



COMMUNITY ADVOCACY & PARTNERSHIP ENGAGEMENT GRANTS

CAPE GRANTS

The NEA Community Advocacy and Partnership Engagement (CAPE) grants are intended to assist local affiliates identify, engage, and mobilize minority community organizations and community leaders of color around increasing student achievement, engaging members who have participated in leadership trainings, and creating union roles to build capacity to engage community partners. Grant considerations are made on the following strategic priorities:

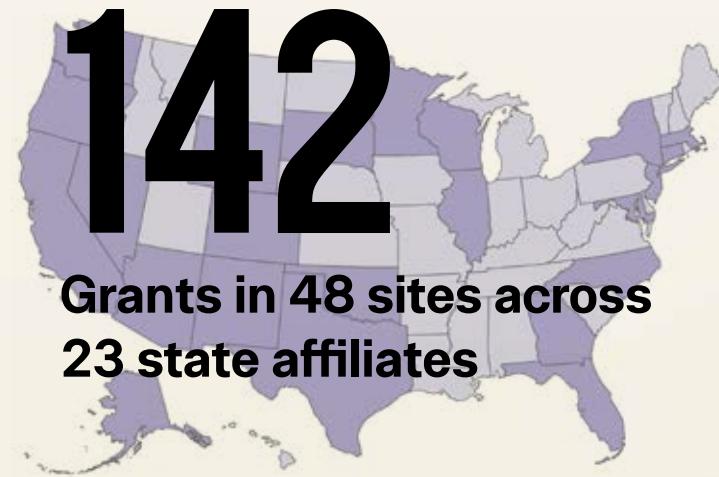
Advancing NEA's priority on racial and social justice in education to ensure that every student has access to the resources they deserve, with a specific focus on Black, Brown, AAPI, and Indigenous students;

Engaging NEA members who have been trained in NEA's leadership training or those who have a demonstrated record of activism to further social justice and / or professional issues activism;

Establishing or institutionalizing new union roles related to parent and/or community engagement; and Indigenous students;

Creating lasting improvements in conditions for all students, families, and communities.

For more information, please visit www.nea.org/cape.



39.8%

NEA members are represented
by local or state affiliates that
were awarded a CAPE Grant

95.8%

Of the grants funded have
100% completed their goals.

CAPE Grantees powerfully organize for the safe and just schools our students deserve within and across other local and state affiliates.



Dream Allies Network, Alhambra Teachers Association (California)

"At the Illinois Education Association (IEA) Opportunity Coalition, we believe everyone deserves the opportunity to become their very best self. However, we also believe that for far too many students, there are institutional and structural barriers that stand in their way. We are faculty, staff, parents, students, administrators, Board of Education members and community members all working together to

reduce the impact of the opportunity gaps that face students in our communities. Our NEA CAPE grant project has grown from a three district collaboration in 2018, to now a statewide coalition supporting work in Districts serving over 350,000 students. We love opportunity and we love NEA CAPE!"

—Andy Hirschman, Illinois Education Association

CAPE Grantees create, build, and strengthen local coalitions for their members and students to advance opportunities that will transform public education into a just, equitable, and excellent system.



Association of Brownsville Educators (Texas)
Jumpstart for Public Education

CAPE Grantees create, build, and strengthen local coalitions for their members and students to advance opportunities that will transform public education into a just, equitable, and excellent system.

“The need to identify, recruit, support, and retain Asian American and Pacific Islander (AAPI) educators is our business. Students need to see diverse educators in their classrooms, and our school buildings should reflect our community. Through the CAPE Grant, we are creating long-term inclusive pathways for diverse classrooms.”

–Yan Yui, Canton Teachers Association
(Massachusetts)



THE PASSIONS PROJECT | Racial and Social Justice,
Racine Educators Uniserve Council (Wisconsin)

CAPE Grantees create lasting improvements in conditions for all students, families, and communities through long-term and sustained funding.

“Restorative Justice Montclair is not only changing the lives of students and educators inside of school walls; it’s proven to be a connective force that unites the entire community to fight for the safe and just society we all deserve!”

–Gayl Shepard, Montclair Education
Association (New Jersey)



YES - Youth Empowered in the Struggle with Milwaukee Teachers
Education Association (Wisconsin)

Skills and relationships that CAPE Grantees build though promoting their cause translate to engagement, organizing, and connection outside of their project.

“We are opening doors that educators can access that have never been opened before. Through the CAPE Grant, we have been able to message to educators and students of all communities—particularly those who are more marginalized—that they are seen, valued, and heard anywhere they go.”

–Shawna Moore, Rainier UniServ Council
(Washington)

