



MEMORANDUM

TO: Delegates of the 2016 NEA Representative Assembly

FROM: Becky Pringle, Vice President and GPS Fund Oversight Committee Chair
National Education Association

DATE: July 2016

RE: Great Public Schools Fund Grants

Attached is the report on the NEA Great Public Schools Fund (“GPS Fund” or the “Fund”) for fiscal year 2015–2016.

Beginning with the 2013–2014 membership year, the annual membership dues of active members of the Association, as computed pursuant to Bylaw 2-7a, were increased by three dollars (\$3.00) as required by Bylaw 2-7p. This dues increase is allocated for a Special Purpose Fund to help NEA affiliates advance the goal of great public schools for all students in the form of GPS Fund Grants.

The Board of Directors has developed guidelines to implement Bylaw 2-7p, which were last updated in May 2015.

This report provides a summary of GPS Fund activities since the 2015 Representative Assembly.

Please note the next GPS Fund grant application deadline is September 1, 2016. There is also an “Intent to Apply” form requested by August 1, 2016. Each document can be found online at NEA.org.

Grant applications for the 2016-17 cycle will include a Priority Focus, which will be communicated to state affiliates and detailed on NEA.org and other communications channels. Grant proposals that concentrate on the Priority Focus will receive additional weight in the evaluation process.

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NEA GPS FUND

ANNUAL REPORT

JULY 2016 RA

SUMMARY

In July 2013, NEA members voted to develop a fund that would provide grants to state and local affiliates with promising projects and ideas to help improve student success. This fund became known as the NEA Great Public Schools Fund. Funds are provided to help affiliates demonstrate leadership in enhancing the quality of public education and to assist in the development and implementation of an agenda that engages members, with an emphasis on student-centered success through union collaboration.

Grants are awarded using criteria that focus on ensuring successful students, accomplished professionals, dynamic collaboration, and empowered leaders. The Fund is managed by the NEA Center for Great Public Schools (“CGPS” or the “Center”), with governance guidance and expertise from an Oversight Committee. **This commitment by NEA members to transforming education has resulted in the awarding of 79 GPS Fund grants, totaling \$20.5 million to 63 affiliates in 37 states.**

HISTORY OF AWARDS

FISCAL YEAR	# OF APPLICATIONS	# OF AWARDS
2013-14	69	40
2014-15	65	17
2015-16	35	22
TOTALS	169	79

FISCAL YEAR	\$ AMOUNT REQUESTED	\$ AMOUNT AWARDED
2013-14	\$23.1 million	\$13.4 million
2014-15	\$15.9 million	\$3.1 million
2015-16	\$10.4 million	\$4.0 million
TOTALS	\$49.4 million	\$20.5 million

A list of every awarded GPS Fund grant can be found on the NEA.org website, specifically at:
<http://www.nea.org/grants/gpsfundgrants.html>

NEW IN 2015-16

Intent to Apply

In order to provide CGPS with an idea of forthcoming proposals, an Intent to Apply (“ITA”) form was created to complement the full grant application. Found on NEA.org, this form is submitted by affiliates between 30-60 days prior to the application deadline. The information requested is intended to assist affiliates in thinking through some of the information required in the application.

The ITA is critical to helping the Center understand how many requests and how much funding will be solicited for each grant cycle. It also provides the opportunity to forward grant requests not directly relevant to GPS Fund work to other NEA Centers for consideration, as appropriate.

Grantee Points of Contact

At any given time, there are dozens of active GPS Fund grants; the success of these grants requires more than monetary support. Grant Specialists within the Center serve as thought partners and sounding boards, before the application is submitted and after a grant is awarded.

Site Visits

The Center and Oversight Committee are heavily invested in the important and innovative work being undertaken by our affiliates and their partners. Site visits provide the opportunity to see the work of grantees first-hand, connect grantees with each other and with other CPGS resources. The idea is not to find fault, but to underscore the investment and document the great work that is being performed. Many of the programs that are seeded with GPS Fund grants are of interest to other affiliates, and this is one avenue for replicating and extending the lessons learned, best practices, and equally important, key learnings from those efforts that were not successful that also can help drive affiliate success.

Affiliate Outreach

The branding, engagement, and promotion of GPS Fund grant work (and ultimately the effect it has on educators and their students) is being leveraged and strengthened through outreach.

Trainings / Webinars

A series of trainings via webinar has been initiated. These webinars set the stage for grant work that is important and impactful for interested affiliates. Since effective proposals can take months to write and not every affiliate has worked on grants before, proactively discussing and defining various aspects of a successful proposal should make (and have made) for better quality proposals, which benefits all parties – and ultimately the students being served.

This year, the Center has initiated a series of nine separate, but related webinars to allow interested affiliates and their partners from across the country to participate, ask questions, and learn valuable skills relative to grant writing and the GPS Fund. In addition, each webinar is recorded and made available online, while the feedback on the webinar series has been both encouraging and positive.

The 2016 webinar schedule includes:

Date	Topic
May 5	GPS Fund Grants: Introductory Overview, Process & Timeline
May 6	Center for Great Public Schools Grant Writing Workshop: Helping to Write Grants and Find Resources (Including Non-NEA)
May 15	GPS Fund Grants: Focus on Higher Education (HE)
May 16	You Have a GPS Fund Grant: Now What? <i>(For Recent Awardees Only)</i>
May 16	GPS Fund Grants: Focus on Education Support Professionals (ESPs)
May 23	GPS Fund Grant Writing Module 1: Strategic Focus, NEA Linkages & Building Affiliate Capacity
June 6	GPS Fund Grant Writing Module 2: Goals, NEA Links & Measurable Outcomes
June 17	GPS Fund Grant Writing Module 3: Budget Development, Partners, Matching & Sustainability
August 15	GPS Fund Grant Writing Module 4: Final Copy – Mistakes to Avoid, How to Edit

EdCommunities Grant Support Group

To better communicate with grantees and potential grantees, an online group site was created through NEA360, entitled, “NEA Grants 4 Great Public Schools.” The site and grants group are free to join (www.mynea360.org). To date, the group has proved to have great traction with affiliate staff interested in learning more about the GPS Fund. All questions asked on the site (and their answers) are visible to the entire group, which reinforces the notion of the site as a learning environment. In addition, deadlines and reminders are posted, important links are disseminated, and the recorded webinars are housed for future reference and use.

OVERSIGHT COMMITTEE

Member	Organization
Becky Pringle, Chair	NEA Vice President
Princess Moss	NEA Secretary-Treasurer
Penni Cyr	President, National Council of State Education Associations (NCSEA)
Katherine Underwood	President, National Council of Urban Education Associations (NCUEA)
Debby Chandler	President, National Council for Education Support Professionals (NCESP)
DeWayne Sheaffer	President, National Council for Higher Education (NCHE)
Tim Parker	At-large NEA Board Member
Andy Coons	Senior Director, Center for Great Public Schools (CGPS)
Segun Eubanks	Director, Professional Educator Supports Department (PES)

HIGHLIGHTING 2015-16 AWARDEES

Competition for GPS Fund grants remains strong among NEA affiliates. New initiatives implemented in 2015-16 to support affiliates in the application process and the work outlined in proposals, promises the quality and value of the work will continue to improve.

The following list (in alphabetical order, by affiliate) briefly highlights the 2015-16 GPS Fund grant awardees:

Ashland Education Association (Oregon)

Investigating Distributive Leadership at Ashland High School

Ashland Education Association, in collaboration with Ashland High School, will explore ways to distribute leadership among staff using a leadership model. The grant also will be used to assist with recruiting and retaining excellent teachers by providing career pathways that leverage various skill sets.

Central Adams UniServ (Colorado)

Leading Without Leaving: Professional Development the Union Way

Central Adams UniServ will create a professional development program called Core Collaborative (C2). C2 is a teacher-led professional learning series that will bring teachers together to learn collaboratively, from each other and selected Teacher Leader experts. C2 is built on the gradual release model.

Clark County Education Association (Nevada)

Peer Assistance and Review (PAR) Program Study

Clark County Education Association will develop and support a research study on the Clark County School District PAR Program. This project is a collaborative effort to improve instruction by supporting new, and ultimately, under-performing teachers. The PAR program will be implemented in 22 schools; all are chronically underperforming schools and traditionally are the hardest to staff.

Colorado Education Association

More & Better Learning Time

Colorado Education Association, in partnership with the National Center on Time & Learning, will continue implementation of its More & Better Learning Time initiative. This work includes customized support to Denver's teacher-led Math, Science and Leadership Academy and develops the school redesign team as co-facilitators of the process for a new cohort of schools. The grant also will help to enhance the capacity to initiate, lead and sustain positive school change.

Delaware State Education Association

The Delaware Teacher Leadership Initiative: Growing and Supporting Teacher Leadership

Delaware State Education Association, in collaboration with Schools That Lead, will continue the work of the Teacher Leadership Initiative, a program for teacher leaders, principal(s), and peers. The work includes 8 days of professional development for teacher leaders and 4 days of professional development for principals. The professional development for principals focuses on engaging teachers in the examination of how student learning takes place in the classroom.

Federal Education Association

Enhancing the Professional through Real Collaboration

Federal Education Association will create a program to provide teachers and educational aides with opportunities to receive instruction on best practices and earning re-certification credit at the same time. The goals are to identify 2-3 excellent teacher leaders in each of the relevant areas, including stateside schools, Europe, and the Pacific [Asia]. These teacher leaders will work as a team, to create the details of a professional development/leadership course.

Federal Education Association

Empowering Music Teachers to Lead the Way to Student Success

Federal Education Association will create professional development opportunities for international music educators. FEA will partner with the European Music Educators Association and the Department of Defense Education Association to develop curriculum resources and make the resources internationally available through an online resource bank.

Green Bay Education Association (Wisconsin)

Teacher Effectiveness and Continuous Improvement for Students

Green Bay Education Association, in collaboration with the Green Bay Area Public School District, will provide GBEA members advanced and continuous trainings on improvement and workload management skills. The grant also will allow GBEA to provide trainings through Accomplished Professionals; create the Empowered Leaders training plan; and foster dynamic collaboration that will give leaders the opportunity to engage a variety of stakeholders moving forward.

Idaho Education Association

Professional Development, Including Summer PD Institute

Idaho Education Association will establish a Summer Institute Professional Development program to assist in preparing and training a cadre of knowledgeable and practicing IEA educators with a focus on professional learning opportunities. In addition, the grant will be used to provide on-demand workshops and a stipend for IEA member-trainers for the time spent creating and delivering the lessons.

Illinois Education Association

Supporting Our Professionals and the Students They Serve

Illinois Education Association will support, provide and sustain high quality online and face-to-face professional learning opportunities for association members and expand partnerships with other high quality professional development providers. The goal of this work is to develop and/or connect powerful professional learning opportunities for members and create a research-based roadmap to address the physical and emotional health of students and their families.

Louisiana Association of Educators

The Time is Now to Lead with LAE

Louisiana Association of Educators will develop and implement three cadres of Board Certified Teachers to help Louisiana teachers receive professional development assistance to prepare for Board certification. LAE will create a well-trained, stable, teaching-and-learning community, designed to nurture younger educators, career educators, and education support professionals as they progress through their careers.

Massachusetts Teachers Association

A Whole School Approach to Restorative Practices

Massachusetts Teachers Association will create a sustainable restorative practices program at Fuller Middle School in Framingham, Massachusetts. MTA will partner with the Framingham Teachers Association and the Town of Framingham Public Schools to develop a program at Fuller Middle School that will serve as a model for redefining and redirecting traditional state and local disciplinary practices in ways that have been proven to foster a culture of student success.

Montgomery County Education Association (Maryland)

Local to Local - Building Strong Affiliates is Our Work

Montgomery County Education Association will develop content, build the structure, and deliver coaching and support to NEA target locals to assist them in using National Board for Professional Teaching Standards programming and National Board Certified Teachers to build strong locals. MCEA will also use the GPS Fund grant to pilot a union-led Pipeline to the Profession intern program that will organize new members and prepare them to own their profession and leading the professions in work around equity and justice issues.

Moreno Valley Educators Association (California)

Increasing Purposeful Excellence, Reducing Unconscious Bias

Moreno Valley Educators Association, in collaboration with the Moreno Valley Unified School District (MVUSD) and other partners, will continue work on its “Increasing Purposeful Excellence, Reducing Unconscious Bias” project. The objectives are to expand Unconscious Bias trainings to reach at least half of the 1,650-member association across all sites; engage key external partners; and generate significant, measurable impact on student success in the high-needs MVUSD.

Nevada State Education Association

NSEA Professional Development Academy

Nevada State Education Association will create a Professional Development Academy, designed to help early career educators, rural educators, and Education Support Professionals acquire and enhance effective skills to foster student success. The NSEA Professional Development Academy will create and implement face-to-face and web-based learning opportunities.

North Dakota United

Organizing New Members around Professional Development

North Dakota United will develop literacy and instructional coaching frameworks proven to improve student achievement. NDU will partner with a broad cross-section of North Dakota education stakeholders to develop frameworks identified by the U.S. Department of Education to foster student achievement.

Pennsylvania State Education Association

Distributed Leadership for York City Schools

Pennsylvania State Education Association will facilitate a unique partnership to support York City Schools in implementing numerous education reforms, including professional development and follow-up coaching to build needed infrastructure to achieve and sustain site-based management.

Saint Paul Federation of Teachers (Minnesota)

Teaching and Learning Center

Saint Paul Federation of Teachers will create then implement a range of high-quality professional development opportunities, including National Board Certification, family engagement training, restorative practices, and Peer Assistance and Review (PAR). This training will benefit teachers and their students.

United Federation of Teachers (New York)

Progressive Redesign Opportunity Schools for Excellence (PROSE)

United Federation of Teachers (Local #2) will improve the teacher preparation program for Masters-level students who want to become teachers. Working in partnership with the Council of School Supervisors and Administrators and the New York City Department of Education, UFT will create programs of professional training in mentoring relationships, formal teacher leadership roles, along with continuous and shared learning opportunities.

Utah Education Association

Making the Change: Moving to a Teaching and Leadership Agenda

Utah Education Association will use its GPS Fund grant to develop a program to establish changes to organizing around teaching and learning at the UniServ and Local level. Working with eight UniServes to align missions, strategic goals and actual organizing with UEA, the GPS Fund grant will be used to create professional development focusing on education evaluation, Assessment Literacy, and student learning objectives; and change the student program to organize around professional learning.

Washington Education Association

Culturally Responsive Classroom Management

Washington Education Association will partner with the University of Washington and Community of Color Organizations to develop and implement culturally responsive classroom management practices.

Woodbridge Township Education Association (New Jersey)

M-P.A.C.T. Together We Can (Impacting School to Prison Pipeline)

Woodbridge Township Education Association will establish a Motivational Personalized Achievement Contact Team (M-P.A.C.T.) pilot program at Woodbridge High School. The objective of the pilot is to address the social and emotional needs of students most at risk of dropping out of high school, traveling the school-to-prison pipeline and who practice unhealthy lifestyles due to food insecurity and impoverished households.