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MEMORANDUM

TO: Delegates of the 2017 NEA Representative Assembly

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

DATE: July 2017

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 2016–2017.

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 February 2017.

This report provides a summary of GPS Fund activities since the 2016 Representative Assembly.



CGPS
CENTER FOR GREAT
PUBLIC SCHOOLS

2017 **NEA RA GREAT PUBLIC** **SCHOOLS FUND** **REPORT**

NEA GREAT PUBLIC SCHOOLS FUND

RA REPORT

JULY 2017

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 101 GPS Fund grants since inception, totaling \$26.0 million to 72 affiliates in 40 states plus Federal Education Association.**

HISTORY OF AWARDS

FISCAL YEAR	# OF APPLICATIONS	# OF AWARDS
2013-14	69	40
2014-15	65	17
2015-16	35	22
2016-17	44	22
TOTALS	213	101

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
2016-17	\$15.8 million	\$5.5 million
TOTALS	\$65.2 million	\$26.0 million

A list of every awarded GPS Fund grant can be found on the NEA.org website:

<http://www.nea.org/grants/gpsfundgrants.html>

NEW IN 2016-17

Conflict of Interest Policy Implemented

To continue to ensure the Oversight Committee is following best practices for grant governance, the following Conflict of Interest Policy was proposed and approved this year: "As the Oversight Committee responsible for governing the NEA's GPS Fund Grant Program, we understand it is our role to be impartial and fair in judging grant applications. If an individual member of the Committee has an interest in a specific grant application that his/her state or a local in his/her state has submitted, and a conflict of interest should exist, that Committee member will recuse himself/herself from discussing the grant application and refrain from lobbying other reviewers or Committee members on behalf of the affiliate during the grant process." The policy passed unanimously.

Content Clusters & Keywords

To better inform staff and governance about the concentration of grant work, 10 broad "content clusters" were created to allow staff and members to group grants into clusters or buckets of work.

1. Community Engagement
2. Curriculum Development & Improving Instruction
3. Diversity, Equity & Cultural Competence
4. Early Career Educator Support & Engagement
5. Educator Evaluation and/or Educator Effectiveness
6. Educator/Teacher Preparation
7. Leadership and Career Growth
8. Professional Development (PD) and Learning
9. Student Advocacy and Success
10. Systemic Change Initiatives

Drilling down further, a list of 50 keywords was created to further tag each grant within the clusters. This allows a better understanding of the type of work being completed within each group, as well as increased functionality to search, find, and track information on particular issues and funded topics. As an example, under the cluster "Diversity, Equity & Cultural Competence," keywords such as "Social Justice" and "Early Career" can be applied. This type of tagging is not only important to give an overview of how the grant funds are being utilized, but also to help focus and promote discussion amongst like-minded grantees (including on EdCommunities or through presentations at various NEA conferences).

EdCommunities Grant Support Continues

To better communicate with grantees and potential grantees, the Center for Great Public Schools continues to use EdCommunities, specifically a group site entitled, "NEA Grants 4 Great Public Schools." The site and grants group are free to join (www.mynea360.org). To date, the group continues to have great traction with grantees interested in learning more about the GPS Fund, while also reporting out on various activities and milestones. All questions asked on the site (including 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 recorded webinars are housed for future reference and use.

Grant Application Focus

To encourage applications that align with strategic NEA initiatives, the Oversight Committee approved a focus on “Early Career Educators” for the 2016-17 fiscal year. This created a small bonus opportunity for applications that concentrated on early career educator supports. The focus is to be reviewed annually to ensure continued compliance with strategic initiatives, and any changes will be promoted on the public NEA.org grants site (<http://www.nea.org/grants/58935.htm#CGPSE>).

Scaling and Spreading

- Site visits, including a common protocol for reporting, are underway. Each of the two Senior Grant Specialists in the Center and most of the Oversight Committee members have completed site visits with grantees.
- Three of the sessions at this year’s 2017 Leadership Summit in Orlando, FL, focused solely on the GPS Fund, and featured leaders and participants of successfully funded grant projects:
 - *Session 1 GPS Fund Grants - System Change and Improving Instruction: Empowered Educators for Successful Students*
 - *Session 2 GPS Fund Grants - Equity & Cultural Competence: Meeting the Unique Needs of the Whole Student*
 - *Session 3 GPS Fund Grants - Effectiveness: Enhancing and Supporting Educator Leadership*
- As a result of feedback from affiliates and Committee members, the NEA.org grants site that houses details on awarded grants was updated: <http://www.nea.org/grants/gpsfundgrants.html>. Now, affiliate members and prospective grantees can review the full list of grants that have been awarded through use of a dynamic map that will “jump” to descriptions as a state is selected.



GPS Fund Grant Guidelines Updated

As a living document that is meant to be updated by the NEA Board of Directors as necessary, a few changes and clarifications were added to the GPS Fund Grant Guidelines (and approved by the NEA Board of Directors in February 2017).

The purpose of each change is to:

- Provide additional clarification to the Guidelines and ensure the goal and purpose of the GPS Fund Grants are realized, which includes:

- Clarifying and expanding the factors considered during application evaluation by adding language regarding organizational priorities, and a fair distribution of awards (geography, types of grants, constituencies)
- Assist affiliates in spreading and sharing their progress and learning, which includes:
 - Expanding requirements for networking and sharing grant results
- Decrease ambiguity around the grant application timeline and process, which includes:
 - Clarifying the two semi-annual grant periods (application due dates are currently June 1 and December 1 each year)

New Grant Communication Guidelines

To complement and promote the great work of our grantees, a set of Communication Guidelines was created and distributed to all 2016-17 awardees. The purpose of the new Communications Guidelines is to help affiliates think about how they will raise awareness of the good work they are doing, and how that work can be shared more broadly so others may benefit from lessons learned. These include general guidelines for communicating about the grant work, as well as tips on logo usage and how to recognize grants and NEA in media releases.

2016-17 GPS FUND GRANT OVERSIGHT COMMITTEE

Member	Organization
Becky Pringle, Chair	NEA Vice President
Princess Moss	NEA Secretary-Treasurer
Kim Mead	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)
Doug Lea	At-large NEA Board Member
Andy Coons	Senior Director, Center for Great Public Schools (CGPS)
Segun Eubanks	Director, Professional Educator Supports Department (PES)

HIGHLIGHTING 2016-17 AWARDEES

The following list (in alphabetical order, by affiliate) highlights the twenty-two GPS Fund grant awardees in 2016-17:

Associated Pomona Teachers (California)

Organizing CCSS Implementation: Expanding Capacity and Building Sustainability

The Associated Pomona Teachers (APT), a California Teachers Association affiliate, in partnership with Moreno Valley Educators, Corona Norco Teachers, and the San Bernardino Teachers Association will use a GPS Fund Grant to expand capacity to increase the number of members involved in creating collaborative structures, empower local labor management teams to assume the role of consultants, and develop an expanded consortium to engage in implementation of best practices around teaching and learning. This work means getting some 150 schools, 5,789 staff, and 111,000 students ready for Common Core State Standards (CCSS) implementation by bringing CCSS readiness directly to affiliate members who teach core subjects (neither ELA nor Math) and keeping their CCSS readiness on par with those of ELA and Math teachers.

Broward Teachers Union (Florida)

Broward Teachers Union Educator Academy: Educating and Retaining Educators of the Future

The Broward Teachers Union (BTU), a Florida Education Association affiliate, will use a GPS Fund Grant to develop and implement an Academy for Early Career Educators to support professional development and other skill-building activities that promote retention. Early career educators can face a lack of support from community leaders, district personnel, and other education stakeholders on a daily basis; the Academy will work directly with them to help ensure that they acquire skills needed to promote student success and remain in the field as educators in productive school systems. Participation in the Academy will enable early career educators to learn everything they need to be successful in their classrooms, from managing behaviors, planning lessons, and evaluating systems, to acquiring certifications. This Academy's goal is to reduce Broward County's teacher attrition rate by 15 percent in its first year.

Cambridge Faculty Association (New York)

The Classroom Academy: A Teacher Residency Program

The Cambridge Faculty Association (CFA), a New York State United Teachers affiliate, will use its GPS Fund Grant to launch the Classroom Academy Teacher Residency program for graduate-level education preparation students. Working in conjunction with the Hudson Falls Teachers Association and the Saratoga Adirondack Board of Cooperative Educational Services Employees Association, CFA will partner with the State University of New York-Plattsburgh (at Queensbury) to establish a program to promote student success by developing exceptional future teachers.

Participants will be mentored by an accomplished teacher for a two-year period to create a robust, clinically-rich, pre-service experience that is currently unavailable. Alongside participation in a restructured delivery of graduate-level coursework, program participants will receive a solid foundation for their work as they transition into classrooms, serve students, and prove their professional readiness through authentic field experience. Affiliate members engaging in the work as Attending Teachers, mentors, or participants will positively impact student learning by developing a common language and understanding of accomplished practice.

Colorado Education Association

Colorado Education Association Building Instructional Leadership Capacity

The Colorado Education Association (CEA) will use its GPS Fund Grant to continue its three-year commitment to the Instructional Leadership Capacity program, which trains and assists early career educators in Colorado schools to implement educational strategies proven to positively impact student success, specifically:

- Aligning curriculum, instruction, and authentic assessments with standards;
- Re-establishing protocol and structure for frequent monitoring of learning and teaching at student and educator levels;
- Examining and redesigning schedules for time to reclaim at least 15 minutes per day (45 hours of instruction), without adding cost or lengthening the teacher work day; and
- Promoting the Denver Public Schools' restructured Peer Assistance and Review process at the Math Science Leadership Academy to make the peer coaching/evaluation process ongoing and iterative.

In accordance with the Every Student Succeeds Act (ESSA), CEA's Instructional Leadership Capacity program supports 5% of Colorado's lowest performing schools by directly engaging educators, parents, and communities.

Colorado Education Association

Denver School-Based Restorative Practices Partnership

The Colorado Education Association (CEA), in partnership with the Denver Classroom Teachers Association (DCTA), will use its GPS Fund Grant to work with educators and community partners to develop and implement social justice campaigns to help address poverty, institutional racism, and the school-to-prison pipeline. Integral to this effort is supporting and collaborating with the Denver School-based Restorative Practices Partnership to develop effective ways to disseminate social justice findings, initiatives, and programs state-wide. DCTA has developed a model for building a successful restorative school culture and created a school-building implementation guide and visitation program to provide local, regional, and national visitors with opportunities to witness restorative practices in action at three model Denver schools.

Connecticut Education Association

Strengthening PreService Education Through Engaged State and Regional Association Membership

The Connecticut Education Association (CEA), in partnership with NEA Northeast Region affiliates (MA, ME, NH, NJ, NY, PA, RI, and VT) will use its GPS Fund Grant to engage Northeast Region Student Programs in high-quality professional learning and social networking to organize, energize, and strengthen young professionals as early career educators. First year teachers participating in the program will be better prepared to meet the needs of all learners in their classrooms and promote student success. CEA will strengthen the Northeast Region Student Program by expanding the state Student Program Leadership (SP) to a Regional SP Leadership. State SP Leaders will meet virtually every 6-8 to support the work on campuses and plan for a regional conference with key professional learning sessions to better prepare early career educators for their classroom experiences and to build a culture where student members turn to their state affiliates for professional learning.

Florida Education Association

Teachers Leading: Every Child, Every School, Every Day

The Florida Education Association (FEA) will use its GPS Fund Grant to develop and implement the Teachers Leading project, which will provide professional development and peer support to early career educators and novice teachers in Priority Schools who may not be fully certified. Through peer coaching, the project will provide vital skills for combating institutional racism, building cultural competencies, promoting restorative justice, and modeling effective teacher collaboration and professional learning. The project will host teacher-driven problem solving conferences to capitalize on the talents and skills Florida teachers bring to addressing instructional problems of practice, particularly in high-needs schools. FEA's goal is to empower Florida educators to lead school improvement projects by increasing teacher retention rates, strengthening local affiliates, and engaging in union-sponsored, teacher led initiatives.

Fullerton Secondary Teachers Organization (California)

Cultivating Teacher Leaders: A Progressive Approach to Growing and Diversifying the Teaching Profession in California and Beyond

The Fullerton Secondary Teachers Organization (FSTO), a California Teachers Association affiliate, will use a GPS Fund Grant to develop and implement Cultivating Teacher Leaders, a series of three program levels to mitigate the teacher shortage, provide pre-teacher education and support, and diversify the teaching profession in California through ongoing professional education.

The first level, Growing Future Teachers, identifies high school students interested in becoming educators and works with them in monthly workshops on their high school campus or at California State University-Fullerton (CSUF). The second level, Teachers Mentoring Teachers, pairs self-identified undergraduate and teacher-credential students at local community colleges and CSUF who are interested in the teaching profession with a lead mentor teacher. The third level, Teachers Teaching Teachers, allows current educators to deliver inclusive professional development workshops about the Common Core Instructional Shifts in all content areas at any grade level to colleagues.

Idaho Education Association

Idaho Education Association Professional Development for Idaho Educators

The Idaho Education Association (IEA) will use its GPS Fund Grant to continue its work on the IEA Summer Institute, which offers professional issue and content courses, taught by IEA members. Initiated in 2013, the IEA Summer Institute has grown into an opportunity as an opportunity for IEA members to share expertise on cutting edge educational research and concepts. IEA will continue this work by developing a team of classroom educators focused on providing professional learning opportunities to IEA members across Idaho.

Illinois Education Association

State Early Career Leadership Fellows (ECLF)

The Illinois Education Association (IEA) will use a GPS Fund Grant to expand work started in 2015, in partnership with the Iowa State Education Association on the State Early Career Leadership Fellows Program (ECLF). The ECLF program is designed to involve and include state, local, and individual early career educators in professional unionism and social justice unionism from the beginning of their entry into the profession.

Components of the program include: 1) identifying early career educators, activating and preparing them to become formal and informal leaders in their local unions 2) equipping early career educators with skills and resources needed to identify and plan for change through structured curriculum and a leadership, engagement and action project 3) engaging new leaders in productive and meaningful association roles and 4) increasing the capacity of state and local affiliates to support early career educators.

Indiana State Teachers Association

Accomplished Indiana Educators Increase Student Success

The Indiana State Teachers Association (ISTA) will use its GPS Fund Grant to support early career educators through Professional Resources Center (PRC) activities and annual Early Career Educator conferences. The grant also will be used to initiate the ISTA ReSupply program, which will be established to collect and donate classroom resources to PRC members. A portion of the grant funds also will be used to create Professional Pals, a mentoring program to pair active and retired members with early career educators and provide them with support and guidance during the crucial first years.

Minneapolis Federation of Teachers (Minnesota)

Building Authentic and Long-term Engagement: Educators and Parents of Color

The Minneapolis Federation of Teachers (MFT), an Education Minnesota affiliate, will use its GPS Fund Grant to create an Engagement Tool Kit for Educators. The tool kit will be designed to build site-specific parent engagement to help early career educators develop long-term relationships with community members. Participating early career educators will be partnered with veteran educators who can provide support and share best practices. MFT will spend the next three years developing the long-term engagement program, initially focusing on five sites and adopting a two-tiered approach: 1) creating an MFT-specific Parent Advisory Board designed to strengthen existing relationships and 2) developing the Engagement Tool Kit.

NEA-Las Cruces (New Mexico)

Capacity Building for City Wide Community Schools Movement

NEA-Las Cruces, an NEA-New Mexico affiliate, will use its GPS Fund Grant to create New and Energized Educators (NET). NET will provide a nurturing environment for teachers, nourish experiences for teachers, and build a network to help empower teachers. The initiative has four primary objectives: 1) reduce truancy and promote student success through increasing instructional hours, 2) reduce discipline referrals by implementing restorative justice principals, 3) create a school-based health center that includes behavioral health, and 4) increase educator, parent, and student voices in school-site decision making.

NEA-New Hampshire

Teachers Setting the PACE

NEA-New Hampshire will use its GPS Fund Grant to pilot a New Hampshire Department of Education-approved accountability system. The accountability system is designed to support deeper student learning, based on teachers' performance assessments of students. Known as Performance Assessment of Competency Education (PACE), the New Hampshire pilot is supported by a competency-based approach to education; it provides a vehicle for teachers to become more knowledgeable about competency-based education and performance assessment practices. The PACE accountability system greatly reduces the use of standardized tests and increases reliance on teacher-developed performance assessments for both accountability purposes and formative assessments.

NEA-New Hampshire's PACE pilot will focus on: 1) professional development for 26 teachers serving as PACE content leads; 2) support for 60 teachers experienced in PACE, providing them with communication and message training; 3) training in competency-based education practices for 250 educators new to PACE concepts; and 4) a Summer PACE Exhibition for 600 New Hampshire teachers and educators from other states and Education community shareholders to provide information about PACE components.

Nebraska State Education Association

NSEA Recruiting & Engaging Educators of Color by Mentoring for Praxis Test Success

The Nebraska State Education Association (NSEA) will use its GPS Fund Grant to assist 210 ethnic minority pre-service teachers in passing the PRAXIS Core tests and support them with ongoing mentoring. The PRAXIS Core tests are a significant stumbling block for ethnic and minority students seeking to become teachers in Nebraska. Admission to a Nebraska teacher preparation program requires passing the approved basic skills tests; Nebraska requires completion of an approved teacher education preparation program to receive an Initial-, Standard-, or Professional-level teaching certificate. NSEA will work with affiliates and partners to organize a statewide cadre of PRAXIS mentors. Program participants will recruit college students of color, develop a facilitated online course, and encourage participants to become active and engaged Association members.

North Carolina Association of Educators

NCAE Beginning Teacher Organizing Program

The North Carolina Association of Educators (NCAE) will use its GPS Fund Grant to further implement the Beginning Teacher Organizing Program (BTOP). Constructed over the past two years by a team of local leaders and early career educators from locals of varying sizes and settings (rural, suburban, and urban), BTOP is designed to engage and support new teachers as they move through their first five years. The program matches and connects early career educators with instructional and professional resources that support them in their career growth and goals. BTOP leverages communication, mentoring and instructional support, and outreach to help reduce and prevent teacher attrition by fostering community connections with teacher leaders statewide.

Oregon Education Association

Quality Assessment Practices Networked Improvement Community

The Oregon Education Association (OEA) will use its GPS Fund Grant to develop partnerships with local education associations, local school districts, state departments of education, and education community stakeholders to help develop and implement the Quality Assessment Practices Network Improvement Community (NIC). The NIC's will bring educators together with partners to engage in on-going, high-quality professional learning and development, focused on effectively selecting, designing, and using high-quality assessments to help inform instruction. The NIC's ultimate aim is to advocate for, implement, and actualize quality assessment practices in classrooms and schools across Oregon. Building on an existing cadre of Quality Assessment Professional Practice leaders, the NIC will bring education stakeholders together to learn collectively, share successes and challenges, and support implementation of quality assessment practices to help students succeed.

Pikes Peak Education Association (Colorado)

The Pikes Peak Center for Teaching, Learning, and Public Education

The Pikes Peak Education Association (PPEA), a Colorado Education Association affiliate, will use its GPS Fund Grant to develop a mentoring program for and provide professional learning opportunities to early career educators. The Center for Teaching and Learning is designed to provide quality, educator-led professional development and learning and to create pathways of engagement around professional practice that will empower members and elevate educator voices. Establishment of this regional Center will help increase membership and promote potential member engagement across key professional topics. The PPEA Center for Teaching and Learning will offer relevant, educator-led professional development and learnings, establish mentoring programs, create career pathways for members, assist early career educators, and support National Board Certified Teacher candidates.

Port Arthur Teachers Association (Texas)

Transforming Our Culture to Recruit and Retain Effective Teachers

The Port Arthur Teachers Association (PATA), a Texas State Teachers Association affiliate, will use its GPS Fund Grant to implement a portion of its professional development planning to help meet the content needs and learning styles of younger, newer teachers and early career educators. Grant money will provide intensive training for a broad group of educators to help them understand the dynamics of decision-making, develop the knowledge basis to effectively articulate and engage in the decision-making process outlined in the Every Student Succeeds Act (ESSA), and engender a professional culture anchored in cultural competence and teacher effectiveness. Also crucial is expansion of PATA's professional learning platform across critical Port Arthur Independent School District (PAISD) stakeholder groups to sustain ongoing and dynamic dialogue relative to ESSA. Professional development emphasis will include targeted topics of value to new teachers.

Puget Sound UniServ Council (Washington)

Professional Issues Training Cadre (PITC): Resources for Early Educators and Experienced Educators

The Puget Sound UniServ Council (PSUC), a Washington Education Association affiliate, in partnership with 14 Washington State locals (Auburn Education Association, Dieringer Education Association, Dieringer

Education Support Professionals, Enumclaw Education Association, Federal Way Education Association/ Education Support Professionals, Kent Paraprofessionals, Orting Education Association, Sumner Education Support Professionals, Sumner Education Association, Tukwila Education Association, Tukwila Education Support Professionals, Vashon Education Association, Vashon Education Support Professionals, White River Education Association) will use a GPS Fund Grant to improve professional relevancy for members, with particular emphasis on the needs of new educators.

The grant will be used to create a training cadre of 20 education professionals who will identify needed areas of professional development. Trainings will focus on the needs of early career educators, including assistance with the evaluation system, classroom management, formative assessment, Common Core State Standards, culturally responsive intervention strategies and restorative justice techniques, technology, and improving learning in ways designed to promote student success.

The Education Association of Moore (Oklahoma)

The Education Association of Moore (TEAM) Professional Leadership Model

The Education Association of Moore (TEAM), an Oklahoma Education Association affiliate, will use a GPS Fund Grant to provide specifically-targeted support for early career educators through paired peer mentoring, collaborative working groups, participation at national education conferences, professional development opportunities, and district-wide sharing of effective instructional tools and techniques. This Professional Leadership Model is a continuation of a three-tiered peer network made up of Peer Coordinators (oversight), Peer Guides (peer mentorship and collaboration), and Peer Participants (pre-service and early career educators) who work together to further a culture of professional collaboration, mentorship, and continuous learning.

Because the TEAM plan embraces the quality professional development and growth provided by the National Board for Professional Teaching Standards, the grant will be used to offer Jump Start training and mentorship to teachers interested in improving their teaching practice and professional leadership skills.

Wisconsin Education Association Council

WEAC Values ESP

The Wisconsin Education Association Council (WEAC) will use its GPS Fund Grant to create an Education Support Professionals (ESP) Ambassadors Program as part of a larger initiative to identify, train, and enable ESP to serve as leaders. WEAC's ESP Ambassadors project has four components: 1) Establish a design team comprised of experienced WEAC ESP leaders; 2) select ESP Ambassadors to work with leaders and members of local and regional associations; 3) collection data to inform efforts to design and evaluate the project; and 4) promote the value of ESP in educating the whole child through internal/external campaigns.

