

2013-2018 NEA GPS FUND

5-YEAR 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.

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PRESIDENT'S LETTER



Change. Power. Responsibility. Courage. These are words heard from delegates to NEA's 2013 Representative Assembly who boldly voted for an increase in membership dues to create the Great Public Schools Grant Fund (GPS Fund). We begin the fifth year of the GPS Fund, proudly sharing this report and featuring a few of the innovative projects and great ideas of NEA members to boost student learning, improve classroom instruction, and strengthen our education professions.

The GPS Fund demonstrates that the depth of NEA member commitment to quality public education goes beyond words. A lot of people and groups talk about improving public education, but NEA members took to heart the saying, "Put your money where your mouth is" and created the GPS Fund. These grants to state and local affiliates are helping to transform public education and foster student success.

We are thrilled and encouraged by the combined contributions, accomplishments, and results of our GPS Fund grantees. This report highlights some of our grantees, but they really are illustrative of the work of all our grantees and NEA's collective efforts to:

- ★ generate and develop innovative ideas to help students learn;
- ★ promote sound practice;
- ★ capture key learnings;
- ★ promote student success;
- ★ establish new partnerships to improve professional practice; and
- ★ cultivate sustainable programs that can be reproduced and amplified to make meaningful change for public school students and educators.

As educators, we depend on each other for support and professional growth to help us better serve our students. NEA, with our more than three million members, is the strongest voice for students and educators. Through the GPS Fund we embrace our role as a clarion and committed voice for quality public education—helping our members share their experience and expertise with each other—always with passion and commitment to make a difference for our students and communities.

A handwritten signature in black ink, reading "Lily Eskelsen García". The signature is fluid and cursive.

Lily Eskelsen García
NEA President

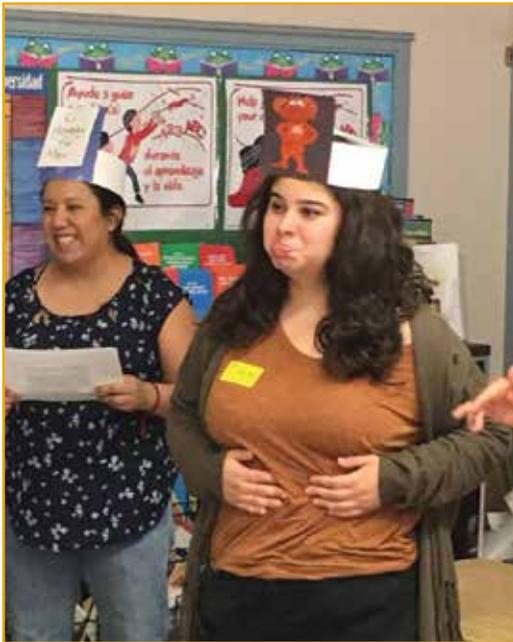
OVERVIEW

Nearly five years ago, delegates to the National Education Association Annual Meeting and Representative Assembly voted to develop a fund that would provide grants to state and local affiliates with promising projects and ideas to help ensure the success of all students, regardless of their zip code. What emerged was the GPS Fund. Over the years, Fund grants have been used to support a variety of projects focusing on equity in education, student success, accomplished professionals, dynamic collaboration, and empowered leaders.

The GPS Fund has awarded \$32.3 million in grants to 78 NEA state and local affiliates. For many, GPS Fund grants represent seed money for testing innovative ideas, which often outlive the initial grant investment and change both the work of the affiliate and opportunities for members to interact and support each other professionally. Whether brokering strategic external partnerships, igniting new ways of thinking about how to help students succeed or advancing opportunities to engage new and early career educators, or promoting racial justice in education—GPS Fund grantees are collectively helping to amplify the voices of educators and strengthening our affiliates, while supporting professional growth.

The accomplishments and contributions of GPS Fund grantees, while amazing, is not surprising. The collective learning from their work continue to help shape, grow and strengthen NEA and efforts of NEA affiliates across the nation to advance the goal of quality public education for all students. This report highlights only seven grants, but they are indicative of the transformative work of all the GPS Fund grantees to make a positive difference in the lives of students, educators, families, and communities.

IT TAKES A BARRIO: RECURSIVE PIPELINE TO TEACHING



It Takes a Barrio helped put these California State University, Northridge students on a path to college and to the profession. These future teachers have fun dramatizing "The Lorax" by Dr. Seuss during a classroom lesson on tree conservation.

On a path that promises to lead her from college to the profession, a future elementary school teacher is getting a head start on creating the kind of classroom experience she wants her students to have. She wants to build a sense of community in her classroom. Students should know and understand that the classroom environment promotes social justice. She will create lessons and social time in class to enhance and empower diversity and equality. She also says she will acknowledge everyone's culture, and teach students to be open-minded and respectful of the cultures of others. She believes every student should feel proud of their ethnicity and traditions.

This California State University, Northridge (CSUN) student is already putting these ideas into practice at Dyer Elementary School. But as a high school student, she may not have considered higher education or even entering the profession if she hadn't enrolled in "It Takes a Barrio" (ITaB), a union-led program to inspire more Latino students to go to college and, hopefully, into teaching. Spearheaded in 2014, by the College of the Canyons Faculty Association (COCFA) and funded with a three-year GPS Fund grant, ITaB brought together faculty from the College of the Canyons, a two-year, Hispanic-serving institution, Hart Union High School District, and the Hispanic-serving CSUN, in a dynamic collaborative and student-focused effort (for high school, community college, and university students).

ITaB was intentional about recruiting students who are underrepresented in the profession—and in higher education. They were largely low-income, English language learners who came from the Los Angeles Unified School District, a partner with ITaB. At 73 percent, this urban school district has the highest Latino/a-Chicano/a student enrollment in the nation. Research shows that many who enter schools in this district will likely drop out of high school. Latinos/as and Chicano/as are the largest groups of people of color in the United States, but only 37 percent enroll in college. "That's dismal," said Prof. Vincent Devlahovich, COCFA member, who directed the three-year ITaB grant. And in California, of those who make it to and through community college, less than 50 percent transfer to four-year institutions of higher education. Despite the data, union members worked to produce successful college-bound Latino/a students who could also become culturally competent educators committed to teaching in diverse urban classrooms.

"Ethnic studies is our big hook and the heart of ItaB."

*~ Rosa L. RiVera-Furumoto,
co-director, It Takes a Barrio*

It would take a barrio or a village. Everyone played a role in support of students. Union faculty members worked together with numerous stakeholders, including parents and students who were empowered to lead, and fostered extensive collaborations among colleagues in schools, the community college district, and on the CSUN campus. By educating, mobilizing and uniting, grantees were also able to reach a new generation of working class individuals who may have had limited knowledge about unions and their impact.

“You can’t start too young to show students that teaching is a noble and honorable profession. By the time students reach college, that window of opportunity has narrowed or shut.”

~ Vincent Devlahovich, president, CTA/CCA and president, College of the Canyons Faculty Association

By ITaB’s first year, there were early indicators that this comprehensive pipeline program was working. The percentage of ITaB students graduating from high school and going on to college climbed from 20 to 90 percent. A closer look showed that of the first-year cohort, all graduated, and 18 out of 21 students went on to four-year colleges or the College of the Canyons, while one student postponed college for a year to help her family.

While getting the students to college is important, the hope is that they will become teachers. Of Latino/a students who go to college, only 7.1 percent

choose teaching careers. They are like most students graduating high school in the U.S.—just not interested in becoming an educator. It is a reality that makes attracting future teachers a challenge for the union.

“Ethnic studies is our big hook and the heart of ItaB,” said program co-director Prof. Rosa RiVera-Furumoto of the California Faculty Association. “Our pitch to Latino high schoolers has been that with ethnic studies, you can learn about your own racial and cultural identity, and that of others. And then, you can turn around and use that knowledge to teach about social justice and oppression in your community,” continued RiVera-Furumoto, who also is a professor of Chicana/Chicano Studies at CSUN. “It clicks. All of a sudden, they’re interested in the possibility of learning and teaching.”

This notion of using the study of diversity and cultural identity to draw Latino high school students into the teaching profession, and ultimately to union membership and activism, is likely ground breaking, suggests Devlahovich, who teaches and mentors ITaB high school students. ITaB integrated social science, Chicana/o Studies, and English into curriculum development, community after school programs, and a part of community college and university settings. ITaB’s approach and portability is already generating interest among some California community colleges that want to replicate the higher education and teaching pipeline program.

Grantees worked to ensure the impact and sustainability of the recursive pipeline into teaching using ethnic studies. One example, the CSUN Chicana/o Studies Social Science Subject Matter Program (B.A. in Chicana/o Studies) which launched in 2017, enrolled the first students. This undergraduate program will prepare prospective social science and history teachers to bring culturally relevant teaching to public school students in California. In addition, grantees established linkages and agreements with a variety of individuals and partner organizations to ensure that the ITaB diverse teacher preparation pipeline continues beyond the life of the NEA GPS grant.

In 2017, the project’s third and final year, grantees made an elementary school serving California’s San Fernando Valley, an entry point for introducing teaching as a career. It made sense, Devlahovich says, “You can’t start too young to show students that teaching is a noble and honorable profession. By the time that students reach college, that window of opportunity has narrowed or shut.”



The union-led faculty of It Takes A Barrio (ITaB) project is bringing together three sectors of students: K-12, undergraduate and graduate students. ITaB co-director, Prof. Rosa RiVera-Furumoto (second from left, third row), is among a group of ITaB students, professors and high school teachers gathered in this classroom at the Social Justice Humanitas Academy, a part of the César Chávez Learning Academies in San Fernando, CA.

SCHOOL-BASED RESTORATIVE PRACTICES PARTNERSHIP



Restorative Practices Coordinator Allison Horton (foreground) shares her experiences with restorative practices at this March 2017 site visit with CEA President Kerrie Dallman, educators, and other visitors to Denver's Skinner Middle School. Skinner is one of three Colorado schools that open their doors to visitors from across Colorado and the nation who want to learn about restorative practices.

In 2006, Denver became one of several big urban school districts that set out to fundamentally change how students are disciplined, using restorative practices. Two years later, the district gave up zero tolerance policies and other harmful blame and punish approaches. Restorative practices aim to improve school culture, disrupt the school-to-prison pipeline, reduce student suspensions and expulsions, and the glaring racial disparity of those punishments. Research reveals that school discipline has been color-coded—African-American and other students of color are 3.5 times more likely to be suspended than their White peers.

Lacking however, was a comprehensive plan to share good works and ensure widespread and high-quality implementation of restorative practices in Denver Public Schools, and across the state of Colorado and the nation, according to Kerrie Dallman, president of the Colorado Education Association (CEA). In 2016, with the support of a three-year GPS Fund grant, CEA developed a collaborative and “homegrown approach” that involves stakeholders at every level—students, families, educators, administrators, and the district. Dallman said, “It was initiated by the insistence of the community and implemented somewhat differently from school to school.”

CEA, in partnership with the Denver Classroom Teachers Association (DCTA), is using its GPS Fund grant to work with educators and community partners to develop and implement social justice campaigns to address poverty, institutional racism, and the school-to-prison pipeline. The centerpiece of this work, Dallman said, is support and collaboration with the Denver School-based Restorative Practices Partnership to develop effective ways to disseminate social justice findings, initiatives, and programs statewide. The Partnership, a coalition of racial justice, education, labor, and community groups working to advance restorative practices, includes the NEA, Advancement Project, Padres & Jóvenes Unidos (Parents & Youth United), and Denver Public Schools.

The Partnership found that over the last decade in Colorado schools, there were 700,000 out-of-school suspensions, 23,500 expulsions, and nearly 100,000 referrals of students to law enforcement. This disturbing snapshot highlights the challenge that CEA’s funded project addressed.

“The work of the Partnership allows us to build on alternatives to harsh discipline policies by taking advantage of existing schools and resources,” Dallman said. “Our partners are committed to supporting this work and have done so, up to this point, with minimal funding.” These same CEA partners, Dallman added, will also help ensure sustainability of their work on restorative practices, and its replication in other school districts.

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~ Kerrie Dallman, president, Colorado Education Association

“We are proud to be a part of this project and partnership with labor, education, community, and civil rights organizations”

~ Ricardo Martinez, co-executive director, Padres & Jóvenes Unidos

One of the partners is the community-based organization, Padres & Jóvenes Unidos. “We are proud to be a part of this project and partnership with labor, education, community, and civil rights organizations,” said Ricardo Martinez, its co-executive director. Led by people of color, Padres & Jóvenes Unidos initiated the fight for reformed school discipline in Denver over a decade ago. Today, it continues to train and give voice to students and families, specifically those of color, who stand to be most impacted by restorative practices. Another partner, Denver Public Schools, the local school district, has reformed its discipline matrix to include restorative practices as an intervention and to eliminate suspensions, expulsions, and referrals to law enforcement as responses to low-level behavior in school.

It is one thing to talk about the power and success of restorative practices in Denver schools, but it’s another to see it in action. DCTA developed a model for building a successful restorative school culture, and created a school-building implementation guide in 2017, and a visitation program for local, regional, and national visitors.

According to Dallman, three model schools—Denver North High School, Skinner Middle School, and Hallett Fundamental Academy—have opened their doors to community organizations and educators, and staff have embraced roles as mentors to other Denver schools working to also implement restorative practices for the first time or strengthen an existing program. The popular visitation program has a dedicated project manager. In 2017, the schools received nearly 160 visitors from more than 40 schools and community-based organizations. They have come from Denver, elsewhere in Colorado, and even as far away as New Orleans, South Carolina, and Washington, D.C. to observe and learn.

When representatives from these model schools teamed up with CEA for its 2017 Summer Leadership Conference, a session on the basics of restorative practices and available resources, attendance exceeded room capacity. That was good news. But for Dallman, it also signaled a noticeable shift in how educators are thinking about restorative practices. Just the year before, at a similar CEA conference, attendees were concerned instead about “barriers in their own classrooms that would prevent them from taking this work back to their schools.”

The CEA project is now in its second year. Looking ahead, CEA and its collaborative team plan to sustain the impactful work already started. Plans are being made for the restorative practices implementation guide and other resources and supplemental tools to outlive the grant funding, scheduled to conclude in 2019. Other successful outcomes of the grant are that Denver Public Schools is seeking funding to ensure that the Partnership’s work is reflected in district trainings and used to develop a cohort model for schools committed to restorative practices. And Padres & Jóvenes Unidos is developing a training center where families and youth can learn to lead restorative practices in their school communities.

CEA’s leadership on restorative practices and in the Partnership has increased its own growth and strength capacities as evidenced by the engagement of new members eager to lead, network with peers across the state, and make a difference. For example, the CEA Student Program membership recruited 20 new members in the Denver Metro region. The new recruits said learning about the opportunities with CEA and community partners to work on racial justice campaigns, including restorative practices, were among the things that drew them to membership.



Jhovanni Becerra attended Denver’s North High School where restorative practices are taught. He remembers how the practice kept his friend in school when she got into a fight: “She was able to have a restorative conversation instead of a suspension... She was able to resolve the problem, keep a suspension off her record, and, most importantly, stay learning in school.”

TEACHER LEADERSHIP INSTITUTE



Mary Jane Cobb, executive director of the Iowa State Education Association

When Iowa legislators passed a sweeping education reform package that had a comprehensive teacher leadership system as its hallmark, the Iowa State Education Association (ISEA) was at the table.

The Teacher Leadership and Compensation System, a statewide system, planned to groom and reward classroom teachers for formal leadership roles and offer coaching. The system was designed to help attract promising new teachers to Iowa public schools, improve classroom instruction, and raise student learning.

Legislation creating the Teacher Leadership and Compensation System was created in fall 2014. At the same time, Mary Jane Cobb, executive director, Iowa State Education Association, said ISEA was applying for a GPS Fund grant. ISEA developed the Teacher Leadership Institute (TLI) to provide quality learning opportunities and support to teachers who

either take on additional leadership roles or choose to remain in their classrooms full-time, and to enhance the learning environment and outcomes for students. Cobb said the timing was right for ISEA's Teacher Leadership Institute, a project she calls "a start-up."

Poised to prepare teacher leaders, school districts in Iowa couldn't adequately meet the professional development needs and coaching required to make significant systems changes. But ISEA was well positioned to deliver the training that Iowa educators needed, and it had the funding, thanks to its GPS Fund grant.

"We came to this very important planning table with resources and the ability to bring in speakers that our teachers only read about," said Cobb. Support for the Institute also came from strong partnerships with education and professional organizations that ISEA built over the years. Among them, the Iowa Department of Education and School Administrators of Iowa (SAI).

Stepping up to deliver training for each new group of teacher leaders for their new roles and responsibilities was not a reach for ISEA. It already had a statewide reputation for identifying leaders and developing quality teacher trainings through the ISEA Professional Development Academy. "We already had the infrastructure to not only deliver training, but to provide professional development for our members on a range of topics," Cobb said. In place was an online platform to offer in-person trainings, as well as online and blended courses. The grantees teamed up with SAI to host the Teacher Leadership and School Administrator Institute for teachers and administrators to learn together about how to create a school culture that fosters teacher leadership.

More than 8,000 members have taken at least one ISEA Academy course in the past two years.

"Teacher leadership is a pretty new concept. Historically, all teachers were in the classroom and we did the same things," Cobb said. "The idea of differentiating roles for at least 25 percent of the teachers in the district is really new. But with this newness, came opportunity—to help ISEA members grow in their profession and support our student-centered agenda. For some members, though, stepping into a new path came with some trepidation. Fortunately, the Institute was in place to provide what they needed—assurance, preparation, and a ready network," she continued.

"We already had the infrastructure to not only deliver training, but to provide professional development for our members on a wide range of topics."

~ Mary Jane Cobb, executive director, Iowa State Education Association

“It was important to bring together a lot of different educators. They were pioneering this work,” Cobb said. “They could gain new skills and talk to each other about the new roles that they were taking on, and how we could help them be successful. These were powerful pieces of the work that we took on with this grant.”

One of those fortunate pioneers who had the backing of ISEA’s Teacher Leadership Institute to make great teachers greater, was Sue Cahill from Marshalltown, Iowa. Cahill says the training helped her move confidently into a leadership role as a mentoring coach.

“My new role involves providing professional development and training for new teachers,” Cahill said. “After Marcia Tate’s session, *Sit & Get Won’t Grow Dendrites: 20 Professional Learning Strategies That Engage the Adult Brain*, I was immediately able to go back to my district and use the strategies she provided. They made my professional development participants get up and move. It provided a great energy in the room as we learned new concepts and methods for our teaching.”

“The grant has allowed us to provide professional development with both large-scale conferences and specialized workshops, on topics like *Hiring Practices and Teacher Leaders*, and *Coaching Skills for Teacher Leaders*. It really ballooned in terms of attendance,” said an excited Cobb.

ISEA members believed that students would learn more in a school environment where teachers and other educators were empowered to help each other grow in their practices. ISEA’s GPS Fund grant for the Teacher Leadership Institute was the vehicle through which educators gained skills and knowledge—and learned to lead.



July 2017 Leveraging Teacher Leadership: An Institute for Teacher Leaders and Administrators

PRAXIS MENTORING PROJECT



High school students packed this University of Nebraska auditorium. They are members of Educators Rising, a national high school club for future teachers.

In the state of Nebraska, racial and ethnic populations make up about 47 percent of all public school students, but only four percent of the teachers are from diverse racial and ethnic backgrounds. Here is how those numbers play out in Omaha, home to the state's largest school district—more than 70 percent of the students are nonwhite. By contrast, nearly 89 percent of the district's public school teachers are white.

Likewise, these numbers mirror the nation where 82 percent of K-12 teachers in the United States were white and 76 percent were female in 2011-12, the latest year national statistics are available.

Neal Clayburn, associate executive director of the Nebraska State Education

Association calls this snapshot of students and teachers in public schools a “demographic mismatch” and a challenge. Why does it matter? Research suggests that even when students of color are taught by just one teacher of color, especially in the early years, the probability of these students dropping out of school decreases, graduation rates rise, and expectations of going on to college increase.

This social science evidence supports the work of this GPS Fund grant to attract more teachers of color to the profession in order to bolster student achievement and diversify the workforce.

In 2015, NSEA conducted a series of statewide focus groups with current and prospective student members of color that set them on an unexpected path. What they learned during the focus groups and from analyzing Praxis tests results was revealing: K-12 students were not the only ones struggling to pass standardized tests. The Praxis Core tests—needed to enter colleges of education in Nebraska and in many other states—were a huge barrier for many students of color who wanted to become teachers.

This problem also represented an opportunity to increase the number of teachers of color entering the teaching pipeline.

“We knew that we had to come up with a plan to help improve pass rates on the Praxis tests, but first we took time to study the issues,” said Clayburn. “Also, we didn't want to draw inferences between the problem and those who were taking the tests.” Nationally, students who are underrepresented in the profession have not fared well on the Praxis, putting in peril the goal of a teaching force that resembles current public school student populations.

NSEA began to address the issue in Nebraska with the piloted Praxis Tutoring Program in the Omaha Metro area in 2015 where nearly one-third of its membership is based. A year later, a GPS

“Our goal has been to work with our members and partner organizations to do all we can to recruit and assist students of color to become public school teachers in Nebraska.”

~ Neal Clayburn, Associate Executive Director, Nebraska State Education Association

“Teaching has become cool and a realistic and noble profession at Omaha South High school.... Without the financial support from NSEA for these experiences, this would have been a much harder hill to climb.”

~ Jack Bangert, Education Rising Advisor, Omaha South High School

Fund grant allowed NSEA to expand its reach to high school and college students, especially students of color. The result was a multifaceted PRAXIS mentoring program that included group and one-on-one preparation seminars and mentoring sessions for college and some high school students.

“Our goal has been to work with our members, active and retired, and partner organizations to do all we can to recruit and assist students of color to become public school teachers in Nebraska,” says Clayburn. Waverly Education Association President Michael Cobelens is one of those teacher leaders who stepped up.

It’s tough to teach adult students not to be intimidated by math, a subject that few know well, but need to grasp in order to pass this portion of the Praxis—and step into the teaching profession. But that’s what Cobelens, a longtime math teacher at Nebraska’s Waverly Middle School, has done as a coach.

“This Praxis Mentoring project has been a great opportunity for members who are experts in these subjects to help future educators overcome obstacles they face in the test-taking process,” said Cobelens who makes teaching problem solving skills the focus of his math prep sessions.

Similarly, early intervention by NSEA members is happening at the secondary level. NSEA begins the search for future educators in Nebraska high schools with high populations of students of color. It also is where NSEA’s grant funds are establishing strong statewide Educators Rising clubs to encourage high school students of color to consider teaching as a career.

Fueled by a shortage of candidates from Nebraska teacher education programs, and boosted by its GPS Fund grant, NSEA established 13 new Education Rising chapters and provided seed money for nearly every club in Nebraska at the college level. Some of those funds covered student dues, stipends, and state conference registrations—all financial barriers that kept some interested students sidelined. With NSEA and NEA support, statewide conference attendance has doubled. The conferences are a way to expose students to college and higher education. Many will be the first in their family to graduate high school.

Students at Omaha South High School, which has a majority Latino student population, have been among the beneficiaries. “The NSEA investment in these opportunities has helped change the paradigm that surrounds education,” says teacher and Education Rising advisor, Jack Bangert. Program membership has grown in eight years from 13 students, to over 90 in 2017. According to Bangert, “It’s evident that teaching has become cool and a realistic and noble profession at South High school.”

NSEA wants South High students to be prepared for the Praxis, and to remove barriers to test taking and participating in Education Rising. That is why NSEA piloted a mentoring program just for them, and covered a portion of their test fees. Taking the Praxis as high school juniors and seniors, says Clayburn, gives students a head start—and the credentials they need to enroll in a college of education in Nebraska. The campus pilot was also an opportunity to engage members. Student members (SNEA) teamed up with high school students to share the college experience and serve as peer mentors.

Sustaining the successful Praxis prep program beyond the grant is the aim. The long-term goal is to maintain the program through the NSEA budget. Assistance is expected to also come from Nebraska’s 16 colleges of education, which have turned to NSEA for Praxis campus workshops. An online tutorial and webinars also are planned to make support and coaching available to more students across the state.

Bangert says, “Union support is helping to level the playing field.”

CENTER FOR TEACHING, LEARNING, AND PUBLIC EDUCATION

The Pikes Peak Education Association (PPEA), a Colorado Education Association affiliate, received a grant to develop a mentoring program to provide support to early career educators. The Center for Teaching and Learning is designed to provide quality, educator-led professional development learning and to create pathways for engagement around professional practice that will empower members and elevate educator voices. NEA Secretary-Treasurer Princess Moss visited the Pikes Peak Center for Teaching, Learning and Public Education in November of 2017. Moss, also a member of the GPS Fund Oversight Committee, shared this account of her visit.

“Members working collaboratively and relentlessly to make certain that educators have what they need to ensure student success—this is what I witnessed when I visited the Pikes Peak Center for Teaching, Learning, and Public Education.

“Since it opened in September 2017, the union-led Center for Teaching, Learning, and Public Education has been filling a void in professional development. School districts in this part of Colorado were not able to meet the professional development needs of educators, especially those who were early in their careers and new to the profession. Distance was also a barrier. The 24 locals that comprise Pikes Peak are in mostly rural and small towns. For most of the members, traveling outside of where they live to attend trainings and classes is a burden and it is limiting, especially when they already work well beyond the hours of a normal workday.

“Phyllis Robinette, Pikes Peak Education Association president, recognized this void and jumped at the chance to fill it. Robinette, a National Board Certified Teacher with more than three decades in the classroom, immediately got to work. Collaborating with other stakeholders, she devised a plan for a center devoted to teaching and learning, and sought GPS Fund money.

“The center offers relevant, educator-led professional development, learning opportunities, and mentoring programs. It also provides career pathways for members, and assistance for early career educators that encourages them to remain in public education and in Pikes Peak. I’m excited about the five pathway courses that are offered across the locals: Instruction and Advancing Your Career; Advocacy and Support; Early Career Educator Council; Distinguished Educator and Leadership; and Community Connections. Through the center, there is also support for candidates seeking National Board Certification.

“Since my interest and expertise are in organizing new and early career educators, I am especially intrigued with the center’s Early Career Educator Council pathway. It focuses on mentoring and support for those who are new to our profession—what’s needed to help ensure their long-term success. And it’s timely. The number of educators leaving the profession because they do not feel supported is rising. Opportunities for new and early career educators to socialize and network, which also matters to their success, aren’t readily available in a small, rural community like Pikes Peak. The center’s Early Career Educator Council pathway recognized that, and filled another gap.



From l-r: Pathway Directors Jamie Davis and Donna Brooks, CEA Pres. Kerrie Dallman, NEA Secretary-Treasurer Princess Moss, CEA VP Amie Baca-Oehlert, Center Exec. Dir. Phyllis Robinette, Pathway Dir. Sue Wright, Summer Fellow Jenni Sampson.

“Other components of the program include a mentoring program and social justice activities. The impact of this work on union membership is evident—92 percent of the new educators hired in Canon City in 2016 returned a year later.

“This regional center will not only be the hub for professional development, but a driver to help increase union membership and promote potential member engagement across key professional issues. It makes quality professional development accessible. Now, when building representatives have conversations with new employees, they can talk about professional development opportunities, not simply about the insurance plans our Association offers (of course those are very important, too). The center has helped spark engagement, excitement, and possibilities. What I heard from new educators is their enthusiasm. They want to be a part of an organization that has their best interests in mind, and is committed to helping them be successful in the profession.

“At the same time, recognition for what the Pikes Peak Education Association is doing to create quality professional development is coming from school districts, and helping to open new doors for the local associations that make up Pikes Peak. The center’s plans also include taking its work a step further—to the community. There will be relevant courses that address issues like suicide awareness and using restorative practices to respond to conflict and disciplinary behavior.

“The work supported by the GPS Fund grant is a strong example of what can be achieved when opportunities and access to public education come to small towns and rural communities. The Pikes Peak locals are ensuring that our educators have the support they need to connect with each student and unlock their potential, no matter where they live.”



Pathway Director Donna Brooks

STATEWIDE PROFESSIONAL DEVELOPMENT NETWORK



Through the Washington Education Association's Professional Development Network, members use this online map to search among nine zones to find the professional development trainings offered in their part of state.

The results of a 2013 PreK-12 professional development survey of Washington Education Association (WEA) members were not only revealing, but they sparked an Association-led transformation. It began when 7,500 members across Washington State responded and leaders listened and acted on what they had to say.

For the majority of members (97 percent), professional development was a priority, while only a few (10 percent) were satisfied with what was offered by their districts and non-union organizations. "Before the survey, we assumed that we knew what our members wanted, when they wanted it, and where they wanted it," said Lisa Kodama, Director of WEA's Learning & Education Policy Center. WEA leaders learned that it wasn't "full-day and Saturday trainings." The member

survey revealed they wanted and needed professional development and trainings that were offered after the school day and throughout the academic year.

Members also wanted WEA to provide educators and teachers with more statewide professional development and trainings. And they did. The Association used a three-year, GPS Fund grant to kick-start the statewide, Professional Development Network. Through the network, the grantees set out to make their Association more relevant to members, and help attract new members. WEA also wanted to build local capacity, empower members to lead the professions, and impact student success. But before the PD Network, WEA was already recognized as a statewide leader of professional development for teachers and educators. WEA's infrastructure got a boost from a GPS Fund grant that allowed them to accelerate the development and implementation of the PD Network in nine areas or zones across Washington State.

Survey data has allowed WEA to modify professional development to meet members' needs. "Survey data has helped us realize that geographically we weren't reaching as many people as we thought," Kodama said. "When we created a map to look at where we were offering trainings, it wasn't statewide. That's why we had to be intentional about reaching members where they were." Drilling down the data, they learned, for example, that a course on strategies for closing the achievement

"When we created a map to look at where we were offering trainings, it wasn't statewide. That's why we had to be intentional about reaching members where they were."

~ Lisa Kodama, Director, Washington Education Association Learning and Education Policy Center

gap was a priority for new members. And programs and training in special education, new evaluation system criteria, certification, and licensure were among the priorities for more experienced members.

In the PD Network, members can click on a zone map to find where professional development trainings are offered in various parts of the state. A train-the-trainer model is in place to help build the PD Network’s capacity. “As I continue to say, the heart of the PD Network is our members,” Kodama said. “They are the education professionals and the experts.”

“The heart of the PD Network is our members. They are the education professional and the experts.”
~ Lisa Kodama

According to Kodama, several thousand WEA members have used the PD Network between September 2014 and November 2016, to enroll in Association-led professional development. Thanks to this kind of early success, WEA has been able to leverage its GPS Fund grant to secure external grants. Establishing a statewide presence for the PD Network has been a focus. “It’s important to increasing WEA’s profile as a leader in improving the quality of public education,” Kodama said.



Patricia McDonald, a national trainer, leads a popular Professional Development Network session on cultural competency.

M-P.A.C.T. (MOTIVATIONAL PERSONALIZED ACHIEVEMENT CONTACT TEAM)

The school dropout rate is one of the most complicated, urgent and troubling education issues in the United States. Finding a way to intervene in the lives of some vulnerable New Jersey high school students, on the brink of dropping out or being locked up, is what motivated two NEA members, guidance counselor Janet Engel, a member of the Woodbridge Township Education Association (WTEA) and ESP attendance officer Lois Yukna, president of the Middlesex County Education Association, to apply for a GPS Fund grant.

"We were able to create a school within a school."

*~ Janet Engel, Woodbridge High School
M-P.A.C.T. Counselor*

The pair identified 100 students at Woodbridge High with poor grades and attendance records. All had experienced some form of trauma. Past discipline offenses and school and court records all pointed to the conclusion that without intervention, many of these students would likely either remain adrift, in cycles of poverty, or on a path from school to prison. Engel and Yukna, representing their associations and in partnership with WTEA, applied for a GPS Fund grant to make a difference in the lives of their students.

The grant funded the implementation of the Motivational Personalized Achievement Contact Team (M-P.A.C.T.). The program is positively recognized on campus and by the local community. It provides hope, a safety net and sometimes even hugs. M-P.A.C.T. is modeled after an award-winning mentoring initiative started by Mercy College, a private liberal arts school in New York.

At Woodbridge High, M-P.A.C.T. filled a void. For some of the students, poverty and a troubled home life drove them out of the classroom. At times, the state of New Jersey did too, offering few alternative school options, mandating stringent No Pass/No Play laws for student athletes who couldn't make the grade in the classroom, and punitive measures, instead of treatment, when students abused drugs. Nationally, nearly one million teenagers stop going to school every year. "With M-P.A.C.T.," Engel said, "we were able to create a school within a school."

But first, they had to be creative and caring to keep more students in school, and excited about learning. For Yukna, that often meant visiting a student's home and talking to parents when a student didn't come to school. "Before long, parents and M-P.A.C.T. participants were becoming like family," Yukna said. "And at school, the M-P.A.C.T. students were moving through the day like a tight-knit group. They studied, ate, learned, and had fun together in breakfast, lunch, and dinner clubs, funded in part by the GPS Fund grant." Leveraging community partnerships, local businesses donated food for M-P.A.C.T. events—and extended their own kind of safety nets to support M-P.A.C.T. students.

Despite the odds, Engel and Yukna are determined to help students reach a level of success that seemed out of reach. They also are helping the students to empower themselves and cultivate healthy



M-P.A.C.T. students experience nature and time away from school and the rigors of their lives during this field trip to Hacklebarney State Park in Long Valley, NJ

lifestyles. For these two educators, the heart of their efforts was coming together to “stop the school to prison pipeline.” Transforming a school and the lives of students required a team—with community partners, association leaders and members, and the district, all stepping up.

At Woodbridge High, M-P.A.C.T. works. Students found trusted guides among teachers and ESP, a reason to stay in school, and the helping hand that many didn’t have. The amazing result and reward is 100 percent achievement in all area indicators, including attendance, academics, and discipline. And in 2017, 100 percent of the school’s senior class graduated.

Engel and Yukna offer these recommendations for others who want to support students who are susceptible to dropping out of school, or being left behind:



Woodbridge teachers and educators are helping these M-P.A.C.T. students to cultivate healthy lifestyles.

- ★ Get to know your students, then help them find out who they are;
- ★ help students to connect to their school environment by creating a safe and fun place to hang out and get away from the stresses of school;
- ★ help them be successful in the classroom by providing an after school club where they can do homework with other students in the program;
- ★ help them understand that teachers are people too; and
- ★ feed them, and most importantly, love them.

LETTER FROM GPS FUND OVERSIGHT COMMITTEE CHAIR



There has never been a more important time for the voices and leadership of educators. Delegates to our 2013 Representative Assembly who voted to establish the GPS Fund could not have possibly anticipated the current environment for public education. Still, they were visionaries. They understood the imperative for this Fund and the work of our grantees to further policies and practices that grow and improve education professions by promoting and fostering student success in public schools.

Even in the face of some seemingly insurmountable challenges, we remain hopeful and more determined than ever. Personally, I am hopeful because of the GPS Fund and NEA members who are steadfast in their commitment to their students, communities, and professions. I am hopeful we will succeed in advocating for racial justice in education. I am hopeful more community schools will be created to ensure that all of the needs of our students are met so they can learn.

Beyond hopeful though, I am confident. I am confident that our members will continue to lead at school board meetings, in buildings, and at worksites. We come from many different backgrounds and perspectives, but we are united in our vision of great public schools for all our students.

The first five years of the GPS Fund can be best described as amazing. The work of our grantees has improved student learning, helped to advance public education, and strengthened our professions and affiliates. But we are just getting started. The next five years of the Fund will be even greater and more important. GPS Fund grants will provide the knowledge and expertise to empower our members and affiliates to join forces with partners, spark good ideas, smart policies, and successful programs and then spread what we learn to every corner of the nation to benefit our students and public education in America.

There is no shortage of ideas about how to improve public education. The GPS Fund provides support for educators that allows them to explore great ideas and create innovative projects, based on their knowledge and expertise. We look back with pride on what has been accomplished and we look forward with anticipation to the ideas, programs, and knowledge that will be generated by GPS Fund grantees. We are determined to support our students, lead and strengthen our professions, and make our communities better.

Onward,

A handwritten signature in black ink that reads "Rebecca S. Pringle". The signature is written in a cursive, flowing style.

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

NEA GREAT PUBLIC SCHOOLS FUND

GRANT GUIDELINES

NEA state and local affiliates, including partnerships between state and local affiliates and partnerships of local or state affiliates may apply for NEA Great Public Schools Grants (GPS Fund Grants). Funds are provided to help NEA affiliates demonstrate leadership in enhancing the quality of public education and to assist in the development and implementation of policies and programs that engage members and emphasize 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 NEA GPS Fund Grants' purpose 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 goal of the GPS Fund is to generate and develop innovative ideas designed to promote sound practice, to capture key learnings that promote student success, to establish new organizational partnerships toward improving professional practice and aligning it with organizational priorities, and to cultivate sustainable programs that can be reproduced and amplified by others to make meaningful change in public education for educators and students.

GPS Fund Grants Restrictions

Grants may not be used to fund the following:

- ★ Overhead expenses
- ★ Public relations activities
- ★ Legislative programs
- ★ Political campaigns
- ★ Capital improvements or equipment
- ★ Programs or activities covered by other NEA Grants or funded with other NEA monies
- ★ Hiring of full-time staff positions (unless there is a commitment from the applicant to support the position(s) in their program budget after the grant term ends).

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 for measurable impact on 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 and degree of collaboration required of both internal and external partners;
4. Affiliate(s) capacity and readiness to implement the proposed activities, such as:

- a. Prioritized leadership and governance support;
 - b. Alignment to affiliate’s mission, vision, and strategy;
 - c. Integration into organizational structure;
 - d. Adequate management structure and systems to support proposal; and
 - e. Leveraged organizational partnerships and external relations;
5. Sustainability of or potential for expansion of the program beyond the term of the Grant;
 6. Potential for extending the program or its findings to other state and/or local affiliates;
 7. Program’s intentional alignment with key NEA student-centered and professional practice initiatives;
 8. Degree of innovation and presentation of new ideas;
 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 engagement of member 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. Note:
 - a. No individual member Grant application will 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 the 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 goal 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 Fund GPS Grant Funds.

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 will be 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 at and during the close of the funding cycle.

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 |
| TOTALS | 274 | 120 |

| 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 |
| TOTALS | \$91.4 million | \$32.3 million |

GPS FUND AWARDED GRANTS

| State Name | Affiliate Name | Purpose |
|-------------|--|--|
| Alaska | Anchorage Education Association | Path to Success: Early Career Educator Induction and Orientation |
| Alaska | Kenai Peninsula Education Association | Teacher Instructional Observers Cadre |
| Alaska | NEA-Alaska | Leading the Professions |
| Arkansas | Arkansas Education Association | School Safety |
| California | Associated Pomona Teachers | Transitioning Schools and Preparing Members for CCSS Implementation (1) |
| California | Associated Pomona Teachers | Transitioning Schools and Preparing Members for CCSS Implementation (2) |
| California | Associated Pomona Teachers | CCSS Implementation (Year 3) - Expanding Capacity and Building Sustainability |
| California | California Teachers Association | Common Core |
| California | California Teachers Association | Phase II Common Core |
| California | California Teachers Association | CCSS/Instructional Leadership Corps (ILC) project |
| California | Community College Association / College of the Canyons | Recursive Pipeline Into Teaching |
| California | Fullerton Secondary Teachers Organization | Cultivating Teacher Leaders: A Progressive Approach to Growing and Diversifying the Teaching Profession in California and Beyond |
| California | Moreno Valley Educators Association | Professional Development/Unconscious Bias and Common Core |
| California | Moreno Valley Educators Association | Increasing Purposeful Excellence, Reducing Unconscious Bias |
| California | Oakland Education Association | Teacher/Parent/Family Engagement |
| California | United Educators of San Francisco | Teacher Residency |
| Colorado | Central Adams UniServ | Leading Without Leaving: Professional Development the Union Way |
| Colorado | Colorado Education Association | Common Core |
| Colorado | Colorado Education Association | More & Better Learning Time (MBLT) (1) |
| Colorado | Colorado Education Association | More & Better Learning Time (MBLT) (2) |
| Colorado | Colorado Education Association | Building Instructional Leadership Capacity |
| Colorado | Colorado Education Association | Denver School-Based Restorative Practices Partnership |
| Colorado | Colorado Education Association | TALL (Teachers As Learning Leaders): Creating and Expanding Association-Led Professional Learning Across Colorado |
| Colorado | Pikes Peak Education Association | The Pikes Peak Center for Teaching, Learning, and Public Education (1) |
| Colorado | Pikes Peak Education Association | The Pikes Peak Center for Teaching, Learning, and Public Education (2) |
| Connecticut | Connecticut Education Association | Strengthening PreService Education Through Engaged State and Regional Association Membership |
| Delaware | Delaware State Education Association | The Delaware Teacher Leadership Initiative: Growing and Supporting Teacher Leadership |
| Delaware | Delaware State Education Association | Using Trauma Sensitive Strategies to Improve Student Achievement and Resilience in Delaware Public Schools |

| State Name | Affiliate Name | Purpose |
|---------------|--|---|
| Federal | Federal Education Association | Enhancing the Professional through Real Collaboration |
| Federal | Federal Education Association | Empowering Music Teachers to Lead the Way to Student Success |
| Florida | Brevard Federation of Teachers | Increasing Teacher Retention |
| Florida | Broward Teachers Union | Broward Teachers Union Educator Academy: Educating and Retaining Educators of the Future (1) |
| Florida | Broward Teachers Union | Broward Teachers Union Early Career Educator's Academy and Mentoring Program (2) |
| Florida | Florida Education Association | Teachers Leading: Every Child, Every School, Every Day |
| Florida | United Teachers of Dade | Flying Classroom Project: a STEM/Aviation-inspired Partnership |
| Hawaii | Hawaii State Teachers Association | Business Internship Program |
| Hawaii | Hawaii State Teachers Association - Molokai Chapter | Response to Intervention |
| Idaho | Idaho Education Association | Creation of a Summer Institute - Professional Development |
| Idaho | Idaho Education Association | Professional Development For Idaho Educators |
| Idaho | Idaho Education Association | Expanding the IEA Teaching and Learning Center to Serve Early Career and Rural Educators |
| Illinois | Illinois Education Association | Common Core |
| Illinois | Illinois Education Association | Performance Evaluation |
| Illinois | Illinois Education Association | Supporting our Professionals and the Students they Serve |
| Illinois | Illinois Education Association | State Early Career Leadership Fellows (ECLF) |
| Illinois | Illinois Education Association | Transforming Schools & Communities through Racial Justice and Trauma-Informed Practices |
| Indiana | Fort Wayne Education Association | Utilize NBCT for Professional Development/Leadership |
| Indiana | Indiana State Teachers Association | Professional Resource Center/Professional Development |
| Indiana | Indiana State Teachers Association | Accomplished Indiana Educators Increase Student Success |
| Iowa | Iowa State Education Association | Statewide System of Teacher Leadership |
| Kentucky | Kentucky Education Association - 2nd District | Closing Achievement Gaps in Rural Public Schools through Cultural Diversity Awareness and Action |
| Louisiana | Louisiana Association of Educators | The Time is NOW to LEAD with LAE |
| Louisiana | Louisiana Association of Educators | LAE's Parish Professional Practice Partnership |
| Maine | Associated Faculties of the Universities of Maine / University of Southern Maine Chapter | Social Justice Education: Promoting Retention, Enhancing Degree Completion and Supporting Early Career Educators |
| Maryland | Howard County Education Association | Beginner to Board Certification: Building a 3-Year Model & Pipeline of High Impact Teaching & Learning in Early Career Teachers |
| Maryland | Maryland State Education Association | Common Core |
| Maryland | Montgomery County Education Association | Local to Local - Building Strong Affiliates is Our Work |
| Massachusetts | Massachusetts Teachers Association | Common Core |
| Massachusetts | Massachusetts Teachers Association | Safe School Summits |
| Massachusetts | Massachusetts Teachers Association | A Whole School Approach to Restorative Practices |

| State Name | Affiliate Name | Purpose |
|----------------|--|--|
| Michigan | Michigan Education Association | Teacher Leadership |
| Michigan | Michigan Education Association | Research for Implementation of CCSS |
| Minnesota | Education Minnesota | Minnesota ConnectED Virtual PD |
| Minnesota | Minneapolis Federation of Teachers | Building Authentic and Long-term Engagement: Educators and Parents of Color |
| Minnesota | Saint Paul Federation of Teachers | Teaching and Learning Center (TLC) |
| Minnesota | Stadium View School | Best Practices (SMART Program) |
| Mississippi | Mississippi Association of Educators | Enhance Professional Practice |
| Montana | Bozeman Education Association | New Teacher Advisory Program (nTAP) |
| Nebraska | Nebraska State Education Association | NSEA Recruiting & Engaging Educators of Color by Mentoring for Praxis Test Success (1) |
| Nebraska | Nebraska State Education Association | Recruiting and Mentoring Ethnic Minority Teachers (2) |
| Nebraska | Nebraska State Education Association | Building Multiple Career Pathways of Support for the Retention and Engagement of Early Career Educators in the Profession and in their Union |
| Nevada | Clark County Education Association | Robust Professional Development |
| Nevada | Clark County Education Association | Peer Assistance & Review Program Study |
| Nevada | Nevada State Education Association | NSEA Professional Development Academy (1) |
| Nevada | Nevada State Education Association | NSEA Professional Development Academy (2) |
| New Hampshire | NEA-New Hampshire | Habit of Mind (HOM) Educator Development |
| New Hampshire | NEA-New Hampshire | Teachers Setting the PACE |
| New Jersey | Woodbridge Township Education Association | M-P.A.C.T. Together We Can (Impacting School to Prison Pipeline) |
| New Mexico | NEA-Las Cruces | Capacity Building for City Wide Community Schools Movement |
| New York | Cambridge Faculty Association | Teacher Candidate Program (1) |
| New York | Cambridge Faculty Association | The Classroom Academy: A Teacher Residency Program (2) |
| New York | New York State United Teachers | NYSUT Capacity & Learning: Initiative for the Common Core (CLICC) |
| New York | New York State United Teachers | Empowering Early Career Educators for Racial Justice |
| New York | North Syracuse Education Association | Improve STEM Instruction |
| New York | United Federation of Teachers, Local #2, AFT | PROSE / New American Initiative's Reflective Practice and Leadership Training Practices (1) |
| New York | United Federation of Teachers, Local #2, AFT | Progressive Redesign Opportunity Schools for Excellence (PROSE) (2) |
| North Carolina | North Carolina Association of Educators | NCAE Beginning Teacher Program |
| North Dakota | North Dakota United | Professional Development |
| Ohio | Ohio Education Association | Common Core |
| Oklahoma | The Education Association of Moore (TEAM) | Creation of a Voluntary PAR program (1) |
| Oklahoma | The Education Association of Moore (TEAM) | The Education Association of Moore (TEAM) Professional Leadership Model (2) |

| State Name | Affiliate Name | Purpose |
|--------------|--|--|
| Oregon | Ashland Education Association | Investigating Distributive Leadership at Ashland High School |
| Oregon | Collaboration of NEA Pacific Region States | NEA Pacific Region National Board Collaborative |
| Oregon | Oregon Education Association | Common Core |
| Oregon | Oregon Education Association | Quality Assessment Practices Networked Improvement Community |
| Pennsylvania | Pennsylvania State Education Association | Building Staff Capacity (York City Recovery Plan) |
| Pennsylvania | Pennsylvania State Education Association | Distributed Leadership for York City Schools |
| Tennessee | Tennessee Education Association | Teacher Leadership |
| Texas | Port Arthur Teachers Association | Professional Development |
| Texas | Port Arthur Teachers Association | Transforming Our Culture to Recruit and Retain Effective Teachers |
| Texas | San Antonio Alliance of Teachers and Support Personnel | Program to Provide a Network of Support for and Engagement of Early Career Educators |
| Utah | Alpine Education Association | Teacher Evaluation |
| Utah | Utah Education Association | Making the Change: Moving to a Teaching and Leadership Agenda |
| Utah | Utah School Employees Association | Transformation Project |
| Vermont | Vermont-NEA | Nine-State Student Learning Objectives (SLO) Consortium |
| Vermont | Vermont-NEA | Paraeducator Leadership and Mentoring for Student Success |
| Washington | Federal Way Education Association | Teacher Quality |
| Washington | Puget Sound UniServ Council | SPARKS program |
| Washington | Puget Sound UniServ Council | Professional Issues Training Cadre (PITC): Resources for Early Educators and Experienced Educators |
| Washington | Seattle Education Association | Building Leaders |
| Washington | Tacoma Education Association | Future Native Teacher Initiative |
| Washington | Washington Education Association | Common Core |
| Washington | Washington Education Association | School Safety |
| Washington | Washington Education Association | Professional Development Network |
| Washington | Washington Education Association | Closing the SpEd/GenEd Gap Project |
| Washington | Washington Education Association | Culturally Responsive Classroom Management: Leading Student Success Through Relationship and Resilience |
| Wisconsin | Green Bay Education Association | Teacher Effectiveness and Continuous Improvement for Students Project |
| Wisconsin | Milwaukee Teachers Education Association | Empowering Effective Educators |
| Wisconsin | Milwaukee Teachers Education Association | Culture and Student Success: Leveraging Community Schools to Confront Institutional Racism and Build Transformational Change |
| Wisconsin | Wisconsin Education Association Council | Teacher Evaluation |
| Wisconsin | Wisconsin Education Association Council | WEAC Values ESP |

GPS FUND OVERSIGHT COMMITTEE

Becky Pringle, *Chair, Vice President, NEA*

Princess Moss, *Secretary-Treasurer, NEA*

Debby Chandler, *President, National Council for Education Support Professionals (NCESP)*

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

Kim Mead, *President, National Council of State Education Associations (NCSEA)*

Kizzy Nicholas, *NEA Board Member At-Large (BOD)*

Andrea Prejean, *Director, NEA Teacher Quality Department (TQ)*

DeWayne Sheaffer, *President, National Council for Higher Education (NCHE)*

Katherine Underwood, *President, National Council of Urban Education Associations (NCUEA)*

*Amy DeGroot-Hammer, *NEA Board Member At-Large (BOD)*

*Alternate

NOTES:

NOTES:



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