

NEA Great Public Schools (GPS) Fund Grants

2022-2023 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.



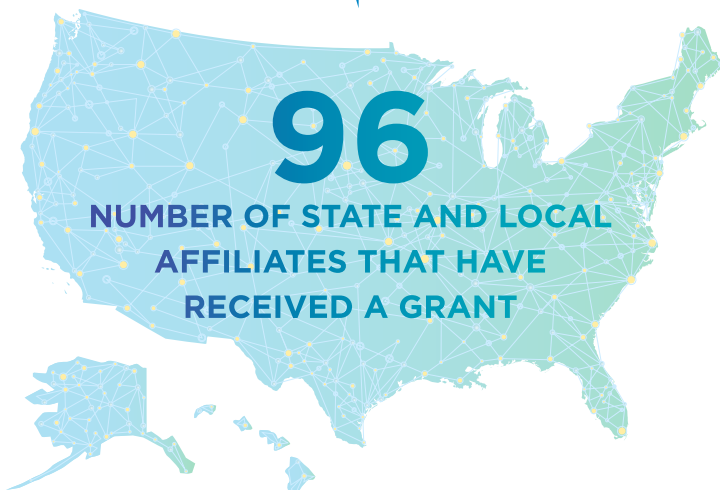
190

TOTAL NUMBER OF GRANTS
AWARDED TO DATE



96

NUMBER OF STATE AND LOCAL
AFFILIATES THAT HAVE
RECEIVED A GRANT



\$63.7

million

TOTAL AMOUNT OF GRANTS
AWARDED TO DATE

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

NEW GRANTS AWARDED IN 2022-23

Arizona Education Association

Learn and Lead for Retention

AEA will use its GPS Fund grant to support middle career and accomplished educators who believe in racial and social justice (RSJ) through training opportunities around effective mentorship and educator wellness. By providing heightened feelings of support to educators, AEA will enable them to advance on their pay scale and increase their retention. By tapping into professional excellence through mentorship, AEA will empower educators to provide trainings proven to foster student success but not currently offered by Arizona's districts or Department of Education. To address this gap, AEA will deliver member-led listening tours, trainings with an RSJ focus, opportunities for early career educators to gain traction on shifting ground, and continual demonstrations of professional growth and excellence at member-led conferences.

California Teachers Association

Community Schools Program

CTA will use its GPS Fund grant to build the capacity of its Community Schools Program, to grow the Program strategically, and to continue developing Community Schools Regional Teams. Started with a focus on 20 local affiliates and led by its Community Schools Steering Committee, this work remains grounded in what has proven effective, what is most needed, and what is possible given California's special circumstances. The GPS Fund grant will help CTA strengthen its ongoing support of locals that qualify as recipients of California's \$4.1 billion investment in its community schools.

California Teachers Association

Organizing Opportunity Pathways for Diverse Teacher Leaders through National Board Certification

CTA will use its GPS Fund grant to address four interrelated initiatives: 1) recruit National Board Black, Indigenous, and People of Color (BIPOC) cohorts; 2) create National Board BIPOC professional learning facilitator trainings; 3) facilitate National Board local cohort grants; and 4) utilize the National Board virtual community of practice.

Idaho Education Association

Retention and Engagement of Early Career Educators

IEA will use its GPS Fund grant to provide professional learning, member engagement, and mentoring to early career educators (years 0-3), starting in south central Idaho and moving throughout the state over the grant's three-year term. Approximately 2,000 union members will participate in activities designed to improve retention of early career educators and positively impact student success. Seventy-five percent of members engaged in the program and who stay in Idaho will signal that their career plan is to remain in education. Fifty percent of engaged member hired on alternative certification will become certified.

Illinois Education Association

LOVEWORKS — Joy and Justice: Abolitionist Teaching for the Early Career Educator

Illinois will use its GPS Fund grant to support LOVEWORKS, a training designed to help early career educators raise their personal awareness, increase their knowledge, and advance their skills to implement educational equity/abolitionist teaching in their classrooms. Abolitionist teaching is both external and internal, as it addresses systemic oppression and educational inequities. LOVEWORKS also creates student-centered environments in the classroom that promote and sustain individual and collective wellness rooted in joy and belonging.

Iowa State Education Association

Educators Leading the Profession

ISEA and its partner affiliates will use their GPS Fund grant to address the fact that nearly half of all new teachers leave the profession. This revolving door of new educators negatively impacts student learning, wastes valuable district resources, and disrupts building community. By connecting early career educators with exemplary, experienced teachers who will coach and mentor them, Educators Leading the Profession will create a better way to help new teachers feel confident and supported in the difficult early years. The creation of an expectation that this type of professional support is a core practice is integral to ensuring that early career educators succeed and that student learning benefits.

Massachusetts Teachers Association

ESP Statewide Leadership Mentoring Program

MTA will use its GPS Fund grant to support its ESP Statewide Leadership Mentoring Program, a multi-regional and multi-local program grounded in the belief that ESPs are important union leaders. ESPs need to develop a set of leadership competencies that will enable them to thrive as union leaders, so this Program will foster the development, capacity building, and mobilization of leadership skills designed to secure the next generation of advocates. Because a mentoring model is the most effective and sustainable way to achieve this vision, the Program will support emerging ESPs throughout their leadership development journey. The most effective way to establish this new statewide ESP program is to place ownership in the hands of current leaders, “for ESPs by ESPs.”

NEA-Rhode Island

Reading Across America: Diversity Lesson Planning for Early Career Educators

NEA-RH will use its GPS Fund grant to support Reading Across America: Diversity Lesson Planning for Early Career Educators, a program designed to support teachers in their first few years in the classroom. By using NEA’s Read Across America book selections appropriate for each grade level, early career educators will work in concert with experienced classroom teachers and university professors to create lesson plans devoted to diversity and inclusion while helping students achieve state and local standards. This pairing of mentee with mentor teachers will foster partnerships around Rhode Island to create a network of educators dedicated to diversity and inclusion.

United Teachers Los Angeles

Deepening and Expanding Interest-Holder-led Community Schools in Los Angeles

UTLA, as part of the California Alliance for Community Schools (CACS) and the CTA, advocated for and won a \$4 billion investment in Community Schools through the California Community Schools Partnership Program. UTLA will use the GPS Fund grant to ensure that the over 1,000 Community Schools that open up over the next three years will see LAUSD as a model for effective, transformative and impactful implementation led by stakeholders.

NEA-New Hampshire

Educator Voice and Agency: Teacher Leaders, Students, and Communities

NEA-NH will use its GPS Fund grant to support Educator Voice and Agency, a program designed to establish and advance teachers’ connections with students, families, colleagues, and the wider community while advancing their careers. The grant supports three pathways and activities: 1) Performance Learning elevates teachers’ experience in competency-based learning to train and mentor less experienced teachers; 2) Teacher Leadership provides advanced communications training so teachers can take leadership roles in establishing strong relationships with the wider school community; and 3) Teacher Advancement paves the way for educators experiencing systemic and/or financial roadblocks to access further education in NEA communities in need of highly trained, competency-based teachers.

South Carolina Education Association

Improving Educator Recruitment and Retention by Providing Dynamic Wellness and Learning Resources

SCEA will use its GPS Fund grant to support Center for Educator Wellness and Learning (CEWL), which will serve as the state’s leading provider of relevant and engaging professional learning and induction. Through webinars, in-person sessions, workshops, retreats, roundtables, livestreams, podcasts, and blogs, CEWL will build educator efficacy and promote educator wellness. CEWL will place an emphasis on addressing educator stress, trauma-informed practices, restorative practices, and racial, economic, and social justice issues.

Virginia Education Association

Professional Development and Support for Virginia’s Mandatory Cultural Competence Standards and Licensure Requirements

VEA will use its GPS Grant to provide professional development consistent with Virginia’s new legislation requiring mandatory cultural competence training for teachers, principals, and superintendents. Key programs will include support for more effective teaching via additional racial justice PD, content-specific professional learning, and early career educator mentoring. There will be assessments at the end of each module, and educators will have the option to receive a micro-credential at the end of the PD program. Delivery is in a hybrid form; enrollees will participate both in person and virtually. An advisory board of staff, members, and partners will assist with review and implementation.

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

Brian Lee, 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

Robert Rodriguez

Christine Sampson-Clark

Hanna Vaandering

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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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