

NEA Great Public Schools (GPS) Fund Grants

2021-2022 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.

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



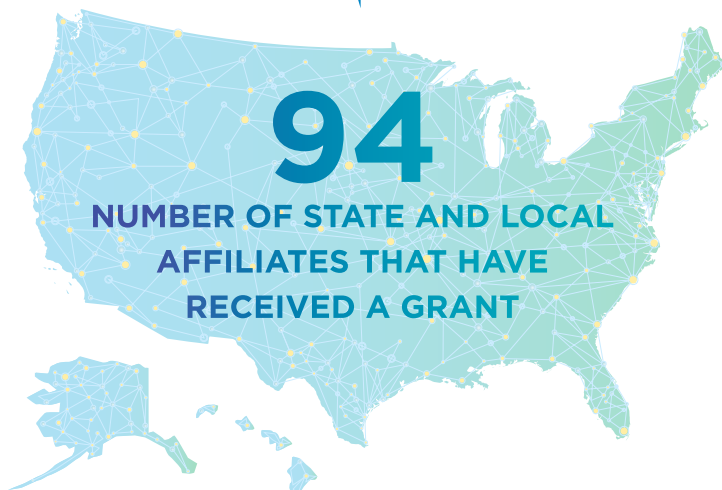
178

**TOTAL NUMBER OF GRANTS
AWARDED TO DATE**



94

**NUMBER OF STATE AND LOCAL
AFFILIATES THAT HAVE
RECEIVED A GRANT**



\$57.1

million

**TOTAL AMOUNT OF GRANTS
AWARDED TO DATE**

For questions, please email GPSFund-PF@nea.org

NEW GRANTS AWARDED IN 2021-22

Fairbanks Education Association (AK)

Military Student and Educator Support with Community Outreach

Fairbanks is a military town with many schools impacted by transient educators and students due to military transfers. Twenty-five percent of students have military connections across the district. Eight-four percent of students located on two bases and 18% not on bases have military connections. This grant is designed to address over the next three years the unique needs of working as a military-connected educator and the challenges of connecting and inclusion of military-connected students and their peers.

Kansas-NEA

Building Educator Efficacy to Improve Student Learning

Kansas-NEA will create professional learning focused on creating safe and equitable learning environments for educators/ESPs; targeted in rural, low socioeconomic and diverse communities to positively impact student success, especially in schools with the greatest need. KNEA will provide professional learning for 540 educators/ESPs, and will facilitate learning on topics identified through KNEA's annual state affiliate educator's priority interest assessment. It is likely districts will be using COVID funding to hire more ESPs, thus a greater need exists for professional learning to focus on having a "team" mindset and demonstrating empathy in working together.

Maryland State Education Association

MSEA Professional Development Hubs

MSEA will create professional development hubs that are available to, or assigned to, specific school districts. These hubs will train and advise certificated members, ESPs, and others on educational best practices, community school initiatives, and professional development. This is important due to the recent implementation of new state legislation that will fast-track the growth of community schools and require more intense engagement with early career educators and educators of color as part of short- and long-term staffing goals.

Hamilton County Education Association (TN)

Early Career Educator Mentoring & Development: Improving Retention & Diversity

HCTA, in partnership with Hamilton County Schools (HCS), will develop and implement an early career educator retention program designed to encourage, support, and develop early career educators, particularly educators of color. This project addresses the retention challenges faced by HCS in retaining educators of color and promotes student success by ensuring access to diverse educators. At present only 12% of educators in the County are educators of color while the student population is over 50% students of color. The program will be open to all 1st-5th year educators in HCS, with a focus on educators of color.

Kent Education Association (WA)

Cultivating, Advancing, and Retaining Educators of Color

KEA will support members to develop customized, job-embedded, self-directed professional development. Educators will set their own goals, align them to certification standards, design an action plan, and collect evidence documenting their growth towards achieving their goals. Participants will receive ongoing opportunities to reflect upon their instructional practices, process, and results. KEA will facilitate a growth plan for educators of color each year, while aiming to retain educators of color and build a cadre of veterans to serve as mentors.

Maryland State Education Association

Professional Development BIPOC Retention and Advancement Program

This grant will provide ESPs the opportunity to advance in the field of education. The recent implementation of new state legislation speaks to development and advancement of educators. Professional development is an intricate part of education advancement and innovation. This program will consist of both trainings and collegiate coursework. These programs will prepare ESPs in their career pursuits in the public-school setting that is related to teaching and other non-teaching career advanced opportunities.

NEA-New Mexico

NEA-NM Center for Community Schools Professional Development Expansion

The primary goal of this grant program is to increase the professional development capacity of the NEA-NM Center for Community Schools by expanding the National Board Certification Jumpstart training program, and developing an Early Career Educator (ECE) Hub and a Community-Based Learning Resource Hub to support professional excellence and advance social/racial justice in education. The Jumpstart training program will grow while developing hubs that address new educator attrition and provide educators with training and resources on anti-racist and culturally and linguistically responsive pedagogy and practices.

Peninsula Education Association (WA)

Partnerships Prioritizing Wellness are Key in Supporting; Educator Retention, Early Career Educators, and Student Success

PEA will improve educator retention and support early career educators through partnerships and systems that prioritize educator wellness, which is critical to retaining educators, while educator voice is critical in developing sustainable systems that address the effects of secondary trauma, combat burnout, and proactively address workplace wellbeing. By leveraging negotiated, district, and building level decision-making structures, PEA will empower educators to build meaningful professional learning, wellness workshops, & health focused supports.

New Jersey Education Association

Cultivating Community, Action, Justice, and Understanding through the NJEA Representative Curriculum Consortium

NJEA, in partnership with members, historical content scholars, and community stakeholders will collaborate to cultivate curriculum and instructional practice that teaches and affirms our humanity and that of others. The driving purpose is to unite our communities, provide all students with opportunities to see themselves reflected in the curriculum, and empower and support educators as we strive to create the inclusive, equitable, and just future we want to see.

South Dakota Education Association

SDEA Instructional Leadership Engagement and Development

The Instructional Leadership Engagement and Development program (iLEAD) will create and institute leadership pathways to engage diverse and culturally competent educators who make a practice of applying social/racial justice and equity principles in their work with students, educators, and the association. The goal is to create 489 new professional practice leaders over the next three years who will improve member engagement, build educator capacity, and impact student success. Successful leaders will continue to engage as instructional leaders by facilitating professional development within their local and/or at the state level and will identify and mentor a new generation of leaders.

Virginia Education Association

VEA Promotes Excellence in the Profession to Increase Student Learning

VEA is developing a comprehensive system of professional learning to support educators at every phase of their career. Enhancing educator performance through professional learning will better serve students while strengthening our profession and our union. By implementing this system, VEA will attract and retain educators to the profession and improve the quality of teaching and learning in the Commonwealth. The work will focus on areas of need determined through various assessments. The cumulative effect of this program will be to strengthen not only individual educators, but also the entire public education system in the Commonwealth.

NEA GPS Fund Oversight Committee:

Princess Moss, Chair and NEA Vice President

Noel Candelaria, NEA Secretary-Treasurer

Brenda Brathwaite, NEA Board Member At-Large

Andy Coons, Senior Director, NEA Center for Professional Excellence and Student Learning

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

Joe Thomas, President, National Council of State Education Associations

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Gladys Fátima Márquez

Ron “Duff” Martin

Robert Rodriguez

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



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