

2026 Awards

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Outstanding Local Leader

The Outstanding Local Leader Award highlights an individual who has acted as an integral leader in building their local chapter to achieve excellence. This leader has achieved, demonstrated, and inspired outstanding leadership to their local Aspiring Educators chapter. Nominees for this award must be in at least their second year of Aspiring Educators leadership and currently hold a leadership role at the local level.

For judging purposes, applications will be divided into groups based on the level of the program: Local Leader and State Leader. You may choose to nominate for both local chapter and state leader; however, you will need to file a separate application for each one.

1. How has the Aspiring Educator taken initiative in increasing membership and member engagement?* What steps has the Aspiring Educator taken to empower new leaders?*
2. What professional or leadership development activities at the local, state, or national level has the Aspiring Educator facilitated?*
3. What community service initiatives at the local, state, or national level has the Aspiring Educator facilitated or participated in?*
4. How has the Aspiring Educator promoted political awareness and civic engagement at their chapter or state?* How has the Aspiring Educator incorporated racial and social justice work in their chapter or state?*

| Sample Rubric: Outstanding Local Leader | | | | |
|--|--|--|--|--|
| Criteria | 1 point | 2 points | 3 points | 4 points |
| Leads the implementation of programs linked to core values | Local engages in one area of AE core values. | Local engages in three areas of AE core values. | Local engages in at least three AE Core Value areas with one area of outstanding programs. | At least three AE core values with two or more outstanding programs. |
| Builds membership and engagement within the AE program | Membership and engagement show minimal change. | Growth in EITHER Membership or engagement. | Both membership and engagement show some improvement. | Improvement in both measures with significant improvement in one or both. |
| Fosters leader development in a culture of care and support | Provides opportunities for input into activities and programs. | Engages members in facilitating activities and programs. | Encourages members to implement their ideas. | Fosters leadership skills and culture of care among others, encourages others to implement their ideas and vision. |

Outstanding State Leader

The Outstanding State Leader Award highlights an individual who has acted as an integral leader in building their state chapter to achieve excellence. This leader has achieved, demonstrated, and inspired outstanding leadership to their state Aspiring Educators chapter. Nominees for this award must be in at least their second year of Aspiring Educators leadership and currently hold a leadership role at the state level.

For judging purposes, applications will be divided into groups based on the level of the program: Local Leader and State Leader. You may choose to nominate for both local chapter and state leader; however, you will need to file a separate application for each one.

1. How has the Aspiring Educator taken initiative in increasing membership and member engagement? * What steps has the Aspiring Educator taken to empower new leaders? *
2. What professional or leadership development activities at the local, state, or national level has the Aspiring Educator facilitated? *
3. What community service initiatives at the local, state, or national level has the Aspiring Educator facilitated or participated in? *
4. How has the Aspiring Educator promoted political awareness and civic engagement at their chapter or state? * How has the Aspiring Educator incorporated racial and social justice work in their chapter or state? *

| Sample Rubric: Outstanding State Leader | | | | |
|---|--|---|--|---|
| Criteria | 1 point | 2 points | 3 points | 4 points |
| Leads the implementation of programs linked to core values | State engages in one area of AE core values. | State engages in three areas of AE core values. | State engages in at least three areas of AE core values with one area of outstanding programs. | At least three areas of AE core values with two or more outstanding programs. |
| Builds membership and engagement | Membership and engagement show minimal change. | Growth in EITHER Membership or engagement. | Both membership and engagement show some improvement. | Improvement in both measures with significant improvement in |

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| within the AE program | | | | one or both. |
| Fosters leader development in a culture of care and support | Provides opportunities for input into activities and programs. | Engages members in facilitating activities and programs. | Encourages members to implement their ideas. | Fosters leadership skills and culture of care among others, encourages others to implement their ideas and vision. |

Friend of AE

The Friend of AE Award recognizes an individual, group, or organization, who have had a positive impact on the Aspiring Educators program within the past year. Nominees cannot be NEA national governance or national/state Association staff. State affiliate governance are eligible to be nominated for this award.

1. How has the individual taken actionable steps to support the work of Aspiring Educators?*
2. Detail 1-2 specific occurrences that highlight the achievement of this individual's work with or for Aspiring Educators.*
3. Which of the AE Core Values (Educator Quality, Community Engagement, Political Action, and Racial & Social Justice) does this person exemplify and how?*

| Sample Rubric: Friend of AE | | | | |
|------------------------------------|--|--|--|---|
| Criteria | 1 point | 2 points | 3 points | 4 points |
| Exemplifies a Core Value | Has participated in activities related to one of NEA's core values or supported AE growth. | Helped lead or partnered with AE in activities related to a core value or growth. | Actively involved in at least 2 activities and more than one core value and/or AE growth projects. | Initiated activities connected to AE core values and engaged AEs as full partners, aiding growth and program success. |
| Advances the AE program | Is a strong supporter of the teaching profession and high quality educator preparation. | Is a positive voice for the AE program and for its members in their circle of influence. | Actively speaks up on behalf of the AE program, promotes its programs, and supports success of AE members. | Is a champion for the AE program with varied constituencies and for the well-being of AE member. |

Project of the Year Award

The Project of the Year State Project Award recognizes Aspiring Educators within a state or local who are in progress or have completed a project that aligns and meets the goals of NEA Aspiring Educator Core Values (educator quality, community engagement, political action, and social justice).

- Title of Project*
- Description of your project.*
- What issue/need were you trying to address?*
- Goal of project*
- How did you meet the goals?*
- How did you fund your project?*
- Community Impact.*
- What makes this project special?*

| Sample Rubric: Project of the Year | | | | |
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| Criteria | 1 point | 2 points | 3 points | 4 points |
| Relevant, meaningful, engaging project | Project addressed one core value of interest to members. | Project addressed a core value and generated broad participation of members. | Project had significant impact on a core value concern and broadly engaged members. | Highly significant impact on a core value, related impact in other areas, expanded participation in the AE program. |
| Community impact | The AE program provided some support to a project largely done by partner organizations. | The AE program was a partner, but the project had limited community impact and/or recognition for the AE program. | Community benefited from project, AE program with broad positive program PR either on campus or within AE membership. | Community experienced significant benefit and created highly positive reputation for AE program externally and among members and on campus. |

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| Uniqueness, creativity | This kind of project has been done regularly in the past. | This project has been done frequently in other chapters or affiliates but was new to this chapter. | The chapter supported a project that addressed a need in a new way in this setting. | This project was the creation of the AE chapter/affiliate and uniquely addressed a concern in a way that could be a model. |
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Emerging Leader Award

The Emerging Leader Award recognizes an individual who has shown outstanding initiative and dedication in engaging with local and/or state leaders to better their local and/or state organization within their first year serving in an Aspiring Educator leadership role (local, state, or national).

- In what ways does this person stand out from their peers in your chapter and/or state program?*
- What professional or leadership development activities at the local, state, or national level has the Aspiring Educator participated in?*
- What community service initiatives at the local, state, or national level has the Aspiring Educator participated in?*
- How has the Aspiring Educator promoted political awareness and civic engagement at their chapter or state?* How has the Aspiring Educator incorporated racial & social justice work in their chapter or state?*

| Sample Rubric: Emerging Leader Award | | | | |
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| Criteria | 1 point | 2 points | 3 points | 4 points |
| Standout characteristics | This person was a hard worker for at least one project, supporting the AE chapter/affiliate. | This person regularly contributed their efforts to projects of the chapter/affiliate. | This person was among of the more dedicated and creative contributors to the chapter/affiliate. | This person is uniquely dedicated, creative and/or motivational to others. |
| Leadership activities | Held a leadership role or led an activity or project. | Held at least 2 leadership roles or led activities or projects. | Multiple leadership roles, local or state and beyond. | Multiple leadership roles, initiating new and visionary projects. |
| Community service (CS) | Limited examples of participating in community service activities. | Participated in some community service activities. | Helped lead some community service activities. | Initiated and engaged others in community service. |

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| Political and civic engagement | Limited examples of participating in political action, advocacy, civic. | Participated in some political, advocacy, civic activities. | Helped lead some political, advocacy, civic activities. | Initiated and engaged others in political, advocacy, and civic activities. |
| Infused racial & social justice (RSJ) in their chapter/state | Limited examples of participating in RSJ. | Supported RSJ in their chapter/state. | Helped others infuse RSJ in their roles. | Initiated efforts to bring RSJ or deepen the focus on RSJ in their sphere of influence. |

Emerging Chapter Recognition

The Emerging Chapter Recognition Award highlights the work of emerging chapters (local chapters within the first year of charter) and how they engage their members in practicing the NEA Aspiring Educator Core Values (educator quality, community engagement, political action, and social justice).

<https://www.nea.org/professional-excellence/leadership-development/leadership-competencies> <https://www.nea.org/about-nea/our-members/aspiring-educators>

- How has your chapter grown in the past year to suggest prominence?* (Consider aspects such as growth in membership, improvements in areas of the AE Core Values, etc.)
- What changes were made in the chapter to lead to this success? How were they beneficial for the health of the chapter?*
- How is the chapter empowering and supporting leadership within its members? Note that there is more than one kind of leadership, and more than one tier of leadership in each kind. Consider this in your response.*

| Sample Rubric: Emerging Chapter of the Year | | | | |
|--|--|--|--|--|
| Criteria | 1 point | 2 points | 3 points | 4 points |
| Work on AE Core Values | The chapter conducted activities mainly in one core value. | The chapter engaged in two or more core value activity areas. | The chapter conducted projects, efforts in impactful ways in at least two core value areas. | The chapter was highly impactful in multiple core value areas, engaging many members and other partners. |
| Growing leadership among AEs | The chapter provided AE members with opportunities to serve in leadership roles. | The chapter provided support to engage both new leaders and experienced leaders. | The chapter provided growth opportunities for leaders at various stages of their learning journey. | The chapter identified potential leadership skills, developed new leaders, developed new leaders and moved beyond the stereotype of waiting your turn. |

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| Strengthening membership¹ | The chapter maintained membership even when enrollment may be declining. | The chapter increased membership by up to 5 % compared to the same time last year. | The chapter increased membership between 5% to 25% in the past year. | The chapter experienced more than 25% membership growth. |
| Long-term Chapter Health | The chapter focused on maintaining efforts that had been occurring previously. | The chapter displays a willingness to change for growth, in the general sense without concrete examples. | The chapter displays an effort to change for growth by connecting with state affiliate and engages in planning past this academic year. | The chapter displays commitment to long-term chapter development, through member leadership development and connection to state affiliate. |

¹ On some criteria such as membership, the only way the committee considering the application can rate these effectively is if the applicant provides actual data. Rather than saying our membership increased significantly, **share the actual numbers.**

Local Excellence Recognition

The Local Excellence Recognition Award highlights the work of local chapters and how they engage their members in practicing the NEA Aspiring Educator Core Values (educator quality, community engagement, political action, and racial & social justice).

ORGANIZATION & INFRASTRUCTURE: Select one (1) of the below prompts to answer*

1. How did your program recruit a diverse membership (native people and people of color, diverse gender identities, elementary/secondary/special education, traditional/nontraditional student status, class standing, etc.)?
2. How has your program focused on distributed leadership development to ensure a continuous network of emerging and engaged program leaders?
3. What strategies does your program use to recruit, engage, and build a community of support for all members?

EDUCATOR QUALITY: Select one (1) of the prompts below to answer*

1. What professional and leadership development opportunities has your program provided?
2. How does your program implement the importance of a strong skill set to prepare members for their career in public education?
3. How have the resources you offer your members better prepared them for their future classroom?

COMMUNITY ENGAGEMENT: Select one (1) of the prompts below to answer*

1. What has your program done to engage members in the issues impacting the community?
2. How has your program worked to support students and educators in the community?
3. How has your program partnered with other organizations to provide community engagement activities?

POLITICAL ACTION: Select one (1) of the prompts below to answer*

1. How would your program define political action?
2. Which political activities has your chapter engaged in?
3. How has your program educated their members on the importance of politics in education and the lives of their future students?

RACIAL & SOCIAL JUSTICE: Select one (1) of the prompts below to answer*

1. How would your program define racial & social justice?

2. How has your program worked to advocate for racial & social justice on your campus and in your community?
3. What racial & social justice knowledge, advocacy, and action opportunities has your program provided?

| Sample Rubric: Local Excellence Award | | | | |
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| Criteria | 1 point | 2 points | 3 points | 4 points |
| Essential organizational health | The local maintained membership and engagement. | The local experienced up 5% overall membership growth, improved recruitment of traditionally underrepresented persons, and increased member engagement in activities. | The local grew by at least 5% with broad member engagement in activities and a particular focus on engaging underrepresented persons in membership, participation and leadership. | The local grew by at least 5% and experienced significant increases in participation, broad member engagement across multiple demographic groups, and helped broaden recruitment of broader diversity into the profession. |
| Educator Quality | The local encouraged the Ed Prep Program (EPP) in its efforts to provide high-quality activities. | The local encouraged and supported members in activities provided by the EPP. | The local offered activities that supplemented the program offered by the EPP. | The local provided activities to support future AE career success and professional excellence. |
| Community Engagement | The local participated in activities of the larger university – EPP community. | The local helped members to understand its broader community and their students and families. | The local helped members connect to the community and community projects, especially supporting students and families. | The local engaged with the community, jointly implementing positive project with AE member involvement. |

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| Political Action | The local made members aware of organizations where they may find avenues to explore politics and advocacy. | The local fostered a high level of understanding of politics and advocacy for its members on issues relevant to education. | In addition, the local helped members to connect with partner organizations including local and state affiliates to engage in advocacy and political action, especially with a focus on issues of importance for educator preparation. | In addition, the local engaged a significant part of its membership in member-led advocacy and political strategies in collaboration with external partners. |
| Racial & Social Justice | The local worked on providing an atmosphere supporting racial and social justice within the AE local. | The local modeled an atmosphere of racial and social justice while helping its members understand how such a culture is developed in organizations and classrooms. | In addition, the local helped members connect with partner organizations working to bring racial and social justice to the campus and community. | In addition, the local initiated activities to advance the cause of racial and social justice on the campus, in the community, and more broadly in the state and nation. |

Outstanding Community College Chapter

The Outstanding Community College Chapter Award recognizes the work of a community college chapter that demonstrates the practices of the NEA Aspiring Educator Core Values (educator quality, community engagement, political action, and racial & social justice).

- How has this community college chapter demonstrated growth and excellence in any or all of the four AE Core Values (Educator Quality, Community Engagement, Political Action, and Racial & Social Justice).*
- What strategies does your chapter use to recruit, engage, and build a community of support for all members (native people and people of color, diverse gender identities, elementary-secondary-special education, traditional/nontraditional student status, class standing, etc.)?*
- Describe a time when your chapter faced a challenge and how you overcame it.*
- Describe what you would consider to be your biggest achievement and why you deserve this award.*

| Sample Rubric: Community College | | | | |
|---|---|---|---|---|
| Criteria | 1 point | 2 points | 3 points | 4 points |
| Work on AE Core Values | The chapter conducted activities mainly in one core value. | The chapter engaged in two or more core value activity areas. | The chapter conducted projects, efforts in impactful ways in at least two core value areas. | The chapter was highly impactful in multiple core value areas, engaging many members and other partners. |
| Commitment to Diversity, equity, inclusion, and accessibility (DEIA) | Provided limited examples of participating in the fight for DEIA. | Supported DEIA in the operation of their chapter. | Helped other individuals and organizations infuse DEIA in their roles. | Initiated efforts to ensure DEIA for students, families, and the community served by the Community College. |

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| Resilience in challenging times | Maintained AE membership and participation throughout challenging circumstances. | Grew AE membership and participation throughout challenging circumstances. | Utilized challenging circumstances to expand organizing, increasing membership and participation in AE programs. | Additionally, achieved AE program priority goals while also recruiting new leaders to assist, motivated by the commitment to AE core values. |
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State Excellence Recognition

The State Excellence Recognition Award highlights the work of exceptional Aspiring Educator state affiliates and how they engage their members in practicing the NEA Aspiring Educator Core Values (educator quality, community engagement, political action, and social justice).

ORGANIZATION & INFRASTRUCTURE: Select one (1) of the below prompts to answer*

1. How did your program recruit a diverse membership (native people and people of color, diverse gender identities, elementary/secondary/special education, traditional/nontraditional student status, class standing, etc.)?
2. How has your program focused on distributed leadership development to ensure a continuous network of emerging and engaged program leaders?
3. What strategies does your program use to recruit, engage, and build a community of support for all members?

EDUCATOR QUALITY: Select one (1) of the prompts below to answer*

1. What professional and leadership development opportunities has your program provided?
2. How does your program implement the importance of a strong skill set to prepare members for their career in public education?
3. How have the resources you offer your members better prepared them for their future classroom?

COMMUNITY ENGAGEMENT: Select one (1) of the prompts below to answer*

1. What has your program done to engage members in the issues impacting the community?
2. How has your program worked to support students and educators in the community?
3. How has your program partnered with other organizations to provide community engagement activities?

POLITICAL ACTION: Select one (1) of the prompts below to answer*

1. How would your program define political action?
2. Which political activities has your chapter engaged in?
3. How has your program educated their members on the importance of politics in education and the lives of their future students?

RACIAL & SOCIAL JUSTICE: Select one (1) of the prompts below to answer*

1. How would your program define racial & social justice?
2. How has your program worked to advocate for racial & social justice on your campus and in your community?
3. What racial & social justice knowledge, advocacy, and action opportunities has your program provided?

| Sample Rubric: State Excellence Award | | | | |
|--|---|---|---|--|
| Criteria | 1 point | 2 points | 3 points | 4 points |
| Essential organizational health² | The state maintained membership and engagement. | The state experienced up 5% overall membership growth, improved recruitment of traditionally underrepresented persons, and increased member engagement in activities. | The state grew by at least 5% with broad member engagement in activities and a particular focus on engaging underrepresented persons in membership, participation and leadership. | The state grew by at least 5% and experienced significant increases in participation, broad member engagement across multiple demographic groups ,and helped broaden recruitment of broader diversity into the profession. |
| Educator Quality | The state encouraged the Ed Prep Programs (EPPs) in its efforts to provide high quality activities. | The state encouraged and supported members in activities provided by the EPPs. | The state offered activities that supplemented the program offered by the EPPs. | The state provided activities to support future AE career success and professional excellence . |
| Community Engagement | The state participated in activities of the larger higher education – | The state helped members to understand its broader communities | The state helped members connect to local communities and community | The state engaged with communities, jointly implementing positive project with |

² On some criteria such as membership, the only way the committee considering the application can rate these effectively is if the applicant provides actual data. Rather than saying our membership increased significantly, **share the actual numbers.**

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| | educator preparation community. | and their students and families. | projects, especially supporting students and families. | AE member involvement. |
| Political Action | The state made members aware of organizations where they may find avenues to explore politics and advocacy. | The state fostered a high level of understanding of politics and advocacy for its members on issues relevant to education. | In addition, the state helped members to connect with partner organizations including local and state affiliates to engage in advocacy and political action, especially with a focus on issues of importance for educator preparation. | In addition, the state engaged a significant part of its membership in member-led advocacy and political strategies in collaboration with external partners. |
| Racial & Social Justice | The state worked on providing an atmosphere supporting racial and social justice within the AE state. | The state modeled an atmosphere of racial and social justice while helping its members understand how such a culture is developed in organizations and classrooms. | In addition, the state helped members connect with partner organizations working to bring racial and social justice to the campus and community. | In addition, the state initiated activities to advance the cause of racial and social justice on the campus, in the community, and more broadly in the state and nation, |

Distinguished Local Advisor

The Distinguished Local Advisor Award recognizes an individual for their dedication and service to the NEA Aspiring Educators by serving as a Chapter Advisor at the local level.

For judging purposes, applications will be divided into groups based on the level of the program. You may choose to nominate both a local chapter advisor and state affiliate organizer; however, you will need to file a separate application for each one.

- How has this local advisor achieved growth in any or all of the four AE Core Values (Educator Quality, Community Engagement, Political Action, and Racial & Social Justice).*
- Detail 1-2 specific occurrences that highlight the achievement of this local advisor. Consider using any of the NEA Leadership Competencies to guide your response.*

<https://www.nea.org/professional-excellence/leadership-development/leadership-competencies>

| Sample Rubric: Distinguished Local Advisor | | | | |
|---|---|--|---|--|
| Criteria | 1 point | 2 points | 3 points | 4 points |
| Leads the implementation of programs linked to core values | Facilitated/supporte d local engagement in two AE core value areas | Facilitated/supporte d local engagement in three areas of AE core values | Facilitated/supporte d local engagement in at least three areas with one area of outstanding programs | Facilitated/supporte d local engagement in at least three areas of programs with two or more outstanding programs |
| NEA Leadership Competencies | Exhibited competence in multiple areas of the NEA Leadership Competencies | Provided training and mentoring for AE members in multiple applications of the NEA Leadership Competencies | Utilized NEA leadership competencies in an exemplary manner in implementing significant projects and work within the local's AE program | Served as an exemplary model of NEA leadership skills and relentlessly fostered the development of leadership skills with AE members |

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| Inspiration, motivation, and encouragement | Effectively recruited AE members by using the NEA core values. | Served as an inspiring voice for the AE program and the AE program's four pillars with potential members, AE members, and with external partners. | Additionally, encouraged members in developing their skills as leaders and work in AE's four pillars | Exhibited a selfless commitment to AE member growth, providing avenues for leadership development, helped AE members develop and effectively use their AE voice and power. |
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Distinguished State Organizer

The Distinguished State Organizer Award recognizes an individual for their exceptional dedication and service to the NEA Aspiring Educators through their role as the State-Wide Organizer.

For judging purposes, applications will be divided into groups based on the level of the program. You may choose to nominate both a local chapter advisor and state affiliate organizer; however you will need to file a separate application for each one.

- How has this state organizer achieved growth in any or all of the four AE Core Values (Educator Quality, Community Engagement, Political Action, and Racial & Social Justice).*
- Detail 1-2 specific occurrences that highlight the achievement of this state organizer. Consider using any of the NEA Leadership Competencies to guide your response.*

<https://www.nea.org/professional-excellence/leadership-development/leadership-competencies>

| Sample Rubric: Distinguished State Organizer | | | | |
|--|--|--|---|--|
| Criteria | 1 point | 2 points | 3 points | 4 points |
| Leads the implementation of programs linked to AE core values | Facilitated/supported state AE program engagement in two AE core value areas | Facilitated/supported state AE program engagement in three areas of AE core values | Facilitated/supported state AE program engagement in at least three areas with one area of outstanding programs | Facilitated/supported state AE program engagement in at least three areas of programs with two or more outstanding programs |
| NEA Leadership Competencies | Exhibited competence in multiple areas of the NEA Leadership Competencies | Provided training and mentoring for AE members in multiple applications of the NEA Leadership Competencies | Utilized NEA leadership competencies in an exemplary manner in implementing significant projects and work within the local's AE program | Served as an exemplary model of NEA leadership skills and relentlessly fostered the development of leadership skills with AE members |

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|---|--|---|--|--|
| Inspiration, motivation, and encouragement | Effectively recruited AE members by using the NEA core values. | Served as an inspiring voice for the AE program and the AE program's four pillars with potential members, AE members, and with external partners. | Additionally, encouraged members in developing their skills as leaders and work in AE's four pillars | Exhibited a selfless commitment to AE member growth, providing avenues for leadership development, helped AE members develop and effectively use their AE voice and power. |
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Outstanding HBCU/MSI Chapter Award

The Outstanding HBCU/MSI Chapter Award recognizes the work of a chapter at a Historically Black College/ University or Minority-Serving Institution that demonstrates the practices of the NEA Aspiring Educator Core Values (educator quality, community engagement, political action, and social justice).

- How does your chapter demonstrate the NEA Aspiring Educator Core Values (educator quality, community engagement, political action and social justice)?*
- Describe a project, initiative, or event your chapter led this year and its impact on your campus or surrounding community.*
- How does your chapter recruit new members and intentionally build a strong, active and inclusive membership base?*
- Describe how your chapter engages members throughout the year (meetings, campaigns, trainings, events) and develops emerging leaders.*
- How has your chapter moved an issue from concern to action? (Examples: organizing around campus issues, advocating for education preparation improvement, mobilizing around equity or justice concerns, partnering with local unions or community groups) *

| Sample Rubric: HBCU/MSI Chapter | | | | |
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| Criteria | 1 point | 2 points | 3 points | 4 points |
| Work on AE Core Values | The chapter conducted activities mainly in one core value. | The chapter engaged in two or more core value activity areas. | The chapter conducted projects, efforts in impactful ways in at least two core value areas. | The chapter was highly impactful in multiple core value areas, engaging many members and other partners. |
| Community/ Campus impact | The AE program provided some support to a project largely done by partner organizations. | The AE program was a partner but the project had limited community/campus impact and/or recognition for the | Community/campus benefited from project, AE program with broad positive program PR either on campus or within | Community/campus experienced significant benefit and created highly positive reputation for AE program externally and |

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| | | AE program. | AE membership. | among members and on campus. |
| Essential organizational health³ | The local maintained membership and engagement. | The local experienced up 5% overall membership growth, improved recruitment of traditionally underrepresented persons, and increased member engagement in activities. | The local grew by at least 5% with broad member engagement in activities and a particular focus on engaging underrepresented persons in membership, participation and leadership. | The local grew by at least 5% and experienced significant increases in participation, broad member engagement across multiple demographic groups, and helped broaden recruitment of broader diversity into the profession. |
| Engage members & empower leaders | The chapter conducts few meetings or events and those are planned and attended only by a small part of the membership. | The chapter conducted multiple events and at least two of the events had attendance beyond the core of chapter leaders and with participation (during and as follow-up) of a high percentage of attendees. | The chapter conducted multiple events and documented new/first time attendees at more than one event resulting in both participation during the event and in follow-up activities. | The chapter engaged new and emerging leaders in planning for multiple events resulting in broad attendance, active participation during the event, and in high levels of interest in follow-up activities. |

³ On some criteria such as membership, the only way the committee considering the application can rate these effectively is if the applicant provides actual data. Rather than saying our membership increased significantly, **share the actual numbers.**

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| <p>Concern to action</p> | <p>Chapter leaders identified an issue of concern and have been strategizing how to address the issue.</p> | <p>Chapter leaders have engaged with members to determine an issue of concern and planned with them for strategies intended to address the concern.</p> | <p>Chapter leaders and members have developed a clear vision of solutions for a shared concern and have implemented strategies to help achieve their desired outcome.</p> | <p>The chapter has engaged both members and external partners to develop a clear vision of a desired outcome for a crucial issue/concern. The coalition developed strategies, and implemented strategies, mobilizing a broad coalition in actions designed to achieve a clearly defined outcome.</p> |
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