

# NEA Great Public Schools (GPS) Fund Grants

2020-2021 Annual Report

NEA GPS Fund Grants advance NEA's goal of great public schools for every student. Established in 2013 by the NEA Representative Assembly, they enable State and Local Affiliates to develop, implement, and lead with an agenda that engages members by emphasizing student-centered success and well-being through union-led efforts.

Go [here](#) for more about the NEA GPS Fund Program, including the Planning Grant.

The goals of the NEA GPS Fund are:

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

Go [here](#) for more about the Grant application process and timeline.

Click [here](#) to download a DOCX listing recorded grant writing webinars.

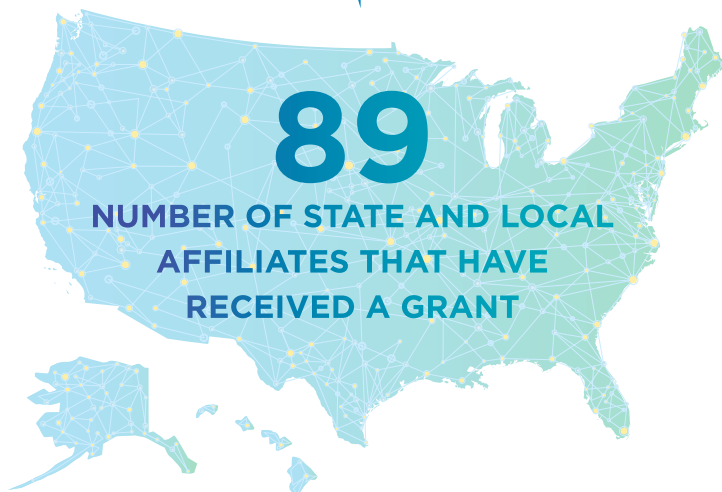
167

TOTAL NUMBER OF GRANTS  
AWARDED TO DATE



89

NUMBER OF STATE AND LOCAL  
AFFILIATES THAT HAVE  
RECEIVED A GRANT



\$50.6

million

TOTAL AMOUNT OF GRANTS  
AWARDED TO DATE

Go [here](#) for more about previously awarded GPS Fund Grants, with detail shown by state.

For questions, please email [GPSFund-PF@nea.org](mailto:GPSFund-PF@nea.org)



# NEW GRANTS AWARDED IN 2020-21

## **Broward Teachers Union (FL)**

### *Road to Educational Equality: A Social Justice and Early Career Academy*

To increase social justice awareness for education professionals, BTU is providing professional development (PD) that speaks specifically to social justice initiatives such as Courageous Conversations, Beyond Diversity, and Cultural Competence. The NEA GPS Fund grant will support mentoring opportunities for early career educators and provide a direct path for ESPs to continue their professional growth.

## **Florida Education Association**

### *Equity in Education through Union-led PD*

In partnership with Local and State (Mississippi, Georgia, and Tennessee) Affiliates, FEA will apply NEA GPS Funds to early career educators and to developing all educators' skills and success in teaching students of color. PD Coordinators and Contact Persons will attend a virtual convention to establish a foundational group of PD-minded unionists who will serve as models and mentors.

## **Matanuska Susitna Education Association (AK)**

### *Providing Equity, Equality, and Social Justice across Cultures in Alaska*

MSEA will use the NEA GPS Fund grant to fund a mentoring program that will increase retention of new, early career educators by 20% per year. Over three years, mentorship for 275 new educator-members will be provided as they work in classrooms experiencing cultural diversity and poverty challenges. The grant will also fund training and support for veteran mentor-members to further develop their leadership skills.

## **Michigan Education Association**

### *Building a Better MEA: Mentoring and Resiliency*

MEA's NEA GPS Funded, dual-path project will enable the design and implementation of three pilot mentoring programs for minority middle school students in which veteran education professional members will serve as mentors. The project's second path will build upon the Affiliate's work in ACES and move into the space of resiliency for students and staff. Both paths are intended to create working and learning environments that promote student success.

## **Michigan Education Association**

### *Michigan Initiative to Transform Educational and Equity Networks*

Project MITTEN is a three-year collaboration between four Detroit Locals (Grosse Pointe, Saline, Pontiac, and Southfield), a State Affiliate, and a university working together to advance racial awareness and justice in education. In response to persistent teacher-student "racial gaps," MEA is using the NEA GPS grant to enhance educators' cultural competency while recruiting more minority students into education professions.

## **NEA-New Hampshire**

### *REAPing COVID Learnings: Resilience, Equity, Assets, and Positivity*

This NEA GPS Fund grant will allow four State Affiliates (Delaware, Hawaii, Connecticut, and New Hampshire) to recruit and train three cohorts of educator-leaders who will engage up to 1,000 members a year in PD around educator resilience, equity/racial justice, and positive mindsets. The 2021 focus will be on educator resilience; in 2022 work on resilience/positive mindsets will continue and expand to include equity and racial justice.

### **New York State United Teachers**

#### *Take a Look at Teaching/Grow Your Own*

This NEA GPS Fund-supported, union-led initiative is designed to inspire a new generation of diverse, talented young people to pursue teaching careers. Partnering with nine Local (Yonkers, White Plains, Saranac Lake, Troy, Fulton, West Seneca, Copenhagen, Albany, and Monroe County) and one Higher Ed (United University Professions) Affiliates, momentum will be created among critical stakeholders to establish and maintain a sustainable teacher pathway.

### **North Carolina Association of Educators**

#### *Building A Diverse Teacher Workforce*

NCAE will use its NEA GPS Fund grant to build a stronger, more diverse teacher workforce in some of North Carolina's most-economically distressed counties (known as Tier 1) where teacher attrition rates continue to rise. By implementing a member-led, teacher development program for high school students, this grant will provide the most cost-efficient teacher recruitment strategy.

### **Puget Sound Uniserv Council (WA)**

#### *Passport of Relevance: Engaging Early Career Educators in Professional Endeavors*

To ensure that early career educators find relevance in their Association, this NEA GPS Fund grant will be used to offer opportunities to meet expressed interests, especially PD to help educators working with students in trauma; school-based mentoring to help them grow their professional practice; and grow-your-own initiatives that will allow educators to assist the next generation of teachers while attracting students of color to the profession.

### **United Teachers of Dade (FL)**

#### *Early Career Educator Support and Mentoring Program*

This NEA GPS Fund grant is enabling UTD to partner with Local and State Affiliates to support early career educators and empower members through a new mentorship program. Designed to re-imagine the traditional classroom in ways that support student success in a virtual world, the work will include PD that expands on existing platforms and resources to target social injustices and their impact on students and community members.

### **Wisconsin Education Association Council**

#### *Equity Ambassadors*

This NEA GPS Fund grant will empower current and early career educators to participate in a journey toward socially aware and anti-racist education. WEAC will produce and deliver a high-quality PD program designed to build and sustain a network of Equity Ambassadors trained to understand the need for racial and social justice work in schools and to feel confident addressing it with colleagues, community stakeholders, and administrators in support of student success.



## NEA-New Hampshire, Delaware State Education Association, Connecticut Education Association, Hawaii State Teachers Association



As the pandemic began impacting students and staff, professional learning state directors of four affiliates applied for an NEA GPS Fund grant to address educator resiliency — (clockwise from top right) Diane Gibson (HI), Kate Field (CT), Michele Ridolfi O'Neill (CT), Irv Richardson (NH), and Deb Stevens (DE). They continue collaborating to promote individual and family self-care and foster continued student success.

**“Our REAPing Learnings from Covid 19 (Resilience, Equity, Assets, and Positivity) pandemic response has engaged members. Learnings are being shared among education professionals across multiple states, which will positively impact students by addressing racial and equity needs as well as social and emotional learning.”**

—Irv Richardson, professional learning state director

## Fairbanks Education Association (AK)

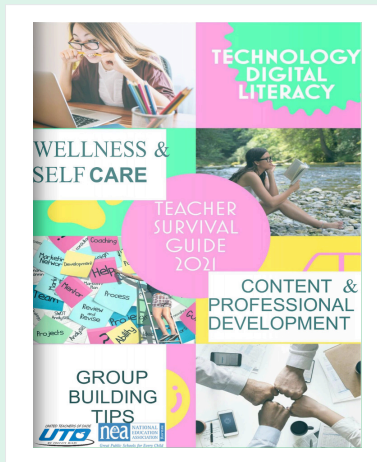


With the help of the NEA GPS Fund and an NEA-Alaska partnership, Fairbanks Education Association (FEA) developed a well-defined group that is sharply attuned to member needs, offering relevant, quality professional development, university credit opportunities, and a [Guide to Resources](#). Through such offerings, the School District and FEA have developed a strong, complementary labor-management partnership that is expanding member professional learning opportunities.

**“More than a year of COVID challenges has shown that our preparation and common ground lead organically to the expansion of planning and partnering during a challenging time.”**

—FEA President Sandi Ryan

## United Teachers of Dade (FL)



One of UTD's pandemic responses was creation and dissemination of the [Teacher Survival Guide](#) so education professionals, parents, and community stakeholders could access resources.

**“The NEA GPS Fund grant is giving us the means to provide mentoring support to early career educators. During the pandemic, we were able to apply it to an un-looked for need: a reimagining of the traditional classroom.”**

—UTD President Karla Hernandez-Mats

## NEA-New Mexico



NEA-NM used its NEA GPS Fund grant to pivot during the pandemic, offering a variety of virtual professional development opportunities, including a statewide New Employee Orientation at the start of the 2020-21 school year and a symposium on culturally responsive teaching connected to Read Across America activities.

“Members and staff spent countless hours converting our National Board Jump Start Training to a virtual platform, which we will deploy in upcoming trainings.”

—NEA-NM President  
Mary Parr-Sanchez

## 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
2019-20	42	19
2020-21	21	11
<b>TOTALS</b>	<b>374</b>	<b>167</b>

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
2019-20	\$20.7 million	\$6.1 million
2020-21	\$11.8 million	\$6.0 million
<b>TOTALS</b>	<b>\$141.7 million</b>	<b>\$50.6 million</b>

**NEA GPS Fund Oversight Committee:**

Princess Moss, Chair and NEA Vice President

Noel Candelaria, NEA Secretary-Treasurer

Rudolph Burruss, NEA Board Member At-Large

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

Brent McKim, President, National Council of Urban Education Associations

Rae Nwosu, President, National Council for Education Support Professionals

Amber Parker, Director, NEA ESP Quality Department, OR

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

DeWayne Sheaffer, President, National Council for Higher Education

Jeff Taschner, President, National Council of State Education Associations

**NEA Officers:**

Rebecca S. Pringle, President

Princess Moss, Vice President

Noel Candelaria, Secretary-Treasurer

**NEA Executive Committee:**

Eric R. Brown

Mark Jewell

Shelly Moore Krajacic

Robert Rodriguez

Christine Sampson-Clark

Hanna Vaandering

**NEA Executive Director**

Kim Anderson

**NEA GPS Fund staff**

David Boyd [dboyd@nea.org](mailto:dboyd@nea.org)

Barbara Hopkins [bhopkins@nea.org](mailto:bhopkins@nea.org)

Christopher Johnson [cjohnson@nea.org](mailto:cjohnson@nea.org)

Go [here](#) to access edCommunities; use its search function to locate the group “NEA Grants 4 Great Public Schools.”



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