and positively impacting education professional retention. The Program provides mentoring induction, ESP trainings, and high-quality professional development content teachers can apply in their classrooms to engage student learning and foster student success.

Professional Development Impact

Each semester and every summer, the Academy offers 16 professional development classes (see box, next page). Members and potential members have access to these content specific classes and also to leadership trainings that include social and racial justice topics. During 2017-18, more than 1,500 education professionals received Academy training, double the pre-grant number for professional development in 2016-17. All Academy classes and trainings focus specifically on skill sets that early career educators and ESPs can apply to having success in their classrooms and educational work environments.

Ninety-eight percent of participants report that what they learned is enabling them to be successful. Ninety-nine percent report having an improved understanding of the evaluation process and how to more effectively and proactively interact with administrators. Indeed, district administrators identify education professionals in need of assistance navigating the evaluation process and refer them to the Academy. One hundred percent of participants report having joined EdCommunities and actively participating in one or more of its groups.



A dearth of quality social/racial justice professional development and trainings from the school district prompted the Broward Teachers Union to be proactive in creating and implementing a class on what institutional racism is and how the racial inequality in schools and districts can be addressed.

Local Impact

Since the Academy's implementation, the Affiliate has posted its highest membership gains in 20 years. These gains have led directly to an increase in members recruiting non-members, to high attendance of members in union activities, and to a dramatic increase in attendance of union family and community members in union activities. In fact, 80% of attendees report having participated in all union activities, such as rallies, negotiations, school board meetings, political networking, and contacting legislators.

Academy participants are taking their learnings back to their work environments and sharing them with peers. The impact of such professional sharing can be seen in an increase in individual evaluation scores. So significant has this impact been that teachers in Miami-Dade and Palm Beach are joining forces with BTU to hold the first ever Tri-County professional development Academy during the summer of 2019.

Education support professionals have experienced an influx of leadership opportunities, a direct result of the grant. Affiliate ESPs serve as trainers in the Academy's training program and assist in implementing new skills and strategies learned in Academy classes. Two ESP members sit on the Academy's Professional Development Committee.

Leadership Impact

The grant has been used to establish leadership positions, including Content Area Specialists, Teacher Leaders, Teacher Trainers, Teacher Mentors, and Assistant Principals. Two hundred forty-seven Equity Liaisons have been trained to assist with student, parent, and staff issues regarding race, sexual orientation, and economic equity issues. Supported by grant funding, BTU and the Broward County Public School System are hosting an Equity Conference in June 2019.

Citizenship Workshop

This grant-supported one-day workshop was an opportunity for those who qualified to become citizens but could not afford the legal fees and professional assistance needed to become US citizens. At day's end, the Affiliate was able to assist more than 132 community members in getting their citizenship at no cost. This number of new US citizens consisted mostly of union members – 56 members, 36 family members, and 40 community members.

For more information, contact Shafeza Moonab at smoonab@btuonline.org.

All BTU Academy classes were developed and are taught by Affiliate members.

- ★ Managing Antisocial Behavior
- ★ Behavior Management
- ★ Behavior Management: ESP CPR
- ★ Foundations of Effective Teaching
- ★ Reading K-12
- ★ Accessible Literacy Framework
- ★ Thinking Math K-2, 3-5, and 6-8
- ★ ESE Strategies
- ★ ELA, Reading, Writing, Math
- ★ Culturally Responsive Training
- ★ ESOL
- ★ Steward Training (Beginning to Master)
- ★ Resumé Writing Skills
- ★ Financial Literacy
- ★ Union Benefits that Work for You
- ★ Colors

USING TRAUMA SENSITIVE STRATEGIES TO IMPROVE STUDENT ACHIEVEMENT AND RESILIENCE



Education professionals at Shortlidge, Highlands, and Bancroft elementary schools and at Bayard middle school, four of the five designated project schools, worked through two days of grant-supported professional development on trauma strategies offered by the Compassionate Connections Partnership.

Delaware State Education Association

Award/Term: \$254,000/3 years

The Affiliate joined forces with the Delaware Department of Education, the University of Delaware, the Delaware Office of the Child Advocate, and the Wilmington Education Improvement Commission to establish and maintain the Compassionate Connections Partnership, whose charge is to reduce the impact of childhood trauma in Delaware's Priority Schools in the city of Wilmington.

This grant-supported project has involved working directly with employees and administrators to provide targeted support to education professionals who work in district priority schools, as well as to their students who live with childhood trauma. The project's overarching goal has been to develop resilient, engaged, and academically successful students by providing them with safe, stable, and supportive school environments.

The essential boots-on-the-ground work has meant applying trauma science and the effective use of trauma sensitive strategies to all students while at the same time supporting the emotional wellness of school staff, student families, and community members.

Student Impact

Data gathered by project participants clearly show a significant increase in student perceptions that they have the ability to self-regulate and be more engaged in school. The data also show an increase in student perception that school staff are caring and supportive of their needs. There has been an 80% decrease in chronic student absenteeism, and the number of reported suspensions and expulsions has been reduced by 80% during the grant's term. The number of reported incidents of offensive touching, fighting, and bullying among participating schools was also reduced by 80% over the same period. In the academic areas of English language arts and math, growth as demonstrated on the annual state assessment for participating schools exceeded the target of 2%.

Community Impact

Participating schools have integrated parent and community involvement into their plans. Schools have sponsored parent and grandparent breakfasts, training programs on understanding your child for parents and caregivers, and video presentations on childhood trauma. Data collected show increases in parent satisfaction with both the school in general and with education professionals' home communication in particular.

Beyond the work in the five project schools, the Partnership has also focused on increasing public awareness of childhood trauma statewide. Activities have included:

- ★ Developing the Delaware Developmental Framework for Trauma Informed Care;
- ★ Working with Delaware's First Lady on her First Chance Delaware Initiative, which focuses on reducing the impact of childhood trauma;
- ★ Supporting Executive Order #24 signed by Governor Carney, which promotes trauma awareness and the development of training and interventions by state agencies that service children; and

- ★ Working with various stakeholders to create a Trauma Awareness Summit to serve as a kick-off event for Delaware's Trauma Awareness Month in May 2019.

Professional Development

Early in the project's term, the Affiliate engaged members and potential members as trainers and participants to provide high-quality professional development to impact their students who have experienced trauma. This grant-supported professional development included Trauma Informed Classrooms, Trauma Sensitive Strategies, Poverty Simulations, Positive Behavior Intervention Supports and training to provide supports to members, potential members, and community members. So successful have these efforts been that the Affiliate expanded its offerings to members across the state and, in partnership with the Compassionate Schools Learning Collaborative, offered it in all three Delaware counties. School districts contacted the Affiliate to provide in-service training focused on trauma and classroom strategies for mitigating its impact in the classroom.

One hundred percent of project school staff received professional development, and trainers have been equipped with content and training guides so they can offer modules on an on-going basis once the term of the grant is concluded. The Affiliate has been providing professional development sessions to outside agencies, such as the Food Bank of Delaware, Delaware Behavioral Health Consultants, and the Delaware Boys and Girls Clubs.

The grant work has engaged all staff in each of the five project schools, and this has expanded to include the teachers, specialists, and paraprofessionals in all five project schools. Engaged participants have included both members and non-members who have not participated previously in union events. Union membership numbers in each of the five school buildings are solid, with the lowest at 77% and the highest at 94%.

Partnership Building

The work of this grant-supported project has brought the Compassionate Connections Partnership together with the Delaware Department of Education, the University of Delaware, the Delaware Office of the Child Advocate, the Delaware Compassionate Schools Collaborative, ACLU Delaware, Children and Families First, the Wilmington Education Improvement Commission, and Delaware's First Lady, Tracey Quillen Carney. The Affiliate worked with these partners to create the Delaware Developmental Framework for Trauma-Informed Care in Education, which can be used by districts and other local education agencies statewide to determine their level of support on the continuum and what actions they need to take to operate at the highest level of Trauma Informed Care. This framework is now being used by a broad variety of state agencies that also have projects focused on reducing the impact of childhood trauma. The Affiliate is a key stakeholder on the statewide committee, Trauma Informed Delaware (TID), charged with developing trauma awareness across the state. One of TID's first efforts was to offer a trauma awareness summit in May as part of Delaware's first Trauma Awareness Month.

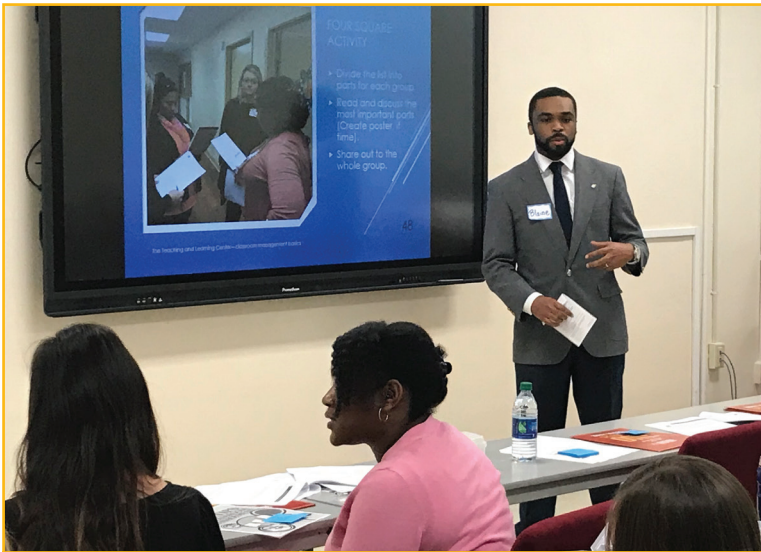
This collaborative Partnership has enabled the Affiliate to expand its capacity to offer high-quality professional development to steering committee members and to staff at the five project schools. The Compassionate Schools Learning Collaborative, the University of Delaware, and a non-profit called GIFT have been integral in providing training in the areas of trauma, self-care, trauma informed interventions, mindfulness, and the integration with the Positive Behavior Support program, just to name a few.

For more information, contact David Wright at david.wright@dsea.org.

Professional development offerings have included:

- ★ Trauma, Toxic Stress, and the Impact on Learning
- ★ The Importance of Self-Care
- ★ Mindfulness and Education: An Introduction
- ★ Mindfulness and Trauma
- ★ Strategies for Building Resilience: Creating a Trauma Responsive Culture within Your Classroom
- ★ Community Action Poverty Simulation
- ★ Poverty Simulations
- ★ Mindfulness: Working with Trauma
- ★ Trauma and Toxic Stress: The Brian Game
- ★ Trauma and Toxic Stress: Impact on Learning
- ★ Train the Trainers: Mindfulness
- ★ DSEA Spring Professional Development Day

PROFESSIONAL PRACTICE PARTNERSHIP



Through the Partnership, parish educators have worked with the Affiliate to create and implement a system designed to engage citizens in social equity and education issues, which has helped significantly in promoting a positive turn-around model for low-performing schools.

Louisiana Association of Educators

Amount/Term: \$598,000/3 years

The Affiliate has used its grant to focus specifically on identifying and improving professional practices that will most effectively close opportunity gaps for students in the lowest ranked Louisiana schools. Joining with 22 Louisiana parishes, the Affiliate has formed the Professional Practice Partnership in order to develop and implement a system of well supported, highly accomplished, and well-resourced professional practice teams and leaders.

As is often the case, new education professionals make up the majority of staff in Louisiana's lowest ranked schools. The Partnership is therefore concentrating its efforts on growing and supporting new education professionals towards acquiring

successful classroom practice. Teacher attrition is high in these same schools, so the Partnership is helping to stabilize their workforces by increasing staffing consistency and raising professional practice so students are able to learn at higher levels.

The Affiliate's grant-supported Teaching and Learning Center provides a system of support across parishes for sharing best practices in both instruction and curriculum design. The grant work is being evaluated and supported by Southern University and Louisiana State University, both of which higher education institutions are primary suppliers of education professionals for the 22 parishes in the Partnership.

Local Impact

The Affiliate has built a Teaching and Learning Center staffed by three full-time personnel, one student intern per year, and two grant-funded community school coordinators. This Learning Center supports and manages up to 60 facilitators, the partnership agreements with the 22 partner districts, two HCBU partnership agreements, and six community school sites. Because there is currently no statewide professional development system in Louisiana, the Affiliate is successfully filling that void with the Center.

Through the Partnership, the Baton Rouge local and the state Affiliate have worked together to organize a system for engaging citizens in social equity and education issues. This has assisted in promoting a positive turn-around model for low-performing schools. The Partnership has promoted the Community Schools Initiative by providing professional learning to community school staff in order to support positive change. Members are facilitating cultural competency training models at schools and districts; the training focuses on changing the perspective, mindset, and attitudes of teachers across the state. Teachers thus trained then have an opportunity to take these learned modules and use them to improve relationships with students, parents, and community stakeholders, a dynamic that fosters improved learning.

Engagement Impact

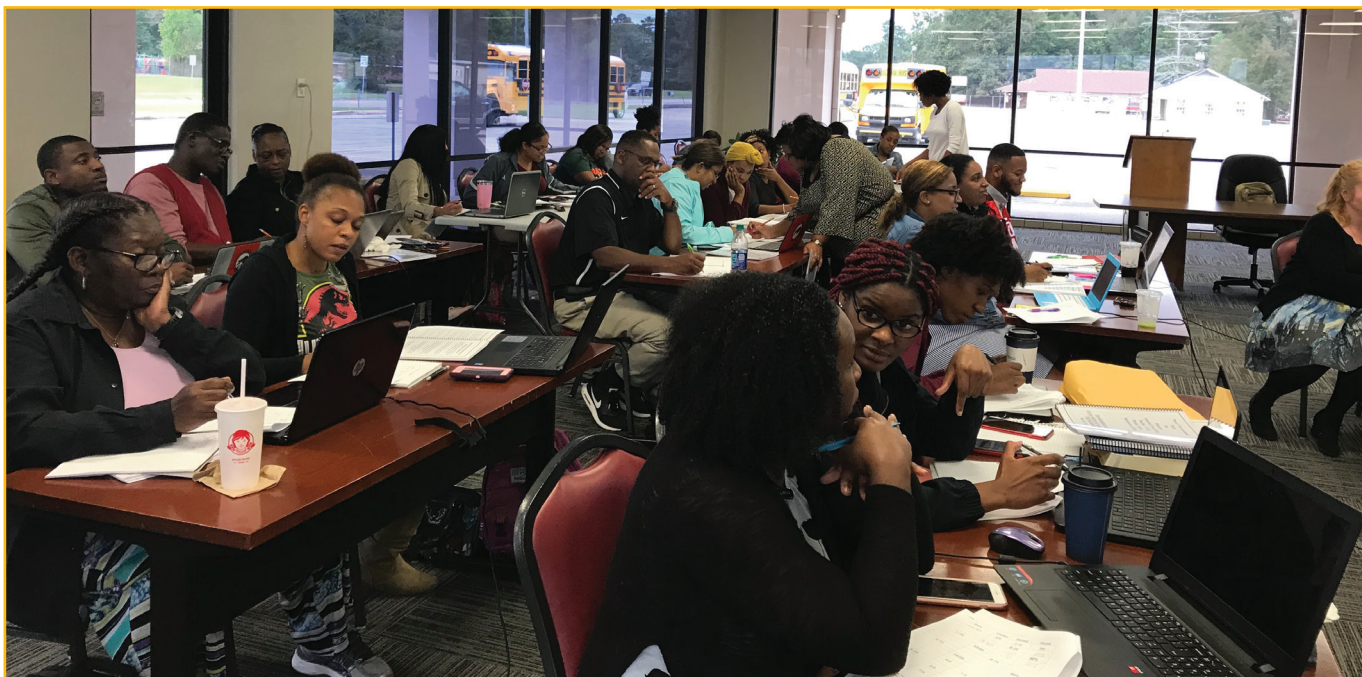
Because of this grant, 1,500 members and potential members have been engaged in professional training, 128 of whom received training as professional learning facilitators. Ninety percent of full-time teaching staff and 10% of ESPs are actively engaged in professional development activities. Eight hundred seventy-five early career educators have been engaged in professional learning for professional success, and 110 ESPs have been engaged in summer workshops. Fifteen cultural competency training workshops were attended by 732 members and potential members, and 732 members and potential members received training at 32 Praxis workshops. Affiliate members remain focused on professional training as a means of improving student learning, and seven members are working on Jump Start Academy.

Professional Development

New professional development curricula were created to address the identified needs of teachers, specifically Trauma Informed Instruction, Secondary Trauma, Shaping Behavior, Assertiveness/Leadership, and COMPASS evaluation rubric training. Sixty aspiring teachers attended PRAXIS I math, PRAXIS I Reading/Writing, and PRAXIS II Elementary training. A parish certification program was offered in Baton Rouge, and professional development work is ongoing in the parishes of Concordia, Tensas, and Webster. A New Educator Conference was held to engage early career educators in need of networking and professional skills training, and 707 workshop participants were provided professional learning and related skill sets through grant-supported cultural competency training.

The Partnership hosted a conference for Affiliate ESP members, which included use of NEA's professional continuum. Facilitator members presented 12 training sessions at a Teacher Leader Summit hosted by the Louisiana DoE, attended by 6,500 teachers.

For more information, contact Ashley Davies at adavies@lae.org.



The primary beliefs driving the Partnership are that the quality of the teacher matters most for the quality of student learning, and that the high expectations each teacher has for each student are the strongest predictor of student success.

CAPACITY BUILDING FOR CITYWIDE COMMUNITY SCHOOLS MOVEMENT



Enthusiasm for community schools has increased member engagement across a spectrum of union activities, including voter registration and get-out-the-vote campaigns.

NEA Las Cruces-NM

Amount/Term: \$240,000/3 years

The Affiliate has used its grant to implement the Community Schools Initiative at Lynn Middle School in Las Cruces, New Mexico. By collaborating with Las Cruces Public Schools, the Affiliate is providing meaningful professional development to staff on culturally relevant curricula so students can be actively supported by social and emotional learning that is intentionally designed to educate the whole child.

This grant-supported Initiative is implementing its four fundamental objectives: to reduce truancy and promote student success through increased instructional hours; to reduce discipline referrals by equipping school staff with restorative justice tools; to create a school-based health center that includes behavioral health; and to amplify educator, parent, and student voices in school site decision making.

Local Impact

The Affiliate is working strategically with their district partner to scale and implement the grant-supported community schools model within the district. Local representatives have served as expert witnesses in hearings on community schools legislation, and Affiliate members were asked to testify to a joint session of the New Mexico House and Senate Education Committees, which led to the Affiliate providing assistance in writing campaign priorities for New Mexico's Governor around community schools. The Affiliate partnered with New Mexico's Public Education Secretary to implement the model statewide.

Presentations on community schools best practices have been made to Las Cruces District teaching and support staff, to District school board members, and to the Las Cruces City Council. In collaboration with the state Affiliate, the local is hosting a national convention for community schools that will bring up to 50 community schools practitioners together from across the county.

Student/School Impact

Since the Initiative began, Lynn Middle School has raised one level on the state report card. Within a year, student achievement at the school was raised in reading, math, and science. The school is developing a House Council to give students a voice in school affairs and a democratic leadership team. The school has added 20 hours of extra-curricular instructional time and provides staff training for home visits. As a direct result of the grant, after school programs are now available in sports, dance, Boys and Girls Club activities, STEM programs, and general tutoring. The school has been able to add ENLACE – an initiative that supports project based learning – to its curriculum, bringing in community speakers and groups to lead workshops.

This is the first program in the district to provide an on-site Juvenile Assessment and Reporting Center, a diversion program for at-risk youth. Because of this, a licensed social worker provides case management to more than 30 students. The New Mexico State University College of Education is running an after school club called Math Explorers and providing interns to support and learn about the Community Schools Initiative. Local philanthropist Jack Soules has provided seed money to support school projects and community mentorships.

In collaboration with the local Parks and Recreation Department, there are now a City Teen Mobile Unit and a Weed and Seed every Friday evening to provide safe, fun activities for students as well as a healthy meal. Working with the Hunger Task Force, the Affiliate has served more than 2,258 meals to needy students.

Nearby Memorial Medical Center is providing medical residents to build relationships with students and attend home visits with staff. The school developed its first school-based health center to provide students with physical, mental, dental, and emotional care on site.

Engagement Impact

The message of community schools resonates with a large number and variety of members and potential members. In the first weeks of school, following a community schools-based member engagement and recruitment campaign, Affiliate members signed up 83 new members, all of whom expressed excitement about the prospect of community schools at their individual building.

This enthusiasm has increased member engagement across other union activities. During six get-out-the-vote weeks for the recent midterms, the Affiliate visited 30 schools to ask 1,077 education professionals if they were registered, including 498 members. Of those approached, 102 filled out voter registration forms – a 10% return on the investment!

More than 1,000 community stakeholders have participated in a deep assessment about needs and assets at Lynn Middle School. The school has been able to host multiple community engagement events, including parent/teacher home visit training, neighborhood activities such as block parties, a share fair, and neighborhood walks, town hall meetings with elected officials, and First Teacher workshops for families. The school's Neighborhood Engagement Team works with the Nevada Neighborhood Project, an initiative led by a City of Las Cruces/Dona Ana Communities United partnership to create welcoming spaces for all people, especially those whose voices and stories go unheard. In collaboration with community stakeholders, a strategic plan is being developed to effectively promote community education priorities.

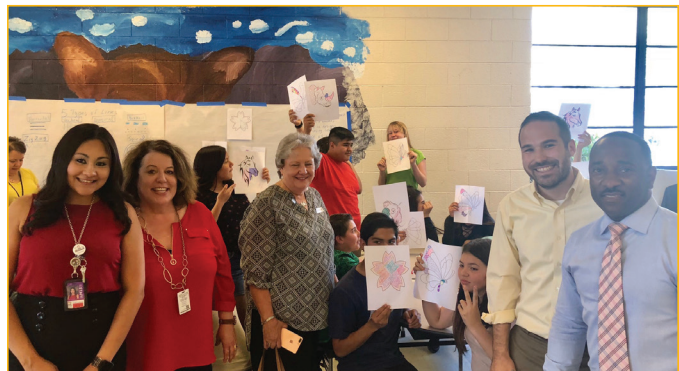
Because of this grant-supported work, the Affiliate has been instrumental in bringing about public education policy changes through the New Mexico Coalition for Community Schools. In 2018, the Affiliate hosted 60 community school leaders from across the state to assist in writing current and future legislation on community schools, and representatives were invited to a session in Denver with other experts in this area to craft micro-credential components that will help guide professional development of current and future community schools practitioners and partnerships across America.

Sustainability

The long-term strategy for achieving local sustainable funding for community schools in Las Cruces has been a focused activity since the grant's inception. This strategy has included mobilization in favor of local candidates who are supportive of community schools, a carefully designed media strategy, calculated grassroots organizing, and a grass-tops, structural, and technical strategy of forming the Joint Powers Agreement.

The Agreement is between the City of Las Cruces, Las Cruces Public Schools, and entities such as New Mexico State University and local nonprofits. The Affiliate is one of the voting parties, with two voting seats on the board. This Agreement, which constitutes the Las Cruces Partnership for Community Schools, was initiated more than a year ago, but finally received state approval in Fall of 2018. A joint press conference to celebrate its completion was held in December, at which the City publicly committed to long-term recurring funding for the launch of a second community school. This partnership with the City and School District will be the main source of sustainable funding for community schools in Las Cruces.

For more information, contact David Greenberg at greenbergdavid5@gmail.com.



By supporting association activities, the grant has changed members' and potential members' perception of what their union is all about. No longer is it "a union protecting bad teachers." Now it is a professional organization on the cutting edge of social justice struggles promoting student success in a community school.

QUALITY ASSESSMENT PRACTICES NETWORKED IMPROVEMENT COMMUNITY

Oregon Education Association

Amount/Term: \$250,000/2 years

The Affiliate has used its grant award to develop partnerships with local education associations, local school districts, state departments of education, and education community stakeholders in order to create and implement the Quality Assessment Practices Networked Improvement Community (NIC). The NIC's function was to first bring together education professionals and stakeholders then focus their engagement on ongoing, high-quality professional learning and development in order to select, design, and activate effective assessments that demonstrably inform instruction and actualize them in classrooms and schools across Oregon.

The NIC has been identified by the Governor's Educator Advancement Council as one of three networks that will be studied as ordered by Senate Bill 182 to see how Oregon educators can network to learn faster and improve growth opportunities for educators and students. This ongoing, sustainable work ensures that all students have access to a classroom and educator who know how to use assessment to support learning and support student growth and learning.

Teacher leaders have been working with the NIC since the grant's inception to enhance their knowledge of Quality Assessment Practices and Improvement Science. Monthly virtual meetings provide education professionals with access to expertise embodied in this multi-organization partnership. Practitioner teams provide ongoing technical assistance and instructional support. These teams are composed primarily of classroom teachers and teacher leaders from school or district teams, as well as active university and community college professors, who lead action research – employing Plan, Do, Study, Act cycles – and collect data that provide evidence of impact.

Student/School Impact

This work uses the Learning Forward theory of action: standards based professional learning leads to changes in educator knowledge, skills, and dispositions, which leads to changes in educator practice, which leads to positive student impact. To assess its impact on students and schools, the Affiliate used qualitative measures – educator and student artifacts, changes in the TELL survey data, and local formative assessments such as projects, performance assessments, and portfolios – to quantify student attitudes about their learning.

One indicative example of this work's results comes from Lewis and Clark Elementary (St. Helens School District) for grades 2 through 6 during the 2017-18 school year (pre-survey in fall, post-survey in spring). These students, now in their

Or-QAP NIC Participating Organizations

Hub Organizations <i>The Hub tends to the health and well-being of the network, supports the integrity of the implementation, and champions the work internally and externally.</i>	Improvement Teams <i>Improvement teams put the theory of action into practice through disciplined inquiry, analyzing data, and adopting successful changes that help achieve the overall aim.</i>
Oregon Education Association Center for Great Public Schools Oregon Department of Education Office of School Improvement, and Chief Education Office Educator Advancement Chalkboard Project Educator Effectiveness and Innovation Regional Education Service Districts Harney County, Oregon Malheur County, Oregon Portland State University College of Education Education Consultants Kari Nelsestuen Peter Tromba	Lewis & Clark University Graduate School of Education and Counseling Medford School District Secondary English Language Development team North Clackamas School District Math educators K-12 Portland State University Graduate School of Education St. Helens School District Elementary educators and leaders Trauma Informed Instruction Pilot Partnership of Chief Education Office, School Based Health Alliance, Central High School (Central School District), and Tigard High School (Tigard-Tualatin School District) Western Oregon University Division of Education and Leadership
Improvement Science Coaches and Assessment Content Coaches: (If not from a Hub partner or improvement team) Colton School District Dallas School District David Douglas School District Springfield Public Schools Sutherlin School District	

third year of working with a teacher who participated in this grant-supported work, have shown positive growth in 18 out of 19 indicators! The total number of Oregon students directly impacted by the NIC work grew from 4,497 in 2016-17 to 10,374 in 2018-19.

Two pilot schools provide an example of significant improvement in the level of agreement on whether or not educators have a major role to play in school improvement planning. When asked in a survey, Does the school improvement team provide effective leadership at this school?, one school's respondents went from 50% Yes in 2017 to 77% Yes in 2018. A second school's went from 63% Yes in 2017 to 100% Yes in 2018.

Leadership Impact

The NIC work has created more than 100 leadership opportunities, all filled by Affiliate members throughout the state. Members provide leadership by serving as technical assistance coaches, content and policy advisers, and quality assessment advocates. Their leadership is crucial to facilitating evidence-based best practices in classrooms and other education environments. Since the NIC work started, more than 80 members throughout Oregon have become well equipped to assume leadership roles in advocating for practice and policy matters around assessment issues.

These grant-supported leadership roles have had a positive impact on how teachers as leaders are valued in Oregon, on the ability of parents and families to understand what their students are learning, where they are in that learning, and what they need to do next, and on what networked learning opportunities should look like in policy and practice. The Oregon Governor's Council on Educator Advancement identified the NIC as one of three exemplar networks studied to prototype how educators can network to learn faster and both improve and speed up growth opportunities. As a result, the Affiliate now leads the work of using human-centered improvement and community design practices to empower educators to solve problems. The Oregon Department of Education and the Oregon Chief Education Office are both active NIC leadership team participants, working directly with the Affiliate to foster improvement at all levels of education in Oregon.

Sustainability

This work has proven that partnerships between education and business community stakeholders provide a stable basis for success that generates enthusiastic acceptance by the general public. Ongoing tri-annual "directions convenings" enable NIC participants to connect across all organizational values, supports, and learnings. The Affiliate is planning to build on this work to expand professional learning designs and access points for members so participants can continue to improve educator practice, differentiate learning across member classifications, and elevate educator leadership.

Future work includes increasing the number of member leaders who design and lead professional learning across identified content areas and member classifications. Grant-supported, Affiliate-led NIC work will develop programming for underserved members – specifically ESPs, ethnically and linguistically diverse members, community college members – and underserved regions in rural Oregon.

For more information, contact Andrea Shunk at andrea.shunk@oregoned.org.



The NIC work has created more than 100 leadership opportunities, all filled by Affiliate members throughout Oregon.

CULTURALLY RESPONSIVE CLASSROOM MANAGEMENT



In order to guide the curriculum focus prior to creating the 12 hours of Culturally Responsive Classroom Management modules, the Affiliate reached out to organizations representing communities of color in five Washington State regions, including the NAACP and the Latino Round Table as well as other community based groups.

Washington Education Association

Amount/Term: \$450,000/3 years

In collaboration with the University of Washington, the Affiliate is using the grant to create a culturally responsive curriculum specifically designed to promote success among diverse student populations. This statewide, researched based series of training modules is enabling members to create culturally responsive classroom environments that foster the best learning for all students by representing diverse cultures and backgrounds within changing communities. Fifty members, identified as instructional leaders to represent teachers and ESPs across 12 state regions, provide high-quality training and coaching around classroom management issues designed to narrow the opportunity gap.

School/District Impact

By tracking student discipline statistics and staff and classroom climate survey data for each of the grant's three years, the Affiliate has been able to effectively demonstrate the positive impact of this grant-supported initiative. As a result, Washington State school districts have expressed high interest in having their teachers and ESPs engage in cultural competency training. Across the state, school districts are seeing a direct correlation between cultural competency training and more effective classroom management and improved student learning.

This work is serving as an effective intervention option among low-performing schools for Washington State's Office of the Superintendent of Public Schools. In 2016, the state legislature passed 4SHB 1541 to address student discipline and the educational opportunity gap. This bill dramatically changed state laws regarding discipline, cultural competency training, ELL certification, and the use of LAP funds, as well as other areas important to the effective narrowing of educational opportunity gaps.

Leadership Impact

As a direct result of this grant-funded work, 74 instructional leaders – 66 classroom teacher members and eight ESP members – were identified and trained to serve as Culturally Responsive Classroom Management regional trainers. Local education association presidents and Uniserv council presidents are being trained to utilize equity and instructional practice development learnings to support local members. Seventeen ESP members received instructional practice, equity, and union advocacy training, and have since created an ESP focus for additional training modules.

This work has significantly strengthened relations between Affiliate members and Washington State communities of color by creating partnerships between organizations and member leaders engaged in student success and culturally responsive classroom climates. A Culturally Responsive Classroom Management professional learning community is hosted online by the Affiliate and the University of Washington through NEA's edCommunities network.

Professional Development

In year one of the grant, there were 85 trainings, in year two there were 100, and in year three there are 100 scheduled. So successful has this initiative been that Culturally Responsive Strategies trainings are now part of the Office of Superintendent of Public Instruction's interventions for Comprehensive Support Schools, the 5% of schools in Washington State with the greatest student needs.

The three-hour trainings include: Culturally Responsive Classroom Communities, Culturally Responsive Classroom Management, Culturally Responsive Classroom Interactions, and Culturally Responsive Behavior Interventions. Each summer there has been an English Language Learners Seminar, an intensive, three-day course that explores how to apply research based, classroom focused language acquisition and culture and equity practices in order to close achievement gaps for ELL students. A one-day Teaching Equity Conference explores what equity looks like in today's classroom by providing trainings including:

- ★ Closing the Achievement Gap
- ★ Since Time Immemorial: Tribal Sovereignty in Washington State
- ★ Guided Language Acquisition Design
- ★ Respecting Ethnic and Cultural Heritage (REACH) Instructional Strategies

Sustainability

Relational strategies involving Building and Leadership Culture and Staff Culture are a critical element of sustainability because they provide the training necessary to not only positively impact student achievement but also to positively impact education professional success and workplace satisfaction. For these and other reasons, the initiative's sustainability will be grounded in the Affiliate's continued investment in staff positions that support this work.

The initiative's ongoing sustainability is also based on partnerships that have been developed and that are being maintained between the Affiliate and such entities as the University of Washington Department of Education, the Learning Education Policy Center, Kids at Hope at Arizona State University, the NAACP of Tacoma Branch, Teaching Equity Network, WEA Educators of Color Networks, and local school districts including Prosser, Spokane, Central Kitsap, Vancouver, Clover Park, Edmonds, Standwood, Evergreen, Highline, Tacoma, Mercer Island, Everett, Ridgefield, Auburn, and Cheyene.

For more information, contact Ben Ibale at bibale@washingtonea.org.



Empowered teachers, ESPs, and other education professionals have developed a student-centered school culture based on equity and social justice.

VALUING EDUCATION SUPPORT PROFESSIONALS

Wisconsin Education Association Council

Amount/Term: \$168,000/3 years

The Affiliate created a grant-supported ESP Ambassadors Program as part of its larger, ongoing initiative to identify, train, and enable ESPs to serve in leadership positions. Developed in phases over three years, this project is specifically designed to build and strengthen ESP membership by connecting ESPs to their union and recruiting others to join in their professionalism. A significant part of the Affiliate's commitment is to listen to members in authentic and new ways, so one of the project's cornerstones has been to employ a cadre of ESP Ambassadors to conduct the work of collecting information about the perceptions and hopes of ESPs in Wisconsin Public Schools.

Local Impact

Overall, the Affiliate's grant-support efforts have seen a 10% increase in ESP membership in Wisconsin. Nearly 20% of potential ESP members in the state have joined. Membership in large urban locals has significantly increased: Milwaukee at 53%, Kenosha at 30%, and Green Bay at 37%. Working directly with paraprofessionals in Green Bay resulted in identifying 16 new leaders, signing up 85 new members, and receiving 40 New Educator Interest Card submissions.

One hundred thirty-one ESP members across the state engaged in online polls designed to better understand the needs of ESP members. Eighteen ESP members conducted informal focus groups designed to identify values and needs of ESP members. One hundred twenty-six Affiliate leaders, design team members, and ESP ambassadors conducted one-on-ones interviews, and there has been a significant increase in social media activity involving ESP-targeted videos and digital outreach. In Green Bay, 85 ESPs attended a celebration of retirees.

Leadership Impact

Eleven ESP members representing 11 state regions received leadership training and now form both the ESP Design Team and the ESP Ambassador Team. The ESP Design Team has systematically planned ESP member engagement, determining what specific local needs are and then providing assistance and resources, an action plan for success, and follow-up support. Wisconsin ESPs across the state now have full representation on the Affiliate leadership team.

Two hundred forty ESP members conducted leadership listening sessions at a summer conference, and a summer organizing program featured one-on-one approaches to allow leaders to listen in a more personal way. This activity enabled the gathering of both feedback and data while at the same time building leadership relationships and connections. Fourteen ESP organizers committed to making 70 new contacts, with the goal of having 35 new ambassadors active in the field the next year.

Partnerships and Sustainability

The Affiliate partnered with three large locals – Milwaukee, Kenosha, and Racine – to kick off the project, as well as with rural ESPs and NEA's ESPQ Department. A delegation of 14 Wisconsin ESP members attended the ESP Support Professional Conference in Dallas, Texas, and created videos (see box) representing not only ESP members but also depicting research and analytics used in promoting the value of ESP professionalism in educating the whole child.

At an ESP Support Professional Conference in Dallas, short videos were created that are accessible on the Association website (www.weac.org/paraprof). A direct result of the grant, they are professionally produced, which has allowed a treasure trove of data to be collected, analyzed, and distributed throughout the Affiliate.

The Affiliate participated in a presentation by NEA Alternate Director Nick Sirek on one-on-one conversations from his experiences as a summer recruitment organizer in Eau Claire. The presentation reflected on his successes and struggles relating to summer organizing campaigns in order to build sustainable skills and be prepared to train future organizers. Through one-on-one conversations and the positive outcomes they have engendered, the Affiliate has determined to use this organizing model throughout the organization.

For more information, contact Christina Brey at brey@weac.org.



ESP membership has significantly increased as a direct result of the grant. Locals have seen an increase not only in membership but also in engagement in union activities. An online system now allows leadership team members and local leaders to record association work in order to share successes and assure accountability and transparency across the state.

NEA GREAT PUBLIC SCHOOLS FUND

GRANT GUIDELINES

NEA State and Local Affiliates, either individually or as partnerships between multiple Affiliates, may apply for NEA Great Public Schools Fund Grants (“GPS Fund Grants” or “Grants”) to advance the goal of great public schools for every student. Funds will be provided to help Affiliates demonstrate leadership in enhancing the quality of public education and to assist in the development and implementation of an agenda that engages members with an emphasis on student-centered success through union-led efforts. Grants will be awarded using criteria that focus on ensuring successful students, accomplished professionals, dynamic collaboration, and empowered leaders.

Purpose

The purpose of the NEA GPS Fund Grant program is to further policies and practices that grow and improve the education profession by promoting and fostering student success in public schools. Grants will be awarded to NEA State and Local Affiliates who demonstrate the capacity and competency through initiatives and partnerships to generate and advance student-centered policies and professional practice programs. The goals are:

1. To generate and develop innovative ideas designed to promote sound practice;
2. To capture key learnings that promote student success;
3. To develop and deliver supports by members for members that promote professional excellence;
4. To establish new organizational partnerships toward improving professional practice and aligning it with organizational priorities; and
5. To cultivate sustainable programs that can be reproduced and amplified by other Affiliates to make meaningful change in public education for educators and students.

It is the intention of GPS Fund Grants to supplement and seed innovation within Affiliate professional quality work, not replace existing professional practice budgets. Additionally, affiliates are expected to develop partnerships and dedicate human, in-kind, and financial resources to sustain successful Grant-funded programs and activities beyond the term of the grant.

GPS Fund Grants Restrictions

Grants may not be used to fund the following:

- ✧ Indirect expenses
- ✧ Public relations activities
- ✧ 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.*

Criteria For Evaluating Grant Applications

In awarding Grants, primary consideration will be given to the following criteria:

1. Potential of the proposed program or activities to positively impact student success, especially in schools with the greatest need;

2. Ability to expand the capacity of the Affiliate to lead student-centered programs with union-led efforts;
3. Strength of partnerships involved (excludes contractors and consultants) and degree of collaboration and commitment to the successful outcome of the project by all partners;
4. Affiliate(s) capacity and readiness to implement the proposed activities, such as:
 - a. Prioritized leadership and governance support committed to the success of the project;
 - b. Alignment to Affiliate's mission, vision, and growth and strength strategy;
 - c. Integration into organizational structure and Affiliate ownership of grant-funded program(s) and intellectual property;
5. Sustainability of or potential for expansion of the program beyond the term of the Grant (with an emphasis on feasibility of such plans);
6. Potential for extending the program or its findings to other NEA State and/or Local Affiliates;
7. Program's intentional alignment with current NEA student-centered and professional support initiatives;
8. Degree of innovation for the Affiliate(s) and presentation of new ways to engage members in addressing a professional quality need or issue identified by the Affiliate(s) membership;
9. Consideration for the ability to obtain in-kind, matching, or external funding from additional sources to support the Grant proposal and its continuation; and
10. Inclusion of specific plans for leadership development and engagement of members, and/or non-member recruitment, in proposed programs and activities.

Application Process

Applications for GPS Fund Grants will be processed as follows:

1. Submission of an "Intent to Apply" (ITA) notification form, ideally 60 days (and no less than 30 days) prior to the Grant submission date.
2. State Affiliates, Local Affiliates, State-Local Affiliate partnerships, multiple state partnerships, or multiple local partnerships will submit the GPS Fund application through the grant submission portal on the NEA website.
 - a. Grant applications submitted by individual members will not be accepted.
 - b. NEA reserves the right to determine final Grant award based on:
 - i. Compliance with Fund guidelines;
 - ii. Previous performance of other Grant or program awards;
 - iii. Evaluation of Grant budget expenses;
 - iv. NEA's organizational priorities;
 - v. Distribution of Grant awards across Affiliates; and
 - vi. Available funds.
3. Grant applicants may request staff consultation in preparing their Grant proposals.
4. Staff of the Center for Great Public Schools will review the completed application, consulting as necessary with other appropriate NEA Centers and Departments to provide a comprehensive assessment of the application and to ensure Grants do not overlap in unintended ways with other state grant programs.
5. Following this review, all eligible and final Grant applications, along with recommendations from the Center for Great Public Schools and any supporting documentation, will be submitted to the Oversight Committee for review and comment.

6. The Oversight Committee will consist of the NEA Vice President; the NEA Secretary Treasurer; the Presidents of the National Council of State Education Associations, the National Council of Urban Education Associations, the National Council of Education Support Professionals, and the National Council of Higher Education; one NEA Director elected by the Board, the NEA Director of the Center for Great Public Schools, and one staff content expert.
7. Grants totaling less than \$25,000 (over the term of the proposal) are not eligible for Grant awards. Grant awards are limited to a maximum of \$250,000 annually, unless otherwise approved by the NEA Executive Committee. Grant applications must be for a period of one to three years. However, Grant funding will only be guaranteed on an annual basis with further funding contingent upon a review of the project after completion of its first year.
 - a. If the recommendation of the Oversight Committee is to fund the proposal, then that recommendation, with appropriate supporting information, will be forwarded to the NEA President and the NEA Executive Director for action. The NEA President and the NEA Executive Director may approve the recommendation of the Oversight Committee, may reduce the amount of assistance recommended by the Oversight Committee, or may reject the application for a GPS Fund Grant. If the Affiliate is not satisfied with the action taken by the NEA President and the NEA Executive Director on its application for a GPS Fund Grant, it may appeal to the NEA Executive Committee. The NEA Executive Committee may take such action as it deems appropriate, and the action taken by the NEA Executive Committee will be final.
 - b. NEA will accept Grant applications during two (2) Grant periods each year: dates of which will be announced no later than May 31st of the previous year.
 - c. Following the initial Grant proposal review, staff may request of an applicant:
 - i. Additional information to clarify or support a proposal;
 - ii. Recommendations or verification of partner support and involvement;
 - iii. Evaluation/assessment of previous or existing Grants to ensure they are in compliance with their intended goals and purpose; and
 - iv. For State Affiliates, evidence of compliance with NEA/NCSEA Financial and Operational Standards.
 - d. The Oversight Committee will communicate a final decision to each applicant within 60 days of the application deadline.

Administration of Funds

At the end of each membership year, any unexpended monies will remain in the NEA GPS Fund.

Requirements For Reporting And Networking

The NEA President will make an annual report to the NEA Board of Directors and the Representative Assembly regarding the operation of the Grant program, including a financial statement.

Grantees are expected to share programs and resources developed as a result of the GPS Fund Grant program with other affiliates via edCommunities or other NEA communication vehicles. In addition, grantees are expected to network with other grantees and affiliates to share their programs, products, and learnings in order to increase the capacity of NEA and its Affiliates.

Grantees are expected to meet the Grant guidelines described herein as well as to participate in a Grant reporting and evaluation process during and at the close of the funding cycle in order to adhere to the NEA's Financial Standards as established by the Center for Business Operations. Grantees are required to complete the interim and final evaluation reports as applicable, with a summary of program activities and success, and to provide financial accounting during the life of the Grant.

NEA GPS FUND FINANCIALS

FISCAL YEAR	# OF APPLICATIONS	# OF AWARDS
2013-14	69	40
2014-15	65	17
2015-16	35	22
2016-17	44	22
2017-18	61	19
2018-19	37	17
TOTALS	311	137

FISCAL YEAR	\$ AMOUNT REQUESTED	\$ AMOUNT AWARDED
2013-14	\$23.1 million	\$13.4 million
2014-15	\$15.9 million	\$3.1 million
2015-16	\$10.4 million	\$4.0 million
2016-17	\$15.8 million	\$5.5 million
2017-18	\$26.2 million	\$6.3 million
2018-19	\$17.8 million	\$6.2 million
TOTALS	\$109.2 million	\$38.5 million

NOTES:

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal blue lines across its entire width, typical of notebook or composition paper. The background is a solid off-white color, and there are no margins, text, or other markings present.

NEA GPS FUND OVERSIGHT COMMITTEE

Becky Pringle, *Chair and NEA Vice President*

Princess Moss, *NEA Secretary Treasurer*

Brenda Pike, *President, National Council of State Education Associations*

Brent McKim, *President, National Council of Urban Education Associations*

Debby Chandler, *President, National Council for Education Support Professionals*

DeWayne Sheaffer, *President, National Council for Higher Education*

Kizzy Nicholas, *NEA Board Member At-Large*

Andy Coons, *Senior Director, NEA Center for Great Public Schools*

Amber Parker, *Director, NEA ESPQ Department, Staff Content Expert, alternating years*

Andrea Prejean, *Director, NEA Teacher Quality Department, alternating years*

To learn more about the NEA GPS Fund Grants program, visit these web sites:

Grant program information

www.nea.org/grants/58935.htm#CGPSF

Previously awarded grants (interactive map)

nea.org/grants/gpsfundgrants.html

2013-18 NEA GPS Fund 5-Year Report (PDF)

nea.org/assets/docs/GPS%20Fund%205%20year%20report%202018_FINAL.PDF

Go here to Join EdCommunities and find the group, NEA Grants 4 Great Public Schools

nea.org/edcommunities

2018-19 NEA GPS FUND

ANNUAL REPORT



CGPS
CENTER FOR GREAT
PUBLIC SCHOOLS

National Education Association
1201 16th Street, NW
Washington, DC 20036-3290