

# NEA Great Public Schools (GPS) Fund Grants

2023-2024 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.



202

TOTAL NUMBER OF GRANTS  
AWARDED TO DATE



\$69.6

million

TOTAL AMOUNT OF GRANTS  
AWARDED TO DATE

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

# NEW GRANTS AWARDED IN 2023-24

## **Anaheim Secondary Teachers Association (ASTA)**

### *National Community Schools Learning Lab*

ASTA will use its GPS Fund grant to support its National Community Schools Learning Lab, a multi-day workshop that enables participants to launch a Community School Steering Committee for promoting shared leadership, providing guidance on recruiting and training Teacher Leads, and training participants to successfully implement Community Schools classroom instruction.

## **Arizona Education Association (AEA)**

### *On a Path to a More Multi-Racial Union*

To retain educators, advocate for racial and social justice, and create inclusive and safe schools for all, AEA will use its GPS Fund grant to foment new leadership development pathways, create affinity group coaching opportunities, train leaders in how to facilitate difficult conversations, and build safe spaces where all educators feel a sense of belonging in their union.

## **Delaware State Education Association (DSEA)**

### *Building Capacity and Leadership among Delaware ESPs*

DSEA will use its GPS Fund grant to develop and implement activities and initiatives recommended by its ESP Task Force. To engage ESP members with their union, grant-funded activities will grow membership and leadership capacity state-wide while grant-funded initiatives will include an ESP Bill of Rights, support for local peer mentoring programs, expansion of DSEA's existing ESP conference, and opportunities for ESP members to attend external conferences and professional development.

## **Michigan Education Association (MEA)**

### *Preparing Equity Warriors: Creating Pipelines to Organize for Change*

MEA will use its GPS Fund grant to partner with local affiliates and a state university to support early career educators, advance racial justice in education, and create Pipelines that connect two proven strategies: Cultural competency training for educators and the Educators Rising Summer Residency program for high school students of color transitioning to college and entering teaching.

## **Missouri-NEA (MNEA)**

### *Educational Tapestry Crafted by Members: Interweaving Careers, Fostering Growth, and Amplifying Voices*

MNEA will use its GPS Fund grant to support recruitment and increase retention during all educator career phases. Starting with Educators Rising, Working Conditions Listening Tours are designed to interweave coordination among new and existing members by shifting professional practice advocacy at local and state levels. Aligned with Great Teaching and Learning Keys to Transformation, Educational Tapestry fosters growth and amplifies voices during every career phase.

## **NEA-New Hampshire**

### *Recruit and Retain a Strong, Diverse Early Career Educator Workforce*

NEA-New Hampshire will use its GPS Fund grant to recruit and retain early career educator members by: Engaging diverse college student members through an Aspiring Educators and paraprofessionals apprentice program in collaboration with New Hampshire higher ed institutions, school districts, and locals; engaging early career educators through mentoring, professional development, and collaborative activities; and helping members pursue alternative certification routes via professional development and Praxis support.

### **Olympic UniServ Council**

#### ***New Hire Onboarding and Engagement Program***

Washington State is experiencing record high turnover of early- and mid-career educators, particularly acute among high-poverty, rural, and BIPOC schools. Because being contacted by the union when a new hire begins significantly increases their likelihood of joining, Olympic UniServ Council will use its GPS Fund grant to create and pilot a new hire orientation and onboarding program, assess its impact over time, and develop a model to sustain the work. Early union contact is projected to engage 75% of new hires in at least one activity, increase each local's membership by 85%, and reduce educator turnover in Washington State to 15%.

### **Pennsylvania State Education Association (PSEA)**

#### ***Pathway to Teaching: Educators Rising Program Development***

PSEA will use its GPS Fund grant to support a new high school career pathway and encourage diverse schools to participate. Having already fostered a policy environment that recruits and supports diverse educator candidates in Pennsylvania, PSEA is partnering with PDK International/Ed Rising to design career programming and reorganize internally so its initiative will take root. Combining programs means PSEA will attract a new and diverse generation of educator candidates.

### **Puget Sound UniServ Council**

#### ***Retention of Early Career Educators through Reciprocal Mentoring, Engagement Opportunities, and Professional Practice Enhancement***

The Puget Sound UniServ Council is working to retain Early Career Educators (ECEs) through a reciprocal mentoring program and multiple engagement opportunities. Currently, Washington State's ECE first-three-years retention rate is about 70%; research shows that, if ECEs participate in mentoring programs, that rate increases to 77%. Puget Sound will use its GPS Fund grant to explore Reciprocal Mentoring; through its Passport of Relevance program, to gamify union engagement with new members; and to offer myriad opportunities for participation in racial justice initiatives.

### **Texas State Teachers Association (TSTA)**

#### ***Enhancing Support Opportunities for National Board Certification and Centering the Unique Needs of BIPOC Teacher Leaders by Establishing a Union-led National Board System of Support Cohort***

When Texas legislators began providing \$3,000 to \$9,000 allotments to districts hiring NBCTs in 2019, increasing numbers of educators began expressing interest. Because members reached out to their union, TSTA launched Jump Start Summer Intensive in 2022. While well received, additional program needs have since been identified. TSTA will use its GPS Fund grant to: Increase and expand educator diversity, ethnically and geographically; establish a union-led National Board Systems of Support Cohort; and enhance regional capacity through a National Board Systems of Support internship program.

### **Utah Education Association (UEA)**

#### ***UEA Professional Learning Academy***

UEA will use its GPS Fund grant to establish a Professional Learning Academy that builds awareness of social and racial justice in education, provides support for early career educators, collects and shares best classroom practices, builds leadership skills at all affiliate levels, increases engagement with legislative and political processes, and supports its members in their efforts to organize.

### **Utah School Employees Association (USEA)**

#### ***ESP Organizers Supporting Professional Learning and Leadership Development***

USEA will use its GPS Fund grant to hire member organizers and release-time members to foster ESP-focused professional development and build an educator learning community that drives improved student outcomes.

#### **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

Scott DiMauro, President, National Council of State Education Associations

Brent McKim, President, National Council of Urban Education Associations

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

Lois Yukna, President, National Council for Education Support Professionals

#### **NEA Officers:**

Rebecca S. Pringle, President

Princess Moss, Vice President

Noel Candelaria, Secretary-Treasurer

#### **NEA Executive Committee:**

Mark Jewell

Gladys Fátima Márquez

Ron “Duff” Martin

Shannon McCann

Robert Rodriguez

Christine Sampson-Clark

#### **NEA Executive Director**

Kim Anderson

#### **NEA GPS Fund staff**

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

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

Chris Thomas [cthomas@nea.org](mailto:cthomas@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