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# Garden Grove Education Association

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**President: Kelly Nolan, Electronic Communication AdNotes –Feb 25, 2022  
12966 Euclid Street #100, Garden Grove (714) 638-7480 [www.ggea.org](http://www.ggea.org)**

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**GGEA Mission Statement: GGEA is an association of educators who advocate for the well-being of our membership and the students we serve.**

**GGEA 2021-22 Goal: Engage membership through internal organizing to build a stronger union.**

## **GGEA Scholarship Deadline Extended Educator Effective Block Grant (Input needed)**

### **GGEA Scholarship Deadline Extended**

At this time we have not received any Scholarship applications. Due to this, the GGEA Scholarship Committee is extending the Scholarship application due date to Monday, March 7. The application would still need to be received no later than 5 PM on the 7th.

Students can access the fillable pdf application on the front page of the [ggea.org](http://ggea.org) website. We are also attaching the pdf to this email.

The GGEA office has let the HS counselors know as well.

<https://files.constantcontact.com/ea1a5c0d001/8fd04bc8-7271-4ca8-adc2-592e67b9cbee.pdf?rdr=true>

### **Educator Effective Block Grant (Responses Requested)**

The district is asking for teacher input, suggested ideas/programs, professional development on the how and what would be beneficial in the use of this grant. Below are areas the funds can be expended along with the purpose. Every GGUSD employee will have the opportunity to provide feedback on the annual district survey to go out in April. There will be a portion of the survey for this year that will explain what the grant is, what we can use it for, and ask for feedback from all.

If you have suggestions now, please email me at [president@ggea.org](mailto:president@ggea.org)

*Educator Effectiveness funds may be used to support the professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff. Funds can be expended for any of the following purposes:*

- 1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions*

that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
3. Practices and strategies that reengage pupils and lead to accelerated learning.
4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.
5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.
6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.
7. Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).
9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

## Resources

- EC 41480 [https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?sectionNum=41480.&lawCode=EDC](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=41480.&lawCode=EDC)
- Educator Effectiveness Funds <https://www.cde.ca.gov/pd/ee/eef2021faq.asp>

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**Together Everyone Achieves More**

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## Contact Information

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