

# REPORTS

## On Implementation of Actions of the 2015 Representative Assembly

### Presented to the 95th Representative Assembly Of the National Education Association

July 4–7, 2016

Washington, DC

---

#### Foreword

---

The purpose of this publication is to inform delegates to the 2016 Representative Assembly about the implementation of the actions of the 2015 Representative Assembly. This publication consists of two parts:

1. Report on the implementation of new business;
2. Report on the implementation of committee recommendations received by the 2015 Representative Assembly.





Native American Mascots . . . . .	25
Farmworker Organizing Efforts. . . . .	25
Standardized Testing Study. . . . .	25
Best Practices for English Language Learners with Special Needs . . . . .	26
Voter Identification at Representative Assembly . . . . .	26
Pro-Student, Pro-Teacher Assessment Legislation . . . . .	26
Genetically Modified Organisms. . . . .	26

**Referred to the NEA President**

Task Force on Merged and Non-Merged States. . . . .	26
---	----

**Referred to the Committee on Legislation**

Racketeering Influence and Corrupt Organizations Act . . .	27
Child and Elderly Missing Alert Program Act. . . . .	27

## Implementation of Committee Recommendations

---

Committee on Board Roles, Responsibilities and Leadership Training (now Committee on Board Leadership Development). . . . .	28
Committee on ESP Careers. . . . .	28
Committee on Ethnic Minority Affairs. . . . .	30
Committee on Legislation . . . . .	31
Committee on Local President Release Time Grants . . . . .	31
Committee on Membership Organizing. . . . .	31
Committee on Raise Your Hand (now Committee on Empowered Educators) . . . . .	32
Committee on Sexual Orientation and Gender Identity . . .	33
Advisory Committee on Student Members . . . . .	33
Committee on Women’s Issues . . . . .	34

# Reports on New Business

## Religious Freedom Restoration Acts

*The NEA will develop educational materials for its state affiliates and members about the potential dangers of so-called “religious freedom restoration acts” or RFRAs, which may license individuals and corporations to discriminate on the theory that their religious beliefs require such actions. The materials will describe the current legal landscape at the federal and state level, provide model state legislative amendments to modify existing laws to prevent such discriminatory applications, provide talking points for advocacy, and link to existing resources for members and state affiliates to use in efforts to prevent the use of such laws as a license to discriminate. (2015-A)*

### Completed

NEA is completing educational materials that describe the current legal landscape at the federal and state level, provide model state legislative amendments to modify existing laws to prevent their discriminatory applications, provide talking points for advocacy and link to existing resources for members and state affiliates to use in efforts to prevent the use of such laws as a license to discriminate. Materials will be distributed by June of 2016.

## Institutional Racism

*We, the members of the National Education Association, acknowledge the existence in our country of institutional racism—the societal patterns and practices that have the net effect of imposing oppressive conditions and denying rights, opportunity and equality based upon race. This inequity manifests itself in our schools and in the conditions our students face in their communities. In order to address institutional racism, the National Education Association shall lead by: 1) spotlighting systemic patterns of inequity—racism and educational injustice—that impact our students; and 2) taking action to enhance access and opportunity for our students. NEA will use our collective voice to bring to light and demand change to policies, programs and practices that condone or ignore unequal treatment and hinder student success by:*

- *Providing technical assistance to state, local, and national affiliates to dialogue internally and with the external community and develop plans of action to address institutional racism.*
- *Partnering with a broad coalition of national stakeholders on campaigns and actions to eradicate policies that perpetuate institutional racism in education.*
- *Partnering on campaigns and actions on critical social justice issues impacting students and their communities.*
- *Convening high school students and young people to gather their perspectives to inform our work and the work of others (education stakeholders, policymakers, etc.).*
- *Expanding the work of the Association on issues of institutional racism, including redirecting existing resources and providing grants to affiliates to lead and partner with us on site based projects, such as: + programs aimed at improving school climate and culture, particularly ending the school-to-prison pipeline + supporting campaigns to expand the development*

*and implementation of community schools + expanding local affiliate-school district partnerships that expand educator-led professional development, particularly in areas of cultural competence, diversity, and social justice in order to address institutional racism*

- *Researching implications for NEA’s Strategic Plan and Budget for 2016–2018. (2015-B)*

### Continuing Responsibility

NEA has engaged in many activities around implementation of NBI B as outlined below:

## Spotlighting systemic patterns of inequity—racism and educational injustice—that impact our students; and taking action to enhance access and opportunity for our students.

This work is new ground for us as an Association. This significant charge requires us to focus internally with our leaders, staff and members and externally as we look to impact students, families and communities. And, we will not sacrifice the time and work of quality listening, discernment and engagement. To establish this work as part of all we do at NEA and not an add-on, during the 2015–2016 fiscal year we have sought the necessary expertise and framework. We have framed the goals, strategies and activities as awareness, education and activism and have created a working definition and strategic focus to inform the work.

*Definition – Institutional Racism – the norms, policies and practices that are structured into political, societal and economic institutions that have the net effect of imposing oppressive conditions and denying rights, opportunity and equality to identifiable groups based upon race or ethnicity.*

*Strategic Focus – Racial Justice in Education is a moral and ethical imperative that we must pursue in our efforts to truly realize our mission and vision for public education. Through intentional internal and external engagements on awareness, education and activism, we will work with our members to expand their own self-awareness and redefine their practices so they are empowered to lead to end the systemic patterns of inequity—racism and educational injustice—that affect our students. Using our collective voice and action we will enhance opportunities for students by changing policies and practices that drive inequality and inequity in public education.*

*Awareness – The awareness strategy will create a better understanding of the moral and ethical imperative of this work, why it is essential to public education, what systems and policies are directly related to this work and why the work concepts articulated in NBI B must become part of the Association’s work now and into the future.*

*Education – The education strategy will focus on educating members, leaders, staff and partners on the impacts and long-lasting effects of institutional racism on education and our students.*

*Activism – The activism strategy to eliminate institutional racism in education will include grassroots, partner, local and state actions at all levels of our institutions.*

**Providing technical assistance to state, local, and national affiliates to dialogue internally and with the external community and develop plans of action to address institutional racism.**

Given the significantly varied levels of knowledge, expertise and awareness on institutional racism among members, leaders, staff and communities, we have focused on raising awareness through key engagements. What we learn through critical engagement will be aligned and integrated in the future work of the NEA.

*Engagements (presentations and conversations to increase awareness)* – Engagements have taken place with: NEA Executive Committee (meetings and retreat); NCSEA (Board and Fall Conference); NEA Board (with State Presidents, Vice-Presidents, and Secretary-Treasurers including the Black Board Observance and New Board Member Training); NEA Leadership Summit; G27 (Executive Committee, NCSEA, NCUEA, Senior Directors, Executive Director); Minority and Women’s Leadership Training Programs; Priority Schools Leaders Convening; NEA staff (all staff meeting); Ohio Education Association Board of Directors; the Texas State Teachers Association Student Convening; Idaho Education Association; Human and Civil Rights Committee; NEA Higher Education Conference; NEA ESPQ Conference; Vermont Education Association; Ethnic Minority Affairs Committee (with Officers and governance leads).

*Meetings (planning and information gathering)* – Meetings have taken place with: Institutional Racism staff/governance leads (monthly); NEA Cabinet (senior staff); Joint Labor/Management Committees; the Ethnic Minority Affairs Committee; NCSEA and NCUEA .

*Work in Progress* – Much work remains in progress and will continue, including:

- Discipline and School-to-Prison Pipeline Task Force – this group is drafting an NEA Policy Statement for consideration at the 2016 Representative Assembly.
- Ethnic Minority Affairs Committee – EMAC is charged with identifying systemic patterns of inequity – racism and educational injustice – that impact educators and students and recommending partnerships and strategies to address these specific practices.
- Planning for engagement at NEA Conferences (including the NEA Student Conference and the Joint Conference on Concerns of Minorities and Women); at Student and Priority Schools Leaders Convenings; with the National Council of Higher Education, affiliates, ethnic leaders and G-27.
- Development of strategies and tactics for the 2016–2018 Strategic Plan and Budget.
- Surveys of members, leaders and staff; a scan of affiliate work; focus groups; and an external evaluation.
- Coordination with external partners.
- Development of a resource repository and an online awareness strategy.
- Student member focused webinars.
- State affiliate engagement, including with Colorado, Idaho (including a hearing on Institutional Racism at the Idaho Representative Assembly), Illinois, Missouri, Minnesota, Ohio, Oregon, Vermont, Washington and Wisconsin.

**Partnering with a broad coalition of national stakeholders on campaigns and actions to eradicate policies that perpetuate institutional racism in education.**

We are engaging with national, state and local civil rights and community partners around existing work. We are strategically working with partners such as the Congressional Black Caucus, Congressional Hispanic Caucus, Asian Pacific American Institute of Congressional Studies, Mexican American Legal Defense and Education Fund, National Council of La Raza, League of Latin American United Citizens, National Indian Education Association, National Council of American Indians, National Association for the Advancement of Colored People, National Urban League, National Action Network, Asian Pacific American Labor Alliance, Southeast Asia Resource Action Center, and Asian Americans Advancing Justice.

**Partnering on campaigns and actions on critical social justice issues impacting students and their communities.**

*NEAEdJustice.org* – NEA is launching a sister-site to EdVotes.org at [www.NEAEdJustice.org](http://www.NEAEdJustice.org). The site will provide resources, offer a venue to hear from fellow educators and allow visitors to take action to support social and racial justice causes. NEA is working on content, action, a seamless transition and continued collaboration for when the site goes live. In the meantime, NEA writers continue to share stories highlighting racial justice member activists and to integrate engagement and advocacy into their work.

*Digital Engagement* – Stories on NEA media properties (EdVotes.org, Speak Up For Kids Facebook Page and *NEA Today*) include:

- “Are all Muslims terrorists? One educator’s teachable moment” (<http://educationvotes.nea.org/2016/02/18/are-all-muslims-terrorists-one-educators-teachable-moment/>) – third most trafficked post of the week.
- “How one middle school cut discipline referrals by 98 percent in just one year” (<http://neatoday.org/2016/02/17/middle-school-discipline-referrals/>) – most viewed NEAToday.org story so far in 2016 with 96,084 page views as of April 1 and 16,000 Facebook likes, 1,390 Facebook shares and 42 retweets.
- “‘Happy Slaves’ book pulled by Scholastic after outcry by educators, librarians, activists” (<http://educationvotes.nea.org/2016/02/17/educators-librarians-and-activists-force-scholastic-to-pull-happy-slaves-book/>) – number one most trafficked post of the week.
- “Educators turn up the heat to rescue NC high school student seized in ICE raid on the way to school” (<http://educationvotes.nea.org/2016/02/23/educators-turn-up-the-heat-to-rescue-nc-student-seized-in-ice-raid-on-way-to-school/>) – number one most trafficked post of the week.
- “Flint educators welcome political spotlight as they care for the city’s lead-poisoned children” (<http://educationvotes.nea.org/2016/03/04/flint-educators-welcome-political-spotlight-as-they-care-for-the-citys-lead-poisoned-children/>) – second most trafficked post of the week and second top tweet of the week by reach.

- “Transgender students elated over governor’s veto of controversial bathroom bill” (<http://educationvotes.nea.org/2016/03/15/transgender-students-elated-over-governors-veto-of-controversial-bathroom-bill/>).
- “Trump Poison: Educators do damage control” (<http://educationvotes.nea.org/2016/03/20/trump-poison-educators-do-damage-control/>) – number one most trafficked post of the week and most trafficked meme on Facebook with 2,000 shares; number two most trafficked post the second week.
- “Title VI: A tool for education justice for all students” (<http://educationvotes.nea.org/2016/03/26/title-vi-a-tool-for-education-justice-for-all-students/>).
- “NEA member Jeffrey Farr leads the fight against the school-to-prison pipeline” (<http://educationvotes.nea.org/2016/04/02/keeping-students-out-of-the-school-to-prison-pipeline/>).

**Convening high school students and young people to gather their perspectives to inform our work and the work of others (education stakeholders, policymakers, etc.).**

NEA hosted a Student Leaders Convening on February 27, 2016 in partnership with the Texas State Teachers Association and Dallas NEA. The Convening included 58 students and 18 local educators from two middle schools and eight high schools from across the Dallas and Arlington, Texas region. Student leaders reflected a diverse group, including African American, Arab American, Muslim American, Latina/o American, undocumented students and others. Students had the opportunity to interact, collaborate and participate in a panel with Hip Hop Artist/Social Justice Activist Talib Kweli as he shared his work and thoughts on racial justice and equality and sparked conversation. At the beginning of the day, students participated in a panel and discussion around their diverse experiences on racial equality and justice. Students openly engaged on the following questions:

- What is the best part about being a student of color?
- What is the most challenging part of being a student of color?
- What can adults do to help?

The day concluded with breakout sessions separately for students, educators and community members to discuss their thoughts of the Convening, next steps and region based action plans to take back to their local schools and communities. Ultimately, students left invigorated to speak out about racial injustice, and were committed to take action in their local schools and communities.

NEA will host future Convenings modeled after this initial success, including a Convening during the 2016 RA.

**Expanding the work of the Association on issues of institutional racism, including redirecting existing resources and providing grants to affiliates to lead and partner with us on site based projects, such as programs aimed at improving school climate and culture, particularly ending the school-to-prison pipeline.**

NEA continues to underscore the need for and the success of restorative justice programs in addressing school discipline by highlighting member stories, coalition resources and member engagement via the Disrupt the School-to-Prison Pipeline pledge. (<http://educationvotes.nea.org/petition-shut-down-the-school-to-prison-pipeline/>). We have also provided technical assistance and engagements in Colorado, New Jersey, Maryland, Oregon, Ohio, Massachusetts and Florida. Finally, we have developed resources in collaboration with partners. Specific activities included:

*School-to-Prison Pipeline online engagement:*

- “Freeing Schools from the School-to-Prison Pipeline: Educators share strategies for keeping kids in the classroom and out of the courtroom” (<http://www.nea.org/home/64498.htm>).
- “What the Spring Valley confrontation teaches us about school discipline” (<http://educationvotes.nea.org/?s=spring+valley>).
- Elevation of School Pushout Week with partner Dignity in Schools with several online tweets (<https://twitter.com/edvotes/status/651825145095524352>) and a push to the Restorative Practices guide. (<http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>).
- National Call on Race and School Discipline – On November 12, 2015, President Eskelsen García convened a call ([http://video.nea.org/abs/nea\\_national\\_call\\_151112.mp3](http://video.nea.org/abs/nea_national_call_151112.mp3)) with over 500 education activists from across the country. Lily was joined by Executive Committee member and NEA School-to-Prison Pipeline Taskforce Chair, Kevin Gilbert and Maryland member educator, Jeffrey Farr. A follow-up email to all activists invited to participate asked for feedback and for activists to sign the Disrupt the S2P Pipeline Petition (<http://educationvotes.nea.org/petition-shut-down-the-school-to-prison-pipeline/>).

*School-to-Prison Pipeline Efforts in Denver, CO* – NEA identified Denver as a school-to-prison pipeline deep dive site to study and codify whole-school restorative practices implementation. What we learn from this site will be shared across NEA affiliates so that we can begin to scale our impact on ending the School-to-Prison Pipeline. (<http://www.advancementproject.org/news/entry/education-and-community-leaders-launch-new-model-to-implement-restorative-p>).

**Supporting campaigns to expand the development and implementation of community schools.**

NEA has collaborated with state affiliates and outside partners to develop model state language that would allocate funds for community schools. The language has been introduced in Maryland. Testimonials were collected from community activists in four groups (local and state leaders, members, state legislators and administrators) on the importance of the community schools model to support the needs of students and their families. A website with resources has been developed (<http://www.nea.org/communityschools>). Strategic planning is underway in Colorado and Ohio (which have state strategies) and sites in California, New Mexico, Florida, Maryland and

New Jersey. Funds have been allocated in the 2016–2018 Strategic Plan and Budget to support the expansion of the model.

**Expanding local affiliate-school district partnerships that expand educator-led professional development, particularly in areas of cultural competence, diversity and social justice in order to address institutional racism.**  
The following trainings have been conducted:

Location/Event	Content
Frederick, MD, ESP Conference	Diversity (4 hours)
Orange Beach, AL, Alabama Education Association Minority Leadership Conference	Social Justice (2 hours)
Orange Beach, AL, Alabama Education Association Minority Leadership Conference	Diversity (6 hours)
Leonardtown, MD, St. Mary’s County Education Association, MD	Social Justice Training, repeated once (2 hours)
Leonardtown, MD, St. Mary’s County Education Association, MD	Cultural Competence Training, repeated once (3 hours)
East Brunswick, NJ, New Jersey Education Association Conference	Cultural Competence Overview, repeated once (2 hours)
East Brunswick, NJ, NJEA Conference	Diversity, repeated once (2 hours)
East Brunswick, NJ, NJEA Conference	Cultural Competence, repeated once (2 hours)
Washington, DC, NEA Priority Schools Presidents Meeting	Cultural Competence Overview (90 minutes)
Atchison, KS, Atchison School District #409 (sponsored in partnership with Kansas Education Association and Atchison EA)	Cultural Competence (6 hours)
Louisville, KY, Diversity Training of Trainers for New Diversity Cadre, Jefferson County Teachers Association, KY	Diversity Training of Trainers (40 hours)
Atchison, KS, Diversity Training Refreshers for KNEA Diversity Cadre and Co-delivery of Diversity Training to Atchison School District 409 Participants (event sponsored in partnership with Kansas Education Association and Atchison EA)	Refresher (8 hours) Diversity Training (8 hours)
Anaheim, CA, San Bernardino Teachers Association Conference	Diversity, repeated once (2 hours)
Washington, DC, NEA Priority Schools Presidents Meeting	Social Justice (32 hours)
Louisville, KY. Special Session for Cadre Trainers, Jefferson County Teachers Association	Social Justice (4 hours)
Anaheim, CA, San Bernardino Teachers Association Conference	Social Justice, repeated once (2 hours)
Ventura, CA, Ventura Education Support Professionals Association	Diversity (2 hours)
Wilmington, DE, Delaware State Education Association Winter Advocacy Retreat	Cultural Competence (5.5 hours)
Richmond, VA	Diversity (8 hours)
Voorhees, NJ , Camden County Council of Educators	Social Justice ( 2 hours)
Prince George’s County (MD) Education Association	Cultural Competence (3 hours)
Falls Church, VA , Virginia Education Association, District H	Social Justice (3 hours)



Location/Event	Content
Greensboro, NC, North Carolina Association of Educators ESP Conference	Diversity (2.5 hours)
Vancouver WA, Washington Education Association Regional Diversity Conference	Cultural Competence (4.5 hours)
Oak Lawn, IL (Hosted by School District)	Diversity (6 hours)
Westerville, OH, Westerville (OH) Education Association	Diversity (2 hours)
Richmond, VA, Virginia Education Association	Social Justice and Cultural Competence, (8 hours)
N. Falmouth, MA, Massachusetts Teachers Association ESP Conference	Diversity (2 hours)
Willingboro, NJ, Burlington County Education Association	Cultural Competence (2 hour overview, as presented at Summit)
Woodbury, NJ Gloucester County Education Association	Social Justice (2 hours)
Austin, TX, Education Austin (TX)PD Day at Kealing Middle School	Diversity (2 hour session repeated 3 times)
Rockaway, NJ, Morris County (NJ) Council of Education Associations	Cultural Competence (2 hour overview, as presented at Summit)
Dover DE, Delaware State Education Association	Cultural Competence (3 hours)
Dover DE, Delaware State Education Association Minority Leadership Conference	Social Justice Overview (1.5 hours)
Upcoming Training Events Requested and Scheduled To Date	Content
Iselin, NJ, NJEA Minority Leadership and Recruitment Conference	Diversity (4 hours)
Guilford County (NC) Association of Educators	Diversity (2 hours)
Guilford County (NC) Association of Educators	(Social Justice, (2 hours)
Kissimmee, FL, Osceola County (FL)Education Association	Cultural Competence (3 hours)
Bend, OR, Oregon Education Association	Social Justice, 2 concurrent sessions (4 hours)
Pocatello, ID, Idaho Education Association	Cultural Competence (6 hours)

**Researching implications for NEA’s Strategic Plan and Budget for 2016–2018.**

Tactics, activities and monetary funds have been allocated in the 2016–2018 Strategic Plan and Budget to continue the work of this NBI.

**Accountability Task Force Implementation**

*NEA shall convene a panel(s) of public education stakeholders, primarily comprised of NEA members to: \*Develop strategies to bridge the gap between our current reality and our aspirational vision of shared responsibility for the public education system. \*Explore how educator support systems can grow to align with meaningful professional continua, such as those outlined in the report. \*Report to the NEA Board of Directors. (2015-C)*

*Continuing Responsibility*

An expert panel of stakeholders—primarily NEA members—was identified and met digitally and face-to-face to review the current status of professional support systems generally in place around the United States, analyze current research and exemplary programs of support and make recommendations on strategies. The report will be presented to the NEA Board of Directors at their fall 2016 meeting.

**Accountability Task Force: ESP and SISP Professional Continuum**

*NEA shall engage NEA members and other experts in the field to design professional continuum models for educators in the ESP and specialized instruction support professional (SISP) job families. A report shall go to the NEA Board of Directors. (2015-D)*

### *Completed*

With regard to the ESP portion of this NBI, the Elevating ESP Careers Workgroup (EEC) and the ESP Careers Committee (ECC) met January 21–23, 2016 in Albuquerque, New Mexico to continue developing career continua for the nine ESP career families. After two complete meetings using Participatory Action Research with members from each of the nine career families, the following data has been identified: a draft of Universal ESP standards; the level of detail needed to define a “standard” and the model and terminology for the Professional Growth Continuums (PGC). NEA is also engaging members of the nine career families through a VIVA exchange to collect data and make recommendations on development of the PGC. NEA continues to develop the PGC for each of the nine career families, including success criteria for each level.

With regard to the SISP portion of the NBI, NEA hosted members and staff from the following organizations in March 2016: American Art Therapy Association, American Counseling Association, American Council for School Social Work, American Dance Therapy Association, American Music Therapy Association, American Occupational Therapy Association, American Psychological Association, American Physical Therapy Association, American School Counselor Association, American Speech-Language-Hearing Association, National Association of School Nurses, National Association of School Psychologists, National Association of Social Workers and the School Social Work Association of America. The goal of the meeting was to address professional frameworks of certification, specific discipline licensure, framework(s) of individual practice and growth models, as well as expertise and needs of SISP. A robust, focused meeting ensued with common elements and themes emerging for needed collaboration, systemic change, leadership and advocacy of and for over a million SISP serving students throughout the country.

Specialized instructional support personnel perform a wide range of critical work in schools, including a broad array of prevention and intervention services that promote effective teaching and learning and school success. This terminology (now included in the Every Student Succeeds Act) clarifies that these education professionals possess specialized skills that enhance quality instruction. SISP also collaborate with teachers, parents and school staff to ensure that students receive high quality instruction responsive to their diverse academic, physical, social, emotional and mental health needs.

### **National Teachers Hall of Fame**

*The National Education Association will work with the National Teachers Hall of Fame Museum to make it inclusive of all educators. (2015-1)*

### *Completed*

Each year, five teachers are chosen for induction to the National Teachers Hall of Fame (NTHF) from among millions of extraordinary teachers. NEA has partnered with the NTHF to be intentional about sharing NTHF resource guides and promoting NTHF with the Congressional Black Caucus, Congressional Hispanic Caucus, Asian Pacific American Institute of Congressional Studies, Mexican American Legal Defense and Education Fund, National Council of La Raza, League of Latin American United Citizens, National Indian Education Association, National Council of American Indians, National Association for the

Advancement of Colored People, National Urban League, National Action Network, Asian Pacific American Labor Alliance, Southeast Asia Resource Action Center and Asian Americans Advancing Justice. NEA’s specific activities include:

- Promoting NTHF enterprise wide, particularly through NEA’s Department of ESP Quality.
- Encouraging members, parents and community members to nominate educators who have honored the profession through a minimum of 20 years of excellence in teaching, with the intent to recognize more minority educators.
- Encouraging members, affiliates and external partners to contribute to the NTHF.
- Using media capabilities to expand visibility of the NTHF and placing a link to NTHF on the NEA website.
- Sponsoring an inductee recognition fundraising event in Washington, DC that will honor the 2016 inductees.
- Providing special recognition of inductees through paid advertising and/or earned media at NEA’s Representative Assembly.

### **Immigration Reform Organizer’s Toolkit**

*The NEA will create a Comprehensive Immigration Reform Organizer’s Toolkit housing NEA-branded literature, videos and resources regarding Deferred Action for Childhood Arrivals (DACA). The toolkit will be housed on the NEA website via the Human Rights and Civil Rights media portal and will provide organizers a step-by-step resource guide outlining how to engage, educate and empower members and DREAMERS in their local and state affiliates. (2015-2)*

### *Completed by June 2016*

As of this report, NEA was in the process of finalizing the DACA toolkit, with expected completion by June 2016. The toolkit will include member voices and practical steps and guides for supporting DACA-eligible students in members’ schools, and will have resources embedded within it.

### **English Language Learner Publications**

*NEA will use social media and other appropriate low cost or no cost communication to inform state and local affiliates and members about these two publications that are available to download on the NEA website: “Meeting the Unique Needs of Long Term English Learners” and “All In! How Educators can Advocate for English Learners.” (2015-3)*

### *Completed*

The two NEA publications and ELL advocacy guides: “Meeting the Unique Needs of Long Term English Learners” and “All In! How Educators can Advocate for English Learners” have been promoted on the NEA Human and Civil Rights website (<http://www.nea.org/home/64661.htm#ell>), on fellow advocacy partner Colorín Colorado’s site (<http://www.colorincolorado.org/guide/all-how-educators-can-advocate-english-language-learners>) and on social media.

### **Negative Consequences for Test Refusal**

*NEA will publicize through existing channels: 1. Documented instances, as shared by members to state affiliates or NEA directly, in which students experienced negative consequences for refusing to take Smarter Balanced Assessment or PARCC or*

other state mandated high stakes test (consequences may include, but not be limited to, denial of program placement, exclusion from school sponsored event, unfair treatment during test sessions, etc.) 2. Publicize through existing communication channels how members or other advocates have fought successfully to help students overcome attempts at retribution for opting out. 3. Provide, on the NEA website, model legislative language for use at the state level, legislation of this kind can be introduced by members or parents' rights groups for sponsorship by friendly legislators or as a statewide initiative to the people that prevents punitive actions or negative consequences carried out by districts and/or school staff including but not limited to program placement decisions or other exclusionary consequences for students who do not take state mandated assessments. (2015-4)

#### *Completed*

NEA continued to develop resources to address all new business items related to opting out of high stakes tests. Implementation involved work across the Association.

Model legislative language is available on nea.org (<http://www.nea.org/home/62527.htm>) regarding parents' rights to opt out of standardized assessments. Additional work continues around providing information to members, utilizing a variety of means.

NEA is coordinating with organizational partners to contribute to these resources and to highlight families who have supported efforts to fight the impact of high stakes standardized testing. An online location to support information in this area has been reserved, and when completed will reside in the Time to Learn portal on nea.org. (<http://www.nea.org/timetolearn>).

Information on opt-out for NEA members is also provided on the EdCommunities website ([www.mynea360.org](http://www.mynea360.org)), specifically related to opportunities under the newly-enacted Every Student Succeeds Act (ESSA). Additionally, NEA partner organizations, including Alliance to Reclaim Our Schools and Fair Test, provide information about opt out. NEA is leading a testing campaign under ESSA opportunities, allowing interested locals to choose the best approach for their communities. This often includes education about opt-out.

#### **Secretary of Education**

*Upon conclusion of the next Democrat and Republican Presidential National Conventions, the NEA President will make a formal request to both Presidential Candidates requesting if they are elected they will appoint a Secretary of Education who has proven education experience that correlates to the core values of the NEA. (2015-7)*

#### *To Be Completed by August 2016*

This action will be executed in the case of the Republican nominee following the Republican National Convention in Cleveland July 18–21, 2016. The Democratic nominee will receive a communication following the Democratic National Convention in Philadelphia, July 25, 2016.

#### **Refusal of State Mandated Assessments**

*NEA will educate and empower members to exercise their rights to refuse state mandated assessments for their own children and promote their choice to exercise those rights through existing communication channels. (2015-8)*

#### *Completed*

See report for NBI 2015-4 above.

#### **Defined Benefit and Defined Contribution Pension Plans**

*The NEA will publish in NEA Today and other publications an article that details the economic value of Defined Benefit pension plans compared to Defined Contribution plans and advocates for the preservation and/or adoption of Defined Benefit plans by all states. (2015-9)*

#### *Completed*

An article entitled, "Ready for Retirement?," detailing how defined benefit pension plans provide more retirement security at less cost compared to defined contribution plans appeared in the winter 2016 issue of *NEA Today*. Additionally, the article was published on NEAToday.org and in *NEA Today Express*, an e-newsletter distributed to approximately 900,000 NEA staff, members and other educators and community leaders. The article is available at <http://www.nea.org/home/66036.htm>.

In addition, Bloomberg BNA's pension and benefits blog carried an article comparing pensions and DC plans, "401(K) Plans' Inefficiency Struggles Will Grow," written by an NEA staff member. NEA shared the article with NEA member trustees and state affiliate pension liaisons. The piece has also been promoted by the California Teachers Association on its retirement issues website and by the Trustee Leadership Forum, National Council on Teacher Retirement, National Public Pension Coalition and even the Alliance for Retirement Income Adequacy in Canada. To read this article, see <http://www.bna.com/401k-plans-inefficiency-b57982067698/>.

#### **Social Justice in Teaching Practice**

*The NEA will use its communication tools to highlight examples of NEA members who incorporate social justice into their teaching practice or community engagement. (2015-10)*

#### *Completed*

The development of the engagement platform NEAEdJustice.org continued, with a soft launch expected by the end of April 2016. A cross-departmental launch plan for internal and external audiences is in development. Examples of social justice stories on EdVotes.org include:

- <http://educationvotes.nea.org/2016/02/18/are-all-muslims-terrorists-one-educators-teachable-moment/>
- <http://educationvotes.nea.org/2016/03/05/undocumented-students-safety-in-public-schools-questioned-as-ice-raids-continue/>
- <http://educationvotes.nea.org/2016/03/15/transgender-students-elated-over-governors-veto-of-controversial-bathroom-bill/>
- <http://educationvotes.nea.org/2016/03/18/flint-mi-water-crisis-gov-snyder-goes-to-congress-families-still-look-for-answers/>
- <http://educationvotes.nea.org/2016/03/20/trump-poison-educators-do-damage-control/>

#### **Confederate Flag**

*The NEA RA directs the NEA to support, in ways it finds appropriate and effective, efforts to remove the Confederate battle flag from public schools and public spaces. (2015-11)*

#### *Completed*

NEA drafted model state legislation and a model school board resolution that were distributed to state affiliates. We also conducted a comprehensive research project

to analyze state activity, and coordinated and shared model legislation and resolution language with national civil rights partners for work within particular states. NEA shared model language with Members of Congress who have taken a leadership role regarding this issue. At the time of this report, very few states or local school boards had introduced bills or resolutions calling for the removal of the Confederate battle flag from public spaces and/or public schools. With our model legislation in hand, state affiliates can work to get laws passed around the country. NEA has also highlighted actions in communities and states across the country. A story on EdVotes.org is slated for spring 2016 to share information and drive activism to end the use of the Confederate battle flag.

### **Koch Brothers Brands and Products**

*The NEA, using existing communication avenues, shall educate its affiliates, members and the member's school districts about the brands and products the Koch brothers own. In addition, notify these same members and districts about the organizations such as various think tanks, American Legislative Exchange Council (ALEC) and Americans for Prosperity, to name a few that the Koch Brothers fund. (2015-13)*

#### *Completed*

On July 28, EdVotes.org, NEA's premier political action website, posted an article about the annual ALEC meeting and the protests that educators and others launched outside the gathering. EdVotes.org has featured three additional articles since July, one of which had 1,300 likes on Facebook from readers. In addition, EdVotes.org published four articles since September 2015 highlighting the role played by Americans for Prosperity in local school board elections articles. The site also regularly shares articles and reports about the Koch brothers, ALEC and Americans for Prosperity on its Facebook page, Speak Up for Education and Children.

### **Student Data Privacy**

*NEA shall consolidate existing research about school districts providing confidential student data to testing companies or other corporate entities and publicize the violations of NEA policy (CR33) to protect students' privacy and safeguard students and members from exploitation of such information. Publicity will be through existing channels as well as in a press release to major news organizations. (2015-14)*

#### *Completed*

NEA conducted a comprehensive review of existing research regarding the collection and use of student data, including personally identifiable information. NEA also reviewed relevant Association policy, as well as applicable federal law and regulations. NEA drafted a policy brief summarizing federal student data protection statutes and regulations; reviewing violations of these laws as well as situations not covered by statute, but where data have been disclosed in violation of state or local law or policy; and making policy and practice recommendations regarding the collection, use and protection of student data.

### **Educational Impact of Poverty**

*NEA staff will review current literature on the educational impact of poverty on students in their emotional/social growth, stress/trauma, brain development and health and safety issues. NEA will then inform our members on how to combat the*

*effects of poverty in school settings by developing a toolkit of best practices and effective materials for working with students living in poverty around this country, including but not limited to, rural and urban areas. NEA will also develop a training module on how to combat inequalities due to economic disparities among our students. This module will be made available to affiliates and community groups as appropriate. (2015-16)*

#### *Completed*

NEA has completed a background paper, a toolkit and an accompanying sample PowerPoint presentation addressing the educational impact of poverty on students in their emotional/social growth, stress/trauma, brain development and health and safety. Related resources will be disseminated through a number of channels, including during a spring 2016 symposium on the issue.

### **Inaccurate History in Textbooks**

*The NEA, utilizing existing resources, will work with historical scholars and social justice organizations that seek to correct the inaccurate history that is presented in many of our American History textbooks concerning the causes, the immediate aftermath and the long term effects of the American Civil War and Reconstruction. (2015-17)*

#### *Completed by September 1, 2016*

NEA will share on media properties the article on "Correcting Historical Inaccuracies" supplied by the maker of this NBI, along with a second "umbrella" article and resource list developed by the same author, Dr. James Loewen. We will also provide links to existing stories on EdVotes.org and NEAEdJustice.org about NEA members who have taken action to correct inaccuracies in curriculum and textbooks.

### **Climate Disruption**

*The NEA-Retired requests that the NEA will support education by NEA members to their students about climate disruption and the impact on the future of the world. This information can be reported through existing NEA media. (2015-18)*

#### *Completed*

"A People's Curriculum for the Earth," a member-written article on how to teach about climate change, was featured in the spring issue of *NEA Today*. It also was shared via an April issue of *NEA Today Express*. The article was accompanied by a comprehensive list of online resources that can be used by educators to enhance classroom lessons on climate change. Those resources were also published to a newly created microsite at [www.nea.org/climatechange](http://www.nea.org/climatechange).

### **Retirement Issues**

*Using existing communication resources, the NEA-Retired encourages and supports greater national visibility and involvement by NEA in vital retirement issues, including educating all active members on these issues. (2015-20)*

#### *Completed*

NEA published a four-page article with photos for the winter 2016 issue of *NEA Today for NEA-Retired Members*. The article, "Pension Plans: Three Perspectives" ([http://www2.nea.org/mediafiles/flipbook/nea\\_today\\_retired\\_15\\_winter/index.html#p=24](http://www2.nea.org/mediafiles/flipbook/nea_today_retired_15_winter/index.html#p=24)), focused on the strong advantages of a defined benefit plan in providing a secure retirement for participants and their spouses, as well

as providing other protections like disability benefits. In addition, as part of our ongoing efforts to encourage and support greater national visibility and involvement by NEA in vital retirement issues, NEA continues its work with the National Public Pension Coalition (NPCC). Since its Labor Day launch, “Defined Benefit: the Blog about Public Pensions” (<https://protectpensions.org/blog/>), has featured original content by NPCC staff three times a week. Posts include proactive, positive messaging about the role of pensions in the United States, rebuttals and fact checks against misleading, rightwing narratives regarding pensions. In November, NPCC launched its new and improved website, [www.protectpensions.org](http://www.protectpensions.org). The site offers better access to reports, state coalition pages and the NPCC blog.

### **Human Trafficking**

*The NEA will educate members through existing publications and social media about existing and new coalitions being formed against human trafficking and encourage membership and activism in those coalitions. The NEA needs to be a leader in the anti-human trafficking movement. (2015-21)*

#### *Completed*

This New Business Item builds upon previous work within NEA to ensure that our members have information and resources related to curbing human trafficking. In December 2015 and January 2016, NEA posted a Facebook meme (<https://www.facebook.com/neatoday/posts/891612760906742>) with links to resources for educators (<http://www.nea.org/home/64228.htm>). These were uplifted with Twitter by NEA and partner organizations that address human trafficking. Within the first 24 hours following the December post, there were 182 shares and 197 likes, reflecting a very favorable response by NEA members and the public. Education International also featured NEA’s initiative on its website. The NEA.org post includes:

- A guide for educators (as first responders) on human trafficking.
- Links to five organizations that address human trafficking in the United States and abroad.
- Links to resources from the United States government.
- A video featuring NEA President Eskelsen Garcia interviewing Nobel Peace Prize Laureate, Kailash Satyarthi, who has dedicated his life to ending child slavery.

NEA will continue to identify ways that NEA and its members can meaningfully address human trafficking.

### **Ethnic Minority Educator Recruitment and Retention**

*NEA shall advocate to promote a career in teaching and encourage local school systems around the country to recruit and retain ethnic minority educators. Our advocacy will emphasize, but will not be limited to, promoting partnerships between local school systems, higher education institutions with strong teacher preparation programs, historically black colleges and universities, and schools with a significant proportion of ethnic minorities in their teacher preparation programs. (2015-22)*

#### *Completed*

NEA hosted a meeting of key stakeholders to inform new and emerging programs and policies designed to diversify the nation’s PK–12 teaching force. The discussion was built on recent and evolving state, local and

federal programs and policies and created proposals and recommendations to leverage this work. A white paper on recommendations and strategies was drafted and shared through NEA’s digital products.

### **Livable Wage**

*NEA will encourage local leaders to share the personal stories of our members who struggle to meet their basic needs and those of their families because they are not paid a livable wage. These stories will be shared digitally by NEA using existing media resources. (2015-24)*

#### *Completed*

NEA used the ESP Facebook group, Twitter and face-to-face discussions to mine for personal living wage stories. From those stories, NEA designed internet graphics and social media content for Pinterest, Twitter and Facebook to raise awareness around this key issue, as well promote ESP visibility within the #livingwage and #Fightfor15 campaigns. NEA heavily promoted the *NEA Today* and EdVotes.org stories on [nea.org/ESP](http://nea.org/ESP), through *NEA Today Express*, social media and email, including:

- Florida bus driver receives \$3.93 paycheck: “They’re paying us poverty wages” (<http://educationvotes.nea.org/2015/12/18/florida-bus-driver-receives-3-93-paycheck-theyre-paying-us-poverty-wages/>)
- “Number Crunchers Often Target Support Staff For Pay Cuts” (<http://neatoday.org/2015/10/06/number-crunchers-often-target-support-staff-for-pay-cuts/>)
- Twitter: @NEArESPEct and #livingwage: (<https://twitter.com/search?q=%40neaRespect%20%23livingwage&src=typd>).

### **High-Stakes Test Cut Scores**

*NEA, using existing means of communication, will call on state affiliates to lobby their state legislatures to oppose high-stakes tests’ arbitrary cut scores. (2015-25)*

#### *Completed*

NEA provided guidance to state affiliates during regularly scheduled update calls, including information about arbitrary cut scores attached to high-stakes tests. NEA called on affiliates to advocate against attaching high stakes to standardized tests, and for common sense benchmarks.

### **Workload Standards for Special Education Providers**

*Through existing vehicles, the NEA will determine and promote a model for workload standards for all special education service providers who are responsible for fulfilling federal, state and locally mandated services and caseload documentation to ensure that students receive the services they need as determined by the IEP team. Through existing vehicles, an appropriate NEA committee or structure will create or identify a workload analysis model that takes into account the number of IEP identified service hours provided to students, in addition to the number of students assigned per provider, which will be accessible to members for the purposes of collective bargaining and/or collaborative decision-making. (2015-27)*

#### *Completed*

NEA coordinated the caseload vs. workload model via our special education teachers and specialized instructional support personnel. We have completed the final work and,

as of this report, the document was in the design phase. We are developing a series of digital shareables to accompany the promotion of the aforementioned document. The series was released in March, and culminated in NEA publication during SISP Week in April 2016. The model is online at: [https://www.nea.org/assets/docs/19178\\_NBI27\\_Background\\_v2.pdf](https://www.nea.org/assets/docs/19178_NBI27_Background_v2.pdf), and was shared throughout the NEA building and with our coalition partners at the National Coalition on Personnel Shortages in Special Education and Related Services and the National Alliance of Specialized Instructional Support Personnel. It was also made available upon specific request.

### **Campus Equity Week**

*NEA will support Campus Equity Week 2015 by contributing \$10,000 to New Faculty Majority ([newfaculty.org](http://newfaculty.org)) to coordinate this national week of action highlighting contingent faculty issues, and by providing digital engagement and other existing cost-neutral resources. NEA urges each state affiliate to contribute at least \$1,000. (2015-28)*

#### *Completed*

In 2015, NEA brought the issues of contingent academic employment to Capitol Hill and campuses across the country through its support of and work with the New Faculty Majority (NFM). In October 2015, NFM held a kick-off event on Capitol Hill to introduce Campus Equity Week (CEW) and thereafter engaged in CEW, as described below.

Numerous affiliates rose to the challenge and made additional contributions for CEW, including: NYSUT affiliates United University Professions and the Professional Staff Congress, Pennsylvania State Education Association, Wisconsin Education Association Council, California Faculty Association/California Teachers Association, University Education Association/Education Minnesota and Ohio Education Association.

As NFM states: “During and beyond the week of October 26–30, known as Campus Equity Week, faculty and students alike will be protesting the financial, social, and educational costs of the use and abuse of adjunct faculty.” The three main components of CEW were:

- To introduce NFM as a central hub for information, resources and planning of campus and local events.
- To focus on defined, targeted actions around specific issues and directed at a specific audience of national policymakers.
- To launch the NFM National Arts Project and the premiere of Brave New Films documentary on adjunct faculty (<https://youtu.be/kbWFcqbfMs>).

As part of CEW, NEA hosted a planning webinar with NFM partners and unions, sent a letter to affiliates to highlight NEA CEW digital resources and opportunities to participate in CEW on their campuses and, finally, made a request for additional contributions to support CEW.

During CEW, NEA participated in a successful congressional event, kicked off by Senator Durbin, who welcomed participants with a video (<https://youtu.be/P1fPOOC-CCk>) greeting. The event had robust attendance from congressional staff. The briefing included a panel discussion with NEA member Loretta Ragsdell from Illinois and NEA contingent caucus chair Judy Olson from California. Panelists discussed access to unemployment benefits on par with other out-of-work Americans;

eligibility for relief from the overwhelming burden of student debt; employment misclassification, which enables wage theft; and the need for transparent data on contingent academic labor.

In addition to the panelists, other members representing NEA and Illinois at this congressional event included Randall Miller, campus representative from the Chicago City Colleges local, and Beverly Stewart from Roosevelt University in Chicago and chair of IEA Region 67 Council. Additionally, National Council of Higher Education (NCHE) President DeWayne Sheaffer sent a message to all NCHE members asking them to take the lead on their campuses during CEW.

### **School/Worksite Safety Plans**

*Using existing communication vehicles, NEA shall encourage its members/affiliates to seek school board regulations, if not state legislation, that require common school/worksites safety plans and emergency notification procedures at co-located schools and other school facilities. (2015-29)*

#### *Completed*

NEA updated the School Crisis Guide produced by NEA Healthy Futures to include explicit encouragement for state and local affiliates to coordinate school safety and emergency notification procedures with other schools, state and local agencies and child-serving entities. The guide is currently in the editing and pre-production phase. Of specific note, the guide now encourages increased coordination with local child-serving entities and community-based organizations to maximize the effectiveness of emergency procedures and response capacity. NEA also finalized a letter to share with state and local leaders reaffirming this coordination as a best practice, encouraging school board regulations if necessary and informing them of the opportunity to take advantage of ongoing efforts in their state and district to coordinate emergency response according to recent federal mandates applied to child care facilities.

### **Transgender Student and Staff Facilities**

*NEA will use existing media to educate members regarding transgender student and staff access to facilities consistent with his or her gender identity, irrespective of the gender listed on the employee's or pupil's records. (2015-30)*

#### *Completed*

NEA has taken a number of actions to promote the comprehensive transgender student guide, “Schools in Transition: A Guide for Supporting Transgender Students in K–12 Schools,” co-authored by the ACLU, Gender Spectrum, Human Rights Campaign, National Center for Lesbian Rights and NEA. A letter promoting the guide was sent to all state presidents and executive directors. A link has been placed on [www.NEA.org/bullyfree](http://www.NEA.org/bullyfree) and [www.NEA.org/hcr](http://www.NEA.org/hcr). A story on the needs of transgender students, including a link to the guide was placed on [EdVotes.org](http://EdVotes.org).

### **Gender Inclusive Spaces**

*NEA will include on the NEA website and other appropriate communications, an array of resources and services to help schools create gender inclusive spaces for all our youth that are provided by organizations such as Gender Spectrum ([www.genderspectrum.org](http://www.genderspectrum.org)) and the Trans Youth Equality Foundation ([www.transyouthequality.org](http://www.transyouthequality.org)) (2015-31)*

*Completed*  
See report for NBI 2015-30 above.

**Campaign to end High-Stakes Use of Standardized Tests**  
*The NEA will conduct a campaign to end the high-stakes use of standardized tests created by Smarter Balanced Assessment Consortium (SBAC) and Partnership for Assessment of Readiness for College and Careers (PARCC), as long as those tests are being used on teacher evaluations and to rate schools. (2015-32)*

*Completed*  
NEA is coordinating with organizational partners to develop materials calling for testing audits, and to highlight efforts to fight the impact of high stakes standardized testing. An online location to support information in this area has been reserved, and when completed will reside in the Time to Learn portal at <http://www.nea.org/timetolearn>.

**Mental Health Illnesses**  
*NEA will educate policymakers about mental health illnesses and advocate for resources on behalf of students, their families and members who suffer the impact of such illnesses. (2015-34)*

*Completed*  
NEA developed and utilized advocacy messages regarding equity and the opportunity to increase student access to critical health and mental health services as part of the reauthorization of the Elementary and Secondary Education Act. Work will continue under the Strategic Plan and Budget to advocate for other federal initiatives that support increased school and community-based mental health services. In addition, ongoing work on implementation of the new Every Student Succeeds Act (ESSA) includes advocating at the local and state level regarding the importance of school mental health programs and services, and assisting affiliates in maximizing opportunities for these programs and services. Advocacy for increased mental health awareness and services will also be included in NEA's School Employee Wellness work, including encouraging school leaders to support employees in accessing preventative and behavioral health services available through their health plans and in their communities. We also continue to add content to [www.NEAHealthyFutures.org](http://www.NEAHealthyFutures.org) to increase awareness of student mental health issues and the importance of addressing those issues to support student success. This additional content includes:

- Combatting stigma and promoting early detection and prevention of mental illness.
- Providing clarity and greater familiarity of mental health terms for policymakers, families and NEA members.
- Increasing awareness of the academic, social, emotional and economic effects that mental illness has on students, families and NEA members.
- Increasing the understanding of how mental health issues affect not only student success, but also staff/member stress, job satisfaction and overall well-being.

**Educational Savings Accounts**  
*The NEA, using existing media, will support state affiliates in fighting universal Educational Savings Accounts (a.k.a. vouchers) and educate members and the community as to their negative impact on public education. (2015-38)*

*Completed*  
NEA conducted a webinar to advise affiliates about pending threats, including Education Savings Accounts. We disseminated to participants a backgrounder that summarizes the deficiencies of Education Savings Accounts. Affiliates participating in the webinar were advised that additional support and assistance are available upon request. NEA further provided affiliates with resources regarding Education Savings Accounts pursuant to National School Choice Week. NEA developed a policy brief highlighting for members and the general public the impact of Education Savings Accounts. This policy brief is scheduled to be posted on [www.nea.org/neapolicybriefs](http://www.nea.org/neapolicybriefs).

**Income Inequality and Tax Fairness**  
*NEA will advocate to address income inequality and tax fairness in this country at both national and local levels. They will communicate the effects of these areas on our students in our public schools to the Senate and the House at the federal level. (2015-40)*

*Completed*  
NEA continues to work with coalition partners like Americans for Tax Fairness and to urge Congress to advance an economic agenda that will strengthen the middle class. This includes work to end sequestration and lift the budgetary caps on non-defense discretionary funding and raise education funding while ensuring that the wealthy and corporations pay their fair share of taxes. This work continues under the Strategic Plan and Budget.

**LGBTQ Student Rights**  
*NEA will post a link to a guide on the NEA website for educators to use called "Know Your Rights! A Guide For LGBT High School Students on [lambdalegal.org](http://lambdalegal.org)," by the American Civil Liberties Union on [aclu.org](http://aclu.org), that clearly states how to protect LGBT students. (2015-42)*

*Completed*  
A link to the Lambda Legal webpage, Know Your Rights, has been placed on [www.NEA.org/hcr](http://www.NEA.org/hcr). This site offers comprehensive legal resources for LGBTQ youth and their allies.

**Public Awareness of High-Stakes Testing**  
*NEA will provide talking points, through existing communications channels, to support local/state affiliates to launch a public awareness campaign that includes: 1) Timeline or history of use of standardized tests in the U.S.A. 2) Highlight of community, parent, student, and educator actions that have resulted in reduction and/or de-emphasis on High Stakes Testing (HST) in schools 3) Effects of newly required standardized curricular programs and HST on the overall opportunities for educational experiences that are planned and provided for our students (e.g. narrowing of curriculum, reduction or elimination of arts, field trips, PE, recess, social/emotional learning, etc.) 4) Position statements from child development experts on the effects of High Stakes Testing on our students 5) Examples of authentic alternative classroom based assessments that could be used as primary measures of student learning and educator accountability. (2015-43)*

*Completed*  
Relevant NEA departments met and developed materials to support public awareness of high-stakes testing,

and gathered resources from organizational partners. Those resources have been posted online at: <http://www.nea.org/timetolearn>.

### **Transgender and Gender Nonconforming Students**

*NEA will let state affiliates and members know, through appropriate communication, that school employees will allow transgender or gender nonconforming students the ability to let educators and support staff know how they want to be addressed and know these students are not required to change their official records or obtain a court-ordered name and/or gender change as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity. (2015-45)*

*Completed*

NEA is developing guidance with links to existing resources as well as a short summary FAQs documents to educate members and staff about the rights of transgender and gender nonconforming students. We are developing a separate guidance document with links to existing resources as well as a short summary FAQs document to educate members and staff about the employment rights of transgender and gender nonconforming teachers. Both sets of guidance will be distributed to affiliates by June of 2016.

### **Assessment of Students with Disabilities**

*NEA will encourage IEP-team-based decisions re: standardized or individualized assessment options for all students served by special education programs throughout the U.S. Further, the NEA, utilizing existing channels, will publicize the harmful consequences of developmentally inappropriate alternate assessments (that do not measure actual IEP goals) being administered to students with disabilities, as well as the negative effects on their teachers. (2015-47)*

*Completed*

NEA is on record with the U.S. Department of Education supporting school district level, multidisciplinary individualized education plan team (with parental involvement) decisions on appropriate assessment. We continue to promote this position, as evidenced most recently with advocacy around the removal of the two percent rule and assessing students with disabilities. This position will continue to be promoted via NEA print and social media communications, NEA staff conferences, calls and webinars. Most recently the topic was addressed in a blogpost at: <http://lilysblackboard.org/2016/04/educators-give-jugglers-lessons/>.

### **Opt-Out of High-Stakes Testing**

*NEA, through existing online media, will highlight the work that locals throughout the country are doing to inform parents and their communities of the negative effects of high stakes testing and the right to opt out their children. Such informational items will include resources available from state affiliates as well as resolutions adopted by local associations and schools boards. (2015-48)*

*Completed*

See report for NBI 2015-4 above.

### **Parent Opt-Out of High-Stakes Testing**

*Through existing communication channels, NEA will officially recognize parents who stand with teachers in support of*

*public education by refusing to allow their children to be subjected to high stakes standardized testing. (2015-50)*

*Completed*

See report for NBI 2015-4 above.

### **Value Added Measures**

*NEA will use existing communication channels to publicize the misuse of unreliable and inappropriate VALUE ADDED MEASURES (VAM) to evaluate the effectiveness of colleges of education or other certification programs. NEA will analyze state affiliates' lobbying strategies to overturn laws that: 1) Allow states to prohibit federal student financial aid when a certain percentage of their graduated teachers do not meet specific VAM criteria in their first years of teaching. 2) Deny colleges of education their state accreditation based on their newly graduated teachers' student standardized test scores in any way. (2015-51)*

*Completed*

NEA surveyed state Government Relations Directors and reviewed the results of that survey, which found no respondents currently lobbying on the issue in question. Related research was sourced and a report developed that cites the misuses of unreliable and inappropriate Value Added Measures (VAM) to evaluate the effectiveness of colleges of education or other certification programs. The report was disseminated through NEA's digital products.

### **Common Core State Standards**

*The NEA will support high academic standards while continuing to monitor Common Core State Standards (CCSS) and its implementation in order to allow sufficient time for critical examination. (2015-54)*

*Completed*

NEA continued to work collaboratively with the College and Career Ready Working Group to ensure that affiliates are provided an opportunity to share feedback with NEA on CCSS implementation efforts and actively engage in development, examination, evaluation and dissemination of new and/or revised resources to support proper implementation. Additionally, NEA has been engaged in ongoing activities with various partners and in coalition work aimed at supporting equitable implementation of high standards. NEA staff continues to monitor and revise resources and make them available through EdCommunities ([www.mynea360.org](http://www.mynea360.org)), an easily accessible platform for College and Career Ready Working Group members to share information and activities and to engage in dialogue about the standards.

NEA has provided grant funding and staff support to affiliates to enable educators to engage in critical conversations and professional development opportunities related to CCSS and their implementation. These critical conversations focused on building a better understanding of what needs to occur to ensure proper implementation of the standards and included conversations on the standards as a conduit for equitable educational access, assessments of standards, building relationships with educational leaders for student success, engaging families and communities in the educational process and how to communicate effectively about the standards. Professional development opportunities were provided to meet the varying needs of NEA educators with sessions focused on general



understanding of the standards, Common Core-aligned instruction and instructional strategies, Common Core-related instructional leadership initiatives, differentiating Common Core-aligned instruction, expert-led guided lesson planning, collaborative instructional planning time and communications about the standards.

### **Teacher Jails**

*NEA sends a press release and work to create more awareness through existing channels of communication that teacher jails do exist and bring to light the witch hunt that some of our members are suffering through. (2015-60)*

#### *Completed*

NEA generated a media note for the NEA Press Room on the issue of teacher jails, for publication in May 2016.

### **Gender Bias in Worker's Compensation Cases**

*NEA will urge members, through existing publications and social media, to inform everyone about gender bias in workers' compensation cases. Doctors today may legally reduce disability compensation to women for such factors as degenerative changes (menopause), pregnancy, and osteoporosis - gender bias in workers' compensation cases must be illegal. (2015-63)*

#### *Completed*

An article on gender bias in worker's compensation cases was posted on [www.neatoday.org](http://www.neatoday.org) in spring 2016.

### **State Takeovers of Public Schools**

*The NEA Representative Assembly condemns state takeovers of public schools that eliminate local control. The NEA will inform and educate members and the public concerning the dangers of such takeovers, using publicity vehicles available, including but not limited to, social media and the NEA website. NEA will provide available staff, financial resources and support to assist state affiliates requesting assistance in combating these takeovers. (2015-68)*

#### *Completed*

A cross Center NEA team has formed to provide comprehensive support to affiliates currently experiencing or facing takeovers. This team provides a variety of tools to affiliates including research, policy analysis, talking points, strategies and tactics for mobilizing educators and parents and other resources. We have also partnered with local affiliates to organize walk ins—a symbolic gesture of support for public education and an opportunity for concerned community members and the media to see the conditions and challenges schools face in a number of cities where schools have been taken over by state entities. NEA is providing staffing and strategic support to several locals and affiliates who have sought support. NEA partners such as the Center for Popular Democracy, the Alliance to Reclaim Our Schools and the Annenberg Institute have also been engaged to provide support to affiliates. For example, NEA worked with allies at the Annenberg Institute for School Reform and the Southern Education Foundation to develop a critique of the Georgia Opportunity School District.

NEA is providing strategic support and guidance to the Georgia Association of Educators on the ballot initiative (Opportunity School District) scheduled for November 2016 that will allow Georgia citizens to vote in a state takeover of struggling schools. We have helped form a steering

committee for the campaign and completed an assessment survey about public attitudes to losing local control over their schools. Currently, focus groups are being conducted to further investigate attitudes towards the Opportunity School District ballot measure. All research was compiled and used to conduct a baseline survey in March to further guide the campaign on strategy. Coverage of the critique of opportunity school districts can be found at:

- <http://getschooled.blog.myajc.com/2015/12/17/critics-governors-school-takeover-district-represents-disinvestment-in-public-education/> and
- <http://www.myajc.com/news/news/local-education/opportunity-school-district-opponents-make-their-clip-npmmD/>.

EdVotes.org, NEA's premier political action website, has done several features on this issue, including:

- Highlighting the efforts of Milwaukee educators, parents and community members to urge voters to elect a Milwaukee County Executive who would support community driven solutions to improving schools. Educators urged voters to support Chris Lawson who opposes the state takeover of Milwaukee schools. EdVotes.org also featured a blog entitled, "Milwaukee election shines national spotlight on state school takeovers," which reached more than 11,000 people. (<http://educationvotes.nea.org/2016/02/24/milwaukee-election-shines-national-spotlight-on-state-school-takeovers/>).
- Sharing with educators a Washington Post article highlighting the wave of attempts by Republican governors to seize local schools and turn them over to state-run recover or achievement school districts.
- Posting a blog entitled, "OH and WI communities push back against politically motivated school takeovers," which described how in Milwaukee, WI, and Youngstown, OH, educators, parents and residents teamed up to keep their schools under local control. That posting was shared 1,900 times on Facebook (<http://educationvotes.nea.org/2015/10/15/oh-and-wi-communities-push-back-against-politically-motivated-school-takeovers/>).

NEA conducted a webinar in March 2016 highlighting the provisions of the newly passed Every Student Success Act (ESSA) law, which could open the door to turning over more so-called failing schools to charter chains. In addition, we shared with state affiliates the opportunity to join a March 18 webinar sponsored by the Southern Education Foundation on the myths surrounding state takeovers.

### **Genetic Disorders and Rare Diseases**

*The NEA will provide information, in the least expensive communication method(s), to teachers and education support professionals, including a list of informational and educational resources for students affected by genetic disorders and rare diseases such as Fragile X. (2015-70)*

#### *Completed*

NEA, via the NEA IDEA Resource Cadre, has compiled a list of the "Most Common Genetic Disorders." That resource list is being shared at cadre presentations, with NEA Healthy Futures and the NEA Caucus for Exceptional Students and will be posted in appropriate groups on NEA EdCommunities ([www.mynea360.org](http://www.mynea360.org)) as well as on [www.nea.org/specialeducation](http://www.nea.org/specialeducation).

### **Special Education Programs**

1) *The NEA stands on our historic commitment to special education programs and the defense of students and teachers in them. We reaffirm: “there must be a full continuum of placement options and services/delivery models available to students with disabilities” and “student placement must be based on individual needs rather than on available space, funding, or local philosophy of a school district” (Resolution B-33). Placement and services must be determined by each student’s Individual Education Plan (IEP). We will publicize these positions widely through existing publications. 2) The NEA rejects the cuts and elimination of Special Education programs under the guise of wholesale “mainstreaming,” to cover for the destruction of those programs, and will educate our members and communities about this attack. 3) The NEA opposes the growing class sizes and caseloads, and the attacks on Special Education teachers’ jobs. The NEA will utilize our official publications and website to oppose the cuts in special education services and programs that are taking place nationally. (2015-72)*

#### *Completed*

NEA conducted interviews with member leaders on these issues, and published an article at <http://neatoday.org/2016/03/16/bringing-back-individualized-education-plans/>. In addition, we continued to advocate legislatively via the IDEA Full Funding Coalition, and have been meeting with and expanding partnerships with the disability rights community.

### **Reimbursement of Attorney Fees**

*NEA will explore increasing the reimbursement for attorney fees for the defense of criminal proceedings from up to \$35,000 to up to \$300,000. (2015-73)*

#### *Completed*

NEA explored the cost of various options for raising the defense cost reimbursement for employment-related criminal defense. Currently, the Educators Employment Liability (EEL) policy covers the first \$35,000 of defense costs with no deductible if the member is fully exonerated. NEA obtained quotes for various limits of liability and assessed the benefit to members against the increased cost of the policy premium. These quotes provided scenarios (including higher limits, deductible/retentions and defense cost sharing) that could mitigate member out-of-pocket exposure for catastrophic events. Following receipt of the quotes, NEA determined that raising the cap on defense costs to \$45,000 with no deductible if the member is fully exonerated was the most feasible option and will recommend this option to NEA Governance.

### **Student Teachers in Ayotzinapa Mexico**

*Before this summer’s World Congress of the Education International in Ottawa, the NEA will issue a press release calling for a new and independent investigation with full public disclosure about the disappearance of the 43 student teachers from Ayotzinapa, Mexico, as demanded by their families and the surviving student teachers. (2015-75)*

#### *Completed*

NEA issued a media statement on July 20, 2015, calling for a new and independent investigation into the disappearance of the 43 student teachers from Ayotzinapa, Mexico in late September 2014. The statement, which cites NEA President Eskelsen Garcia’s communication to

Mexican President Enrique Peña Nieto, is posted on [nea.org](http://www.nea.org/home/63319.htm) (<http://www.nea.org/home/63319.htm>). NEA will continue to monitor this situation, as the families of the student teachers are still seeking full information and justice.

### **NEA-Retired Organizing Conference**

*NEA shall provide 2 nights’ hotel funding for state-retired staff liaisons to attend the state-retired presidents’ meeting held in conjunction with the 2016 NEA-Retired Organizing Conference. (2015-76)*

#### *Completed*

NEA notified state-retired staff liaisons about the availability of two nights’ hotel funding to attend the state-retired presidents’ meeting. This information was sent through several sources, including via President Eskelsen Garcia. The Retired Organizing conference convened in March 2016 in San Diego, CA. During this time, state staff assigned to work with affiliate retired members met with NEA staff to discuss issues and organizing plans for the year. State staff also had a joint meeting with state retired presidents to continue those organizing activity plans and identify subjects for grant proposals. All parties involved were pleased with the planning time provided. A list of staff in attendance was compiled for future use.

### **Employment Discrimination of LGBTQ Individuals**

*NEA shall compile and share electronically or as appropriate, with NEA’s state and national leaders, information about existing protection against employment discrimination of Lesbian, Gay, Bisexual, Transgender, Questioning (LGBTQ) individuals. (2015-78)*

#### *Completed*

NEA has long been supportive of employment discrimination protection for Lesbian, Gay, Bisexual, Transgender, Questioning (LGBTQ) individuals, including vocal support and lobbying efforts to pass the Employment Non-Discrimination Act (ENDA) during the 113th Congress. In the 114th Congress, the Equality Act, which would accomplish the goal of protecting LGBTQ individuals from employment discrimination, is being supported by the NEA. This work continues under the Strategic Plan and Budget.

### **Presidential Primary Recommendation**

*NEA, as an organization, will actively engage in conversation and outreach on the NEA endorsement process with all 2016 Presidential campaigns prior to the consideration of a primary recommendation. (2015-79)*

#### *Completed*

Prior to the October 3 primary recommendation of Secretary of State Hillary Clinton, NEA was proactive in engaging candidates on supporting strong public schools via social media, patch through phone calls and town halls. This outreach was conducted whether candidates had chosen to participate in our recommendation process or not. At the end of June 2015, NEA delivered 25 candidate questionnaires via registered mail to all announced and potential candidates from both major parties, and one third party candidate.

Per the recommendation guidelines, President Eskelsen Garcia met with Senator Bernie Sanders, Governor Martin

O'Malley and Secretary Hillary Clinton for taped interviews. While these videos are not for public consumption, leaders, RA delegates and members will all have an opportunity to view these interviews after the RA through an online portal.

NEA worked with a Republican consultant to help with outreach to the Republican candidates to make sure they received the recommendation materials and returned completed questionnaires.

#### **American Indian/Alaska Native and Asian, Native Hawaiian, Pacific Islander Curriculum**

*NEA shall include American Indian/Alaska Native and Asian, Native Hawaiian, and other Pacific Islanders curriculum in their cultural competency strands at the NEA Summit, and NEA workshops to continue its commitment to diverse sensibility to and among its members. (2015-81)*

##### *Completed*

In 2016, NEA's National Leadership Summit and Board curricula continued a long-standing commitment to enhancing cultural competency and diversity and inclusion by providing research-focused instruction and content that meets and exceeds professional standards to which our members are accustomed. Enhancements to the 2016 NEA National Leadership Summit included a revised Request for Proposal process that focused on all six leadership competencies and 31 themes in which issues facing American Indian/Alaska Native and Asian, Native Hawaiian and other Pacific Islander populations had opportunities to be addressed. The focus on these populations during the Summit will continue beyond 2016 by including breakout evaluation questions during pre- and post-activities, which will further demonstrate NEA's commitment to diverse sensibility to and among its membership.

#### **Use of Positive Language**

*The NEA will avoid as much as possible the use of our opponents' language such as "right to work" in its publications, literature, videos, interviews, etc. Instead, the NEA shall take the opportunity to frame the issue in a positive way for educators by referring to such laws as "educating without rights" or "work without protection" laws. Further, the NEA will use social media and other appropriate low-cost or no-cost communication to inform members about the problems of these laws and how they undermine high-quality education for every child. (2015-84)*

##### *Completed*

NEA publications now clarify that the term "right to work" means that employees are forced to work without protections. The most recent example of this change is found in the cover stories for the spring 2016 issues of *NEA Today* and *NEA Today for NEA-Retired Members*.

#### **Anti-Gay Conversion Therapies**

*NEA will disseminate to educators through existing publications current information regarding the methods and damaging effects of anti-gay "conversion/reparative therapies." (2015-86)*

##### *Completed*

NEA wrote a story on reparative therapy, including a link to "Just the Facts about Sexual Orientation and Youth: A Primer for Principals, Educators and School Personnel." The story will run in the May issue of *NEA Today*.

#### **K-12 Financial Literacy Standards**

*NEA will encourage members and state affiliates to advocate for the adoption of national K-12 financial literacy standards. (2015-87)*

##### *Completed*

NEA compared national K-12 financial literacy standards prepared by Jump\$tart and the Council for Economic Education (CEE). Jump\$tart is a coalition of diverse financial education stakeholders who work together to educate and prepare our nation's youth for life-long financial success. CEE focuses on economics and financial literacy education by providing economics education resources to teachers and students. Members and state affiliates were directed to the financial literacy standards from Jump\$tart as the document best-suited for adoption.

To encourage members and state affiliates to advocate for adoption of national K-12 financial literacy standards, the financial literacy page on [www.nea.org](http://www.nea.org) was updated and the financial literacy standards were situated as the first item on the page, including a sentence encouraging educators to support the adoption of the standards (<http://www.nea.org/tools/lessons/resources-for-teaching-financial-literacy.html>).

An article was written and distributed through *NEA Today Express* (with associated link) advocating for national K-12 financial literacy standards: ("Teach Students Financial Literacy Skills with These Classroom Resources, including K-12 National Financial Literacy Standards"—[http://www.nea.org/tools/lessons/resources-for-teaching-financial-literacy.html?utm\\_source=nea\\_today\\_express&utm\\_medium=email&utm\\_content=financial\\_literacy&utm\\_campaign=160406neatodayexpress](http://www.nea.org/tools/lessons/resources-for-teaching-financial-literacy.html?utm_source=nea_today_express&utm_medium=email&utm_content=financial_literacy&utm_campaign=160406neatodayexpress)).

Finally, communications regarding Financial Literacy Month (April) were disseminated, along with information to advocate for the adoption of national K-12 financial literacy standards.

#### **Affordable Healthcare**

*NEA will continue to work with The Labor Campaign for the Single Payer Coalition to explore ways of implementing affordable healthcare for all. NEA will educate about this, through all of its existing digital and social media properties. (2015-88)*

##### *Completed*

NEA continues to engage with Congress to enact H.R. 676, the "Expanded and Improved Medicare for All Act." Along with the Labor Campaign for Single Payer, NEA participated in Hill meetings with Representatives McDermott and Conyers (the sponsors of the bill). NEA also discussed the single payer issue with Representative Raul Grijalva, who co-chairs the House Progressive Caucus. Since the 2015 RA, NEA discussed single payer prospects with every member of the House Ways and Means Committee as well as the Senate Committee on Finance. NEA has assigned a communications writer to report on single payer developments. The report will be distributed through NEA's digital properties by June 1, 2016.

#### **Access to Fully Qualified School Librarians/Media Specialists**

*Using existing resources, NEA will conduct a study of student access to fully qualified school librarians/media specialists and well-resourced libraries/learning commons throughout the*

NEA. This study shall be published through digital channels and include, but not be limited to, information on the following topics: 1. Current state laws regarding school libraries and staffing. 2. Staffing patterns in school libraries by grade level and state: fully qualified, education support personnel, and/or volunteers. 3. The ratio of professionally qualified school librarians to students, by state. 4. The number and grade levels of professionally qualified school librarian positions that have been eliminated using the last 10 most recent years of available data by state. 5. The number and grade levels of schools that have closed their libraries entirely, by state. 6. A breakdown of access to school librarians and libraries by income and demographic data. (2015-89)

*Completed*

The statistical data on public school libraries has been compiled from three federal agencies covering the past 10 years, and the analysis has been conducted. A written report on the study findings and preparation of statistical tables and charts to accompany the report were near completion at the time of this report and were expected to be completed by April 30th. The full report will be submitted for review and publishing by May 1st.

**Election of Leaders on Basis of Ability**

NEA will urge and encourage NEA members, through existing publications and media, to elect local, state and national leaders on the basis of their ABILITY without questioning their physical attributes, ethnicity, gender or gender identity. (2015-95)

*Completed*

A reminder about interviewing and evaluating candidates for NEA office on their ability to perform the office in question is included in information being sent to all state caucuses in advance of the 2016 Representative Assembly.

**Fines for Assault of Educators**

NEA to petition and work with the U.S. Dept. of Education in conjunction with the U.S. Dept. of Justice to stiffen the penalties and/or fines for parents/guardians who assault or use deadly assault against teachers, support staff, and other educators. (2015-96)

*Completed*

NEA has completed research and review of all state laws that address assaults on teachers, as well as the academic literature on the subject. Based on that review, NEA is drafting a letter to the Department of Education to urge action on the issue of parent assaults on teachers as it does not yet collect data specific to these incidents, nor provide guidance to districts on how to respond to them. We are also creating a table summarizing the more than 20 state laws that address assaults on teachers and, with an accompanying advisory, will distribute it to the state affiliate general counsels for use in improving and expanding upon these laws. Both of these steps will be completed by June of 2016.

**Leadership Education Credentials**

Using existing resources, the NEA will publicize our position that local, state and national education leaders should have appropriate education credentials and/or training in order to qualify them for leadership positions. (2015-97)

*Completed*

NEA worked with the National Association of Elementary School Principals to co-write a blog about the importance of education credentials for leaders. The blog was released in spring 2016.

**Code of Ethics for State Boards of Education**

The NEA will support individual state affiliates in the development of a Code of Ethics for state Boards of Education which would prohibit the appointment of members with direct ties to corporations and/or organizations that seek to undermine public education for the goal of corporate profit. (2015-98)

*Completed*

In anticipation of requests for support in the development of a Code of Ethics for state Boards of Education, NEA reviewed Codes of Ethics and Codes of Conduct adopted voluntarily or enacted by statute in several states, as well as model codes recommended by state school board associations and codes adopted by several local school boards.

NEA found no cases in which a person could be barred from serving on a state or local board of education due to ties with a business entity or interest group, although several do address employment of board members after their term has expired. A copy of the report summarizing clauses that address conflicts of interest and other ethical considerations is available upon request.

To date, no state affiliates have sought support in the development of a Code of Ethics for state Boards of Education.

**Education Support Professional Assignments**

NEA shall advocate, through existing communication vehicles, that education support professionals not be utilized for functions/assignments that would remove them from their assigned responsibilities to the students. (2015-101)

*Completed by June 1, 2016*

NEA continued to develop content advocating that education support professionals not be utilized for functions/assignments that would remove them from their assigned responsibilities with students. This content is being housed on NEA.org with the intention of increasing awareness and engaging members on ESP careers, concerns and issues that impact student outcomes.

**Opportunity Dashboard Inclusion of School Librarians/Media Specialists**

Using existing NEA resources, NEA will amend and electronically publish its ESEA Reauthorization "Opportunity Dashboard" to include access to fully qualified school librarians/media specialists as a category of "Quality Educators" and access to libraries and library/media studies as a part of "Quality Schools." (2015-103)

*Completed*

NEA's "Opportunity Dashboard" one-pager was updated to reflect the language in this NBI and published on multiple NEA.org properties immediately after the 2015 Representative Assembly. This updated document has been in use since that time in our lobbying efforts with Congress.

**Continuum of Professional Development Toolkit**

The NEA will create and produce a toolkit for a member-designed and member-led tiered system recognizing and

*developing skills in educators that promote movement and/or certification along a continuum of professional development. (2015-105)*

*Completed*

NEA has collected and analyzed examples of tiered systems. State affiliate staff has been surveyed to collect models that will support the process. The professional continuum previously developed by the Professional Standards and Practice Committee is being updated and will be posted to the NEA website with links to existing examples of member designed and led tiered systems of skills development and recognition.

**Diversity in School Libraries/Media Centers**

*The NEA will use existing publications to encourage school libraries and media centers to develop collections which include age-appropriate books which address diverse and non-traditional family situations. These may include, but are not limited to: single-parent, biracial, blended, foster, adoptive, extended households, LGBT and/or homeless families. (2015-107)*

*Completed*

An article will run in May on the www.NEAEdJustice.org platform focusing on the April 28 “I am Jazz” community readings. The article will also address the need for school libraries and media centers to have books and other media that represents the diversity of families and individuals.

**Graduation Requirements and Testing Barriers**

*NEA will take the position to support all states who allow students who successfully complete all state required credits to graduate without “testing barriers.” Furthermore, NEA will take the position to support all states that allow students with an IEP who complete state required credits with “modified course work” to obtain a “modified diploma” without “testing barriers.” (2015-109)*

*Completed*

NEA consulted with the Board Strategic Committee on Legislation regarding this NBI. It is the opinion and recommendation of the Committee on Legislation that NEA not move forward with this NBI, as it specifically refers to graduation requirements that are decided on a state by state basis. The Committee on Legislation discussed whether to adopt this position, but concluded it would be inconsistent with NEA’s current federal agenda, given the state role in setting these requirements.

**NEA Resources for Affiliates and Members**

*NEA shall create a 2-sided, 1-page handout available as a hyperlinked, printable document that lists the most important services and information that NEA has on its website. Categories could include tools and ideas for the classroom, opportunities to take action, publication events and other NEA sites that contain important information (e.g., Lily’s Blackboard, NEA Today and Member Benefits). The handout will be distributed to state presidents as soon as possible. State presidents will be encouraged to share the document with local presidents and all members. (2015-111)*

*Completed*

NEA created a handout listing the most important services and information on NEA’s website. The handout

was scheduled for electronic distribution to state affiliate presidents in spring 2016.

**National Opt Out Movement**

*The NEA will work within existing infrastructure to engage and leverage our current partnerships with parents and families to support a national opt out/test refusal movement. (2015-115)*

*Completed*

See report for NBI 2015-4 above.

**Economic Inequality**

*The NEA will partner with a broad coalition of national stakeholders on existing campaigns and actions to eradicate policies that perpetuate economic inequality. In addition, the NEA will partner with coalitions on campaigns and actions to promote economic equality. (2015-116)*

*Completed*

NEA continues to work with partners in the labor community, progressive allies and groups such as Americans for Tax Fairness. The issues addressed by this NBI are a key focus when lobbying Congress about economic, funding, budget and tax issues. Stories related to issues of economic and income inequality can be found on EdVotes.org. This work continues under the Strategic Plan and Budget.

**Multicultural Education**

*NEA will encourage that all pre-teacher education programs include a cultural competence course, such as Introduction to Multicultural Education, which some states already have. (2015-118)*

*Completed*

A communication has been sent to key stakeholders in the higher education community calling for their support of cultural competence either as an independent course or, ideally, infused throughout all coursework and field experiences within their teacher preparation programs. In early April 2016, President Lily Eskelsen García utilized her regular blog post to highlight the importance of cultural competence in providing the best possible learning experiences for students (<http://lilysblackboard.org/2016/03/as-educators-we-should-make-cultural-competency-part-of-our-dna/>). The post also called on members to provide feedback to their respective educator preparation programs (where they studied) on the quality of those programs’ attention to cultural competence and potential for strengthening those aspects of their programs. Talking points have also been made available for use in authoring additional communications (e.g. blog posts, editorials).

**Native American, Alaska Native and Native Hawaiian Curriculum**

*NEA shall encourage members to partner with National Indian Education Association, National Congress of American Indians and other national organizations to promote Native American, Alaska Native and Native Hawaiian curriculum in all states. Curriculum developed in all states would be inclusive of each respective state’s diverse Native People and similar to those developed in Washington, Montana, and Wisconsin. (2015-119)*

### *Completed*

NEA partnered with the National Indian Education Association on a Culture-Based Education Repository (CBER) designed to house culture-based education (CBE) curriculum. The repository will serve as a clearinghouse for quality curriculum respectful of cultural and traditional knowledge and utilizing innovative instructional strategies to ensure Native students succeed. The purpose of the CBER is not to endorse a particular curriculum, product or template, but to instead provide educators of Native students with the best resources for increasing the educational attainment of Native students.

There are two objectives for this project:

- Increase the supply of quality lessons and units aligned to CBE and Common Core State Standards that are readily available to all teachers, curriculum developers and administrators.
- Provide educators with strategies, resources and tools to strengthen the teacher-student connection that will enable their students to succeed

The repository can be found at <http://www.niea-resourcerepository.org/index.php>.

### **Equal Justice Under the Law/Black Lives Matter**

*That NEA educators examine concepts of equal justice under the law, racial justice, and institutional racism in their classrooms; and the NEA develop statements of support for Black Lives Matter resolutions, forums, community meetings and peaceful demonstrations that NEA reach out to the law enforcement community to promote positive dialogue between educators and police in support of our young people in school and the community, and that NEA join with labor and community groups to call for the creation of a national model for community policing and well-funded, thoughtful programs that divert, marginalized young people into academic and career programs, and an end to institutionalized racism throughout our society. (2015-122)*

### *Completed*

NEA is partnering with national civil rights partners, Black Lives Matter affiliates at the local level and the National Organization of Black Law Enforcement Officers (NOBLE). These partnerships focus on programmatic work that includes, but is not limited to, holding community conversations with local civil rights partners and stake holders, engaging in work that builds partnerships to raise the achievement level for communities of color and engaging students in middle and high school to guide NEA's work around institutional racism. We will also hold educational sessions with educators, students, parents and community stakeholders; share NEA cultural competency training modules with NOBLE and civil rights partners and partner with NOBLE on curriculum development.

## **Representative Assembly Referrals**

---

### **Referred to the NEA Executive Committee**

#### **Papa John's**

*That delegates avoid purchasing food or beverages from Papa John's, a company that uses anti-worker practices. (2015-33)*

### *Completed*

At its September 30, 2015 meeting, the NEA Executive Committee decided that NEA will take no action on this NBI at this time. As the 2015 Representative Assembly had concluded, no further action could be taken with regard to delegate purchases at that venue. For future Representative Assemblies, any such boycott of Papa John's products would have to be considered under the guidelines for boycotts in the NEA Standing Rules, which require communication with the state affiliate and local affiliate in which the affected company headquarters, organization or governmental entity is located, and a review by the Executive Committee and Board of Directors.

#### **Common Core State Standards Funding**

*NEA will publish a summary of current research regarding the funding (who paid for the creation of the standards and how much each entity contributed) of the development of the Common Core State Standards from 2008 to 2015, in NEA Today. (2015-49)*

### *Completed*

At its September 30, 2015 meeting, the NEA Executive Committee decided that NEA would implement this NBI, publishing a summary of Common Core funding through the release date of the final set of standards. NEA developed the requested funding summary. The summary was made available on [nea.org](http://nea.org).

#### **Phillips 66 Rail Spur**

*NEA will write a letter to the San Luis Obispo, California County Board of Supervisors in opposition to the proposed Phillips 66 rail spur project there and will oppose all other new crude-by-rail infrastructure projects nationwide and the transport of hazardous crude oil in highly populated areas, enabled by such projects. (2015-61)*

### *Completed*

The request to send a letter urging opposition to this project was granted by NEA President Lily Eskelsen Garcia during a business session and completed shortly after the close of the 2015 Representative Assembly. In addition, a press statement was released by NEA regarding this issue. Phillips 66 proposed an extension to the rail spur that services the Santa Maria Refinery, which would bring 2.5 million gallons of crude oil through San Luis Obispo County every day if approved by the County Board of Supervisors. Nearly 30 schools are within a mile of this area and could suffer catastrophic consequences in the event of a train derailment or oil spill – which is a more frequent occurrence according to U.S. Department of Transportation data.

#### **Fisher v University of Texas**

*1. The NEA calls on the U.S. Supreme Court to uphold affirmative action in Fisher v. University of Texas. 2. The NEA*

*reaffirms its stance on the two fundamental premises of Brown v. Board of Education; first that democracy, justice, hope, and progress. 3. The NEA pledges to open the doors of higher education to all. 4. The NEA will file an amicus brief in support of affirmative action in Fisher v. University of Texas. (2015-62)*

*Completed*

At its September 30, 2015 meeting, the NEA Executive Committee decided that NEA would implement this NBI. NEA wrote and filed an amicus brief in the *Fisher v. University of Texas* case, which was joined by the rest of the labor movement including AFT, AFSCME, SEIU and the AFL-CIO. The brief called on the Court to recognize that our national conversation on race has been transformed by the massacre of black worshippers and the rise of the Black Lives Matter movement. And the brief argued that as our national conversation has become more polarized and heated, the need for racial integration in higher education has never been more compelling and necessary as it provides the foundation for a multi-racial democracy with equal opportunity for all.

### **NAEP Sampling Scores**

*NEA President will write a letter to the Secretary of Education requesting future National assessment of Education Progress (NAEP) sampling scores be reported exclusively as percentage score without cut score categories defining basic, proficient, and advanced. (2015-65)*

*Completed*

At its September 30, 2015 meeting, the NEA Executive Committee decided that NEA will take no action on this NBI. NAEP scores are available for comparison using both scale scores (another version of percentages) and proficiency. If we do not use proficiency levels, it is significantly more difficult to identify and address significant gaps between student sub-groups.

Using the metrics of basic, proficient, and advanced allows for a clear way to compare how states compare to one another and how groups of students are performing compared to others (in other words, how students of color are performing, how low-income students are performing, etc.) In 2013, for example, 46 percent of white students, 18 percent of black students and 20 percent of Hispanic students scored at the proficient level in reading. If we only used scale scores, we would have to translate and interpret a scale score of 230 for whites; 203 for blacks; and 204 for Hispanics.

NAEP is a nationally representative sampling test that measures student academic progress in every state and selected urban districts across the country. It is not intended and has never been used to assess or grade students, schools or educators; and does not use value-added formulas for passing judgment. NAEP also corresponds to PISA and TIMMS allowing for international comparisons to ensure that American students will be competitive in the global learning community.

### **Career and Technical Education Liaisons**

*President Eskelsen-Garcia will write a letter to every state affiliate association president recommending they appoint a state career and technical education (CTE) liaison. (2015-66)*

*Completed*

Per President Eskelsen Garcia's statement to the RA, a letter was sent in August 2015 from her to all state affiliate presidents requesting appointment of state CTE liaisons.

### **Gender Neutral Student Dress Codes**

*NEA will send a letter electronically to all its state and local affiliates about the problem with school dress codes that restrict a students' right to dress in a manner that is consistent with their gender identity and/or gender expression and recommend that schools adopt dress codes that are gender neutral. (2015-74)*

*Completed*

At its September 30, 2015 meeting, the NEA Executive Committee concluded that the requirement for "gender neutral" dress codes is inconsistent with current best practices regarding student dress codes as they impact transgender and gender expansive youth. The Executive Committee decided that NEA would address the underlying issues raised in this NBI by publicizing and distributing "Schools in Transition: A Guide for Supporting Transgender Students in K-12 Schools," co-authored by the ACLU, Gender Spectrum, HRC, National Center for Lesbian Rights and NEA. This guide states that "students have the right to dress in a manner consistent with their gender identity or gender expression as long as the student's attire complies with the school- or district-wide dress code." NEA has taken a number of actions to promote the guide. A letter promoting the guide was sent to all state presidents and executive directors. A link has been placed on [www.NEA.org/bullyfree](http://www.NEA.org/bullyfree) and [www.NEA.org/hcr](http://www.NEA.org/hcr). A story on the needs of transgender students, including a link to the guide was placed on [www.EdVotes.org](http://www.EdVotes.org).

### **Teacher Health Care Coverage**

*1) The National Education Association (NEA) reaffirms our historic position on health care: "The NEA believes that affordable, comprehensive health care, including prescription drug coverage, is the right of every resident." (National Education Association, "National Health Care Policy," Resolution H-7, 1978 and 2003). We recognize it is still true for millions of Americans that the basic right to health care can only be achieved through health care plans provided by employers in labor-management agreements. Using existing publications, we will publicize our opposition to the ongoing attacks on teachers' negotiated health care plans and publicize NEA policy to defend and protect the meaningful health care coverage provided by these plans for our members. 2) We will publicize and condemn attacks on teachers' health care coverage, such as the current attack on the health care of Detroit teachers who are represented by the Detroit Federation of Teachers (DFT), which are so extreme as to deny teachers any affordable coverage at all, through extremely high deductibles or other schemes, the effect of which would be to drive teachers out of employment in embattled urban public school systems, such as Detroit. And will publicize our solidarity with the DFT teachers' struggle to defend the public schools of Detroit and the meaningful health care coverage their union has won over many years of struggle. (2015-77)*

*Completed*

At its September 30, 2015 meeting, the NEA Executive Committee decided that NEA would implement this NBI. NEA utilized a wide variety of strategies

and developed a number of resources to bring attention to the ongoing attacks on member health plans, including the attack in Detroit. Efforts included:

- Advocacy in Congress and the Executive Branch:
  - Although NEA strongly supports the Affordable Care Act (ACA) and believes it is an historic step forward in ensuring comprehensive, affordable coverage for all residents, we have worked tirelessly to repeal a harmful and poorly designed ACA provision—the excise tax on high cost health plans that would hurt many negotiated plans. Through our efforts, we were able, in December 2015, to win a two-year delay in the start of the excise tax. It is now scheduled to take effect in 2020 instead of 2018. This delay has taken the focus away from the excise tax and the rush by employers to shift health care costs to active and retired workers and to cut workers' benefits. NEA will continue our vigorous work to repeal the excise tax on high cost plans because the tax will, among other things, shift more health care costs from employers to active and retired employees. NEA's work on repealing the excise tax on high cost plans was highlighted in several 2015 NEA press releases and articles on NEA digital properties. In addition, articles and updates on our work to repeal the excise tax and the two-year delay were sent to NEA's Health Benefits Liaison Network, state affiliate staff and NEA health reform website users in July and December. We urged staff to share this information in their affiliate newsletters.
  - Another ACA-related law enacted in 2015 allows states to define small groups as those with up to 50 employees. As a result, members in small school districts can continue their longstanding participation in affordable, high quality large group health plans. Employees and retirees in smaller districts in states that define small groups as having up to 50 employees will not be forced into more expensive, individually-rated small group plans. NEA made visits and sent letters to Members of Congress in July, August and September 2015 to boost support of the PACE Act (Protecting Affordable Coverage for Employees Act), which was enacted in October 2015.
- Resource development on the excise tax and high deductible health plans (HDHPs):
  - NEA hired a major health benefits and actuarial consulting firm to produce a report showing that the excise tax is poorly designed and would unfairly tax health plans in geographic areas with higher costs, rather than focus on plans with rich benefits. NEA also developed a calculator for state affiliate health benefit specialists to use in negotiating or lobbying over the excise tax on high cost plans. In addition, we provided numerous updates to state affiliate staff on issues dealing with maintaining or improving access to affordable and comprehensive health benefit plans. These updates included both current research findings on the problems with high deductible health plans

and the 2016 NEA fact sheets on how to negotiate a high deductible health plan that were released to the NEA Health Benefits Liaison Network, state affiliate staff and NEA health reform website users in February 2016.

- Coalition work with AFT:
  - NEA worked in coalition with the AFT to build support for alternatives to employers cutting educators' health benefits. As part of this work, we collaborated with policy experts at the University of Michigan's Institute for Health Care Policy and Innovation on their work on value-based insurance design (VBID). VBID rewards health providers that deliver affordable, quality health care. NEA and AFT worked on model-VBID plans to limit the rise in health care cost shifting from employers to educators while containing costs.
  - NEA and AFT explored, in depth, ways in which NEA could best support Detroit Federation of Teachers (DFT) members in their health benefit struggles. AFT expressed its appreciation for NEA's willingness to support DFT when, and if, action is appropriate and necessary. AFT also thanked NEA for publishing and posting a May 2016 article on NEA's digital properties about the struggles that insured educators around the country, including DFT members, face in trying to pay their medical bills. The article highlighted the impact that state budget cuts and new laws have had on employer contributions to employee health benefits and how high deductible health plans have proliferated around the country as a result.

#### **Coca-Cola Products**

*Utilizing existing communication resources, NEA will encourage state and local affiliates to remove Coca-Cola products (including Dasani, Fanta, Minute Maid, Nestea, Odwalla, PowerAde, and Sprite) from their facilities and official functions. Further, the NEA will inform members of Coca-Cola's unfair labor practices. (2015-80)*

#### *Completed*

At its September 30, 2015 meeting, the NEA Executive Committee decided that NEA will take no action on this NBI at this time, other than continued monitoring to determine if a boycott may be advisable in the future. NEA conducted an investigation and found insufficient evidence of unfair labor practices that would warrant a boycott of Coca-Cola products at this point. NEA will continue to monitor the situation and make appropriate recommendations as necessary. Any future need for a boycott will be examined under governing document guidelines requiring communication with the state affiliate and local affiliate in which the affected company headquarters, organization or governmental entity is located, and a review by the Executive Committee and Board of Directors.

#### **Family Planning Clinics**

*NEA will, through existing media, encourage members to oppose legislative efforts to pass rules or laws that make it impossible for family planning clinics to carry out their mission, thereby forcing them to close. (2015-91)*



*Completed*

At its September 30, 2015 meeting, the NEA Executive Committee decided that NEA will take no action on this NBI other than work already ongoing under the Strategic Plan and Budget. As outlined in NEA's Resolution I-17, and other governing documents, NEA believes in family planning and also believes the government should give high priority to making available all methods of family planning to men and women. NEA also promotes health and wellness issues and believes in the right of everyone to be afforded medical services. This work is part of NEA's governing documents and is currently being carried out as part of the Strategic Plan and Budget.

**National American Indian and Alaska Native Suicide Awareness Day**

*NEA will support the National Congress of American Indians' request of the Presidential Proclamation to declare an annual National American Indian and Alaska Native Suicide Awareness Day to be held each year during the month of September. (2015-93)*

*Completed*

At its September 30, 2015 meeting, the NEA Executive Committee decided that NEA would implement this NBI. Last year, the National Congress of American Indians (NCAI) Annual Convention passed a resolution to declare a suicide awareness day targeting Native communities. The goal is to help increase public awareness, promote the will to live and support current prevention and education efforts. NCAI encourages collaboration with federal agencies, including the Department of Health and Human Services, the Indian Health Service, the Bureau of Indian Education and the Department of Education, as well as national Indian and non-Indian organizations, to support this effort. To support the NCAI resolution, the NEA has strategically engaged in partnerships on a number of activities.

In 2015, NEA attended the Senate Committee on Indian Affairs Oversight Hearing on "Demanding Results to End Native Youth Suicides." Over the past 10 years, the Committee has held six formal hearings to address the issue of youth suicide. Witnesses testified to the current state of Native youth suicide and addressed ways to support native youth, parents, teachers and community leaders who are fighting to end youth suicides. NEA also partnered with the United National Indian Tribal Youth (UNITY) on the very first White House Tribal Youth Gathering and National Conference in Washington, DC. A record 1800 native youth ages 14–24 attended UNITY's National Conference. First Lady Michelle Obama delivered the keynote address and used this time to address the rising rates of Native youth suicides and emphasized the importance of investing in Native youth. Throughout the conference, Native youth were asked to share their perspectives on issues that affect them and their ideas for action.

NEA also hosted DC's Native Public Relations Roundtable, a group consisting of representatives from leading national American Indian/Alaska Native organizations and government agencies in the Washington, DC area. The group meets monthly to improve communication between organizations, foster partnerships and coordinate joint efforts and events around mutual initiatives and priorities. This roundtable focused on Native youth including the high rates of suicide and featured guest speaker Allie Lawrence from NEA's Healthy Futures

speaking about community partnerships to advocate for the health and safety of students, educators, school environment and shared resources on suicide prevention and grief resources.

NEA participated in the Center for Native American Youth Policy and Resource Roundtable Series "Aligning Federal and Tribal Advocacy Efforts with Ally Organizations." Meeting participants included senior White House advisors, agency directors and program staff from the federal government, national tribal organizations and public and private partners. During the roundtable, participants covered a variety of broad topics from education, access to healthcare, mental health, public safety, child welfare, housing, youth suicide and juvenile justice. NEA also led an American Indian/Alaska Native Student Roundtable with 40 Native youth from various tribes across the U.S. in partnership with the National Indian Health Board's 6th annual Native Youth Summit. The purpose of the Roundtable was to facilitate a dialogue centered on the concerns and challenges of Native youth and capture their perspective on education, health and wellness, cultural preservation, school environment and racial equity.

**Native American Mascots**

*NEA will discourage the use of all Native American mascots, such as Redskins, and all derogatory/racist images at all NEA conferences, summit, workshops, and trainings. NEA will boycott all vendors and advertisers that use such symbols. (2015-94)*

*Completed*

At its September 30, 2015 meeting, the NEA Executive Committee decided that NEA would implement this NBI. NEA has developed standard language for use in our vendor and advertiser contracts that prohibits the use of Native American mascots and all derogatory/racist imagery in any conference materials/displays and in any work done for NEA. We have also developed standard language for use in conference invitation materials to discourage the display or wearing of any such derogatory/racist images by conference attendees. NEA is now working to incorporate the language in all vendor contracts and conference invitations.

**Farmworker Organizing Efforts**

*NEA shall write a letter and also publicize, using existing publications, support for the organizing efforts of farmworkers on both sides of the border in places like San Quintin, Baja, CA, and the workers in Burlington, WA who have formed their own union and have been striking for better labor conditions. (2015-102)*

*Completed*

At its September 30, 2015 meeting, the NEA Executive Committee decided that NEA will take no action on this NBI other than work already ongoing under the Strategic Plan and Budget. The fights by farmworkers reflect many of the same issues already supported by the NEA in ongoing work with labor allies. NEA will continue to work with partners to support their organizing efforts.

**Standardized Testing Study**

*NEA will conduct a national survey of NEA members to determine the extent to which standardized testing has impacted educational opportunities in both tested and untested subject areas by requiring curricular modifications or sacrifices to*

*accommodate testing schedules and limiting access to school resources such as technology. The results of the study will be reported on NEA online properties, reported back to next year's NEA RA, and given to the NEA board of directors for the purpose of informing lobbying efforts around standardized testing. (2015-106)*

*Completed*

At its September 30, 2015 meeting, the NEA Executive Committee decided that NEA would implement this NBI. NEA designed a member survey asking about how standardized testing has impacted school curricula and resources. The survey was fielded in April 2016 with results expected to be shared beginning in May.

**Best Practices for English Language Learners with Special Needs**

*NEA will work with partner organizations to compile a list of best practices for the assessment of English Language Learners who may also qualify for special education services. Additionally, NEA will work with partner organizations to gather best instructional practices to provide for English Language Learners who are identified as special education students. (2015-113)*

*Completed by September 1, 2016*

At its November 4, 2015 meeting, the NEA Executive Committee decided that NEA would implement this NBI. NEA partnered with WETA to produce a new comprehensive section on the Colorin Colorado website about identifying, accommodating and teaching English language learners with learning disabilities. The aim is to offer practical guidance for teachers, along with a broader overview of how schools can establish a system for effective identification and intervention. Plans include production of a video interviews (with a teacher, principal, special education director or researcher), along with research articles offering practical guidance and a possible research study or two. NEA believes there is a strong potential to produce an engaging, practical guide to this complex subject that could be helpful to educators in a wide range of settings. Colorin Colorado receives a high-volume of user questions about English Language Learners with learning disabilities. WETA used a similar process for their policy and Common Core sections, getting input from our educator advisors along the way. The result in both cases was successful and unlike anything else in the field of education.

**Voter Identification at Representative Assembly**

*NEA will require delegates to present only their Representative Assembly credentials prior to receiving their ballot for the election of officers, amendments, and at-large representation on the Board of Directors. (2015-114)*

*Completed*

At its September 30, 2015 meeting, the NEA Executive Committee decided to implement this NBI, beginning with the 2016 Representative Assembly. As such, delegates will no longer be required to present photo identification at the voting booth and will be permitted to vote after presenting their Representative Assembly credentials.

**Pro-Student, Pro-Teacher Assessment Legislation**

*NEA will use existing methods of communication to highlight examples where state affiliates have collaborated with state leg-*

*islators to create and pass pro-student, pro-teacher assessment legislation, such as Oregon's Student assessment Bill of Rights. (2015-117)*

*Completed*

At its September 30, 2015 meeting, the NEA Executive Committee decided to implement this NBI by asking state affiliates for examples of legislation that could be highlighted on NEA's EdVotes.org site. As a result, EdVotes.org has featured multiple examples of collaboration in support of pro-student, pro-teacher legislation, including:

- Using the implementation of the Every Student Succeeds Act, to highlight efforts by educators to re-shape testing regimes that promote learning and that reduce unnecessary standardized testing.
- Publishing a blog post entitled "Five victories that put cracks in the 'testocracy,'" which among other things, reported on the victory by Seattle educators to remove the so-called "student growth rating" from their contract and all standardized test scores from teacher evaluations.
- Posting "A+ to Florida educator and activist rallying against over-testing of students," a blog about how nearly 3,000 supporters came together in Tallahassee in mid-January 2016 to rally for the end of over-testing. This post reached more than 4,400 people on Facebook.
- Posting a blog entitled "Testing reduction creates new opportunities to improve learning for KY students," about district-level collaboration. This post reached more than 3,000 people on Facebook.
- Posting a blog entitled "CO bill could reduce stress, pressure on students from standardized tests," which reached nearly 20,000 people on Facebook.
- Publishing "Educators stand ready to use ESSA, their expertise to benefit students, public education."

**Genetically Modified Organisms**

*Using existing resources, the NEA will write an article informing educators and school families about the benefits and drawbacks of Genetically Modified Organisms (GMOs), their products, their potential environmental impacts, and related health concerns. The article will cite results of existing peer-reviewed scientific research. (2015-120)*

*Completed*

At its September 30, 2015 meeting, the NEA Executive Committee decided that NEA will take no action on this NBI, as it falls outside the scope of the Association's strategic priorities.

**Referred to the NEA President**

**Task Force on Merged and Non-Merged States**

*NEA will convene a taskforce including national, state, and local leaders from merged and non-merged states selected by their respective organizations to work toward an agreement(s) on issues being raised by merged and non-merged states e.g. NEA RA representation. Said taskforce to present any recommendation(s) in a timely manner for consideration at the 2016 RA. (2015-39)*

*Continuing Responsibility*

As this report went to print, the NEA president was scheduled to convene a Merged/Non-Merged NEA Affiliates

Dialogue in May 2016, with representatives from merged and non-merged state and local affiliates. The dialogue was designed as a forum to share concerns and ideas on how merged and non-merged affiliates can strengthen ties with each other and the NEA and how they can work more closely together to achieve the Association's collective mission.

#### **Referred to the Legislative Committee**

**Racketeering Influence and Corrupt Organizations Act**  
*NEA, using available resources, will craft model legislation that can be used in state affiliates to lobby to amend state Racketeering Influence and Corrupt Organizations Act (RICO) laws to ensure that such laws intended to target organized crime cannot be used to prosecute educators. (2015-85)*

*Completed*

At its October 2, 2015 meeting, the Legislative committee decided that NEA should take no action on this NBI.

#### **Child and Elderly Missing Alert Program Act**

*NEA urges congress to pass H.R. 1742, Child and Elderly Missing Alert Program Act of 2015 through existing communications and include persons with disabilities. (2015-121)*

*Completed*

At its October 2, 2015 meeting, the Legislative Committee decided that NEA should implement this NBI by sending a letter in support of H.R. 1742. The letter was drafted and sent to Congress.

# Implementation of Committee Recommendations Received by the 2015 Representative Assembly

The Board of Directors is required to present to the Representative Assembly a status report on recommendations in committee reports received by the previous Representative Assembly, including actions of the Board on those recommendations. The NEA Board of Directors received reports of the 2014–2015 committees and acted on their recommendations at

its meeting of May 2015. Subsequently the committee reports, including the recommendations referencing the Board's action, were submitted to the 2015 Representative Assembly. This report describes implementation of the 2014–2015 recommendations that were adopted by the Board of Directors and implemented during the 2015–2016 program year:

COMMITTEE ON BOARD ROLES, RESPONSIBILITIES, AND LEADERSHIP TRAINING (now Committee on Board Leadership Development)	
COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
1. That NEA implement the three-year board training program as developed by the committee.	NEA successfully implemented year one of the Board curriculum. The curriculum began in August 2015 and was completed in April 2016. Approximately 46 members of NEA's Board of Directors participated in this first year curriculum. The advanced curriculum will take place during the 2017 NEA National Leadership Summit in Orlando, Florida.
2. That NEA implement the three-year board training curriculum, which focuses on providing exposure to course content during the initial part of a three-year Board term.	NEA provided the first year curriculum to NEA Directors prior to the fourth Board meeting in April 2016. The emphasis was on providing access to the content during the initial part of a Director's first year in order to enhance his/her effectiveness as a member of NEA's Board of Directors at the national, state and local levels. This emphasis on the initial months of a Director's tenure is not expected to change if the curriculum is modified.
3. That the Board Internal Concerns Committee develop policy that requires first year members to actively participate in training opportunities during the initial 18 months of their term.	Upon request from the Board Leadership Development Committee, the Internal Concerns Committee approved the following language, which will be added to the Board of Directors Handbook. <i>New Board members (that is, Board members serving in their first year on the NEA Board) must have, as one of their two NEA-funded events, the NEA Leadership Summit, which will include sessions designed specifically for their benefit. If a new Board member is unable to attend the Summit in his or her first year, he or she should make every effort to attend the Leadership Summit in his/her first term.</i>
COMMITTEE ON ESP CAREERS	
COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
1. Create professional development opportunities for ESPs to learn how to advocate for their careers and the role they have in meeting the needs of the whole student through message development and delivery.	At the 2016 NEA ESP Conference Leadership training, participants were offered a one day intensive professional development opportunity to learn how to advocate for their careers and the role they have in meeting the needs of the whole student through message development and delivery. Additional professional development opportunities at the ESP Conference specific to ESP career advocacy and meeting the needs of the whole student included a session on fighting privatization, the role of community-led learning for the whole student and media Op-Ed writing.  During a general session, participants also engaged in a conversation with world-renowned child development and education experts on how to advocate for the students they work with by putting a face to issues of poverty, inequality, abuse, neglect, bullying and discipline.

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
	<p>Members of the NEA Whole Student Workgroup and NEA staff provided training on the whole student approach at the following professional development opportunities:</p> <ul style="list-style-type: none"> <li>• ESEA Professional Day (Las Vegas, NV)</li> <li>• 2015 VEA Instruction and Professional Development Conference</li> <li>• 2015 NJEA Convention</li> <li>• 2016 DSEA ESP Conference</li> <li>• 2016 NEA Leadership Summit</li> <li>• NCESP Executive Committee Meeting</li> </ul> <p>Participants were introduced to the whole student approach and the critical role ESPs play in moving the whole student model from vision to action, ensuring student success. These workshops also covered relationship building, partnerships and community engagement to meet the needs of the whole student and to advocate for ESP and educator rights.</p>
<p>2. Using all forms of media, NEA will develop a pride campaign that defines and promotes the significance of all nine ESP careers as key members of the education team and their role in student success.</p>	<p>NEA developed a pride campaign that defines and promotes the significance of all nine ESP careers as key members of the education team and their role in student success. Campaign highlights include:</p> <ul style="list-style-type: none"> <li>• Branding and marketing efforts including ESP Career swag, signage and the development of the Digibook companion brochure and poster;</li> <li>• Social media outreach through Facebook, Twitter and other outlets;</li> <li>• Messaging and advocacy training including Raise your Voice, Share Your Story; Advocating for the Whole Student; and Social Media 101</li> <li>• ESP story development and placement in NEA communications vehicles such as NEA Today.org, <i>NEA Today</i> magazine's ESP section, NEAT Express, nea.org and EdVotes;</li> <li>• Event visibility efforts including the 2015 National ESP Day, State and National Delegate Assemblies, local/state ESP affiliate battles, Champions of Change and the National ESP Conference;</li> <li>• Outreach and visibility efforts among education advocacy and progressive communities via social media and direct relationships to key community contacts; and</li> <li>• External media outreach for ESP of the Year, Bammy Award nominees/ recipients, Digibook stories as well as other member awards and accomplishments.</li> </ul>
<p>3. Promote ESP inclusion in school based paid professional development opportunities.</p>	<p>The ESP Quality Department (ESPQ) has worked to promote ESP inclusion in school based paid professional development opportunities by piloting a partnership between NEA, USEA and the Tooele, Utah school district to offer district wide anti-bullying training. A cadre of ESP members also participated in a full day training-of-trainers workshop to build capacity so the bullying training can be offered throughout the state.</p> <p>ESPQ has been working with ESP State Staff Coordinators to begin developing a catalogue of ESP professional development offerings and to share ideas on engaging school districts to offer inclusive paid professional development for all educators. Finally, through the ESP Facebook page, members are sharing success stories and ideas on how to advocate for relative paid professional development offerings.</p>

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
<p>5. NEA will promote and reflect the contributions of ESPs in all NEA communications and messaging efforts.</p>	<p>NEA's Editorial Guidelines and Principles include guidance on delivering content specific to one particular member constituency, such as Education Support Professionals (ESPs), with dedicated publication space, when available and appropriate. In addition, content throughout NEA publications should be relevant and of interest to ESP members. NEA publications are to represent all of NEA's member constituency groups: elementary and secondary education teachers, ESPs, higher education faculty, school administrators, retired educators and students preparing to become educators. These same guidelines govern content for digital and social media assets as well as publications</p> <p>NEA's Center for Communications has updated the NEA message triangle specifically adding "education support professionals" into the national message frame. In addition, we are finalizing edits to an ESP version of the message guide. Separately, roles of various ESP were cast in our national ad campaign (launched during American Educator Week/ESP Day), including the only speaking role in the national advertisement. We have slated several ESP-centric and inclusive pieces into <i>NEA Today Express</i> and Lily's Blackboard editorial slate.</p>
<p>6. NEA will promote and provide research and resources to assist ESPs in advocating for increased salaries and better working conditions.</p>	<p>Through our Whole Student work, ESPQ has focused intensively on educating ESP members on the value of their work and impact on student success. This message has been delivered through our Whole Student trainings, advocacy offerings at the NEA ESP Conference, and social media outlets including Facebook, Pinterest and Twitter. ESPQ has also collaborated with C40 to provide data and research around Living Wage campaigns. NEA's pro-active anti-privatization strategy around the whole student work assists affiliates with resources and research illustrating the importance of keeping the community and school resources local and well-funded.</p>

**COMMITTEE ON ETHNIC MINORITY AFFAIRS**

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
<p>1. EMAC recommends that NEA continue and expand the School-To-Prison Pipeline (STPP) program through its outreach at the state level and increase opportunities for members including an online presence (i.e. GPS network, online webinars/ toolkits), and partnerships that will assist with the eradication of the issue.</p>	<p>NEA is committed to continuing advocacy and member engagement on eradicating the school-to-prison pipeline. There are several documents available on-line at <a href="http://www.nea.org/hcr">http://www.nea.org/hcr</a> and the EdVotes sister site <a href="http://www.EdJustice.org">www. EdJustice.org</a>.</p>
<p>2. EMAC recommends that the NEA President and Executive Director establish a taskforce that will develop a policy statement addressing school discipline and the school-to-prison pipeline.</p>	<p>A School-to-Prison Pipeline Taskforce has been established and consists of a diverse group of members, including the four ethnic minority caucus chairs. A taskforce report and draft policy statement will be presented at the 2016 Representative Assembly.</p>
<p>4. That NEA will continue its support for cultural and language competence through specific cadre programs designed to inform members at MLT Conferences, Leadership Summit and State affiliates. Information about these programs should be shared with members at MLT Conferences, Leadership Summits and state affiliates.</p>	<p>The English Language Learner and Immigration Engagement and Advocacy Programs continue to be robust and in high demand from members, state affiliates and external partners. Information about cultural and language competency was shared with members at various events including Minority Leadership Training, ESP Conference and various state conferences and meetings.</p>

## COMMITTEE ON LEGISLATION

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
1. That the NEA Board of Directors recommend the revised Legislative Program for the 114th Congress to the delegates to the 2015 NEA RA.	The 2015 NEA RA approved the Legislative Program for the 114th Congress after adding eight amendments.

## COMMITTEE ON LOCAL PRESIDENT RELEASE TIME GRANTS

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
1. The committee recommends that the grant evaluation form be updated to reflect the focus on organizing and to include and updated organizing plan and benchmarks.	The evaluation component has been updated to include an emphasis on organizing, an updated organizing plan and benchmarks. This updated evaluation will be distributed and implemented during the spring 2016 evaluation period.
3. The committee recommends an additional component to the annual training for grant recipients to help the local presidents understand how to better complete the evaluation forms.	A session was added to the fall 2015 annual training. Grant recipients were given an overview of the online system and were provided guidelines on how to better complete the evaluation forms. The grant recipients will be provided an information sheet with the evaluations in spring 2016, which may serve as a guide to help with the evaluation process.

## COMMITTEE ON MEMBERSHIP ORGANIZING

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
1. That NEA support locals in building robust worksite leader programs and that NEA partner with locals and state affiliates to provide support and training to worksite leaders in engaging in relational 1/1 conversations designed for recruitment and engagement.	To date, 45,000 Association Reps. are identified in the system. Organizing programs contain leader components with both resources and hands on training opportunities. 1/1 organizing conversations are a focal piece of national programs such as Back to School, Early Enrollment, Education Summer, and Back to School.
2. That NEA encourage locals to engage in parent, family and community outreach and furthermore that NEA partner with locals and state affiliates to provide training and support for locals interested in building community engagement program.	Implementation of the Every Student Success Act provides a vehicle for parent, family and community outreach. The action guide will contain components of how to engage these populations. Furthermore, our partnership with the Alliance to Reclaim Our Schools provides community and parent engagement around public schools that all our students deserve. New training content was created by the NEA Center for Organizing to assist locals in parent/community engagement work; the content is being incorporated into existing trainings and conferences.
3. That locals and state affiliates engage in charter educator outreach for purposes of recruiting them into the NEA, along with policy organizing in support of maintaining high standards for all schools.	Charter school organizing is ongoing with recent victories in California and Pennsylvania. Over the past year, hundreds of new members have joined the NEA from charter school organizing.
4. That recruitment focus not only in “right to work” states, but also in fee-paying states for purposes of reaffirming membership as a values based commitment, and that this work include outreach in all NEA job families and professions.	With the threat of a negative decision in the <i>Friedrichs</i> case, fee-paying states moved up into a national priority for organizing. All agency fee states had robust member engagement plans. Special attention has been paid to ESP and Higher Ed members, where high numbers of fee payers occur. Going forward, state affiliates and the NEA remain committed to “engagement unionism.”

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
5. That NEA partner with state affiliates to develop more robust NEA student member programs, including training cadres of NEA members who were NEA Student members and will function as student recruiters.	The Student Program and Early Career Educators Program invested in the Degrees Not Debt program, hosting 63 listening tours around college campuses, and attending career fairs for future educators to promote the NEA (for the first time ever) to determine if this can be a leads generating activity. Seventeen Student Program leaders serve as Organizing Fellows, learning organizing skills and building strong student chapters. State affiliates have been encouraged to expand staffing and support for the NEA student program and other aspiring educator initiatives.
6. Recognizing that the value of NEA membership is not simply access to benefits and the right to representation in the event of an employment-based need, the MO Committee recommends NEA partner with affiliates and locals to showcase the Association's commitment to great public schools by promoting our good work around professional issues, bargaining language, workplace practices, and public advocacy that enhances student learning, and that this work address all professions represented within the NEA.	Organizing programs have pivoted away from selling insurance and a heavy focus on benefits. All 2016 organizing toolkits and launch webinars enforce this message. Special meetings were held, including a large meeting in October 2015, to advance "professional issues and professional practice organizing." The new Montgomery Institute provided trainings to dozens of local and affiliate teams in professional organizing. New work launched for "bargaining for the common good," which lifts up student centered initiatives at bargaining.
7. That all locals be encouraged to conduct trainings for worksite leaders and local leaders (the trainings can be virtual) prior to back to school recruitment season and set specific goals for member-led recruitment in every local.	Trainings offered included a train the trainer option. The Education Summer trainings focus specifically on Back to School preparation and touch hundreds of member leaders each year. Specific growth goals have been set for 2016 Early Enrollment at the state affiliate level.
8. That the 2015 RA in Orlando include materials or training information for Back to School recruitment, with an electronic sign up capability for delegates to make personal commitments regarding new member recruitment.	An organizing booth at the 2015 Orlando RA gathered personal commitments. Many who committed joined a monthly mailing list of organizing resources (the GLUE mailing). NEA field staff engaged in follow up with interested locals who signed up at that RA. The 2016 RA will have a back-to-school promotion component and digital resources for local leaders.
9. That NEA lead on sharing recruitment results across affiliates and locals weekly throughout Back to School season.	Weekly reporting is provided via Regional Directors to affiliates. The monthly Organizing Report contains this data for all locals and other leaders. NEA will have weekly reporting capabilities for 2016.

**COMMITTEE ON RAISE YOUR HAND  
(now Committee on Empowered Educators)**

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
2. Promote the GPS Indicators Framework effectively	To help address gaps in student achievement and opportunity and reduce the amount of standardized testing in schools, NEA developed messaging to promote the "Opportunity Dashboard"—which is largely based on the GPS Indicators—in ESEA reauthorization and implementation of the Every Student Succeeds Act. A centerpiece of our campaign around ESEA, this dashboard became part of the final bill and provides a new system that requires states to include at least one quality school indicator in their state accountability plan. These indicators could include students' access to advanced placement coursework, graduation rates, access to school counselors, nurses or psychologists, access to early education programs or access to community support services. We developed videos, message guidance, digital graphics and media strategy to help get this into the new bill, and will continue to assist states with similar resources during implementation.



## COMMITTEE ON SEXUAL ORIENTATION AND GENDER IDENTITY

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
<p>1. NEA will develop guidance for educators and members on the impact of recent U.S. Department of Education expansions of Titles VII and IX as they apply to transgender, gender non-conforming, perceived sexual orientation and lesbian, gay, and bisexual students.</p>	<p>NEA's Office of General Counsel developed a comprehensive resource on Titles VII, IX and other protections as they apply to transgender, gender non-conforming, perceived sexual orientation and lesbian, gay and bisexual students. NEA collaborated with the ACLU, Gender Spectrum and the Human Rights Campaign in development of <i>"Schools in Transition: A Guide for Supporting Transgender Students in K-12 Schools"</i></p>
<p>2. NEA will explore potential partnerships with programs like the Positive Behavioral Interventions and Supports (PBIS) and others, disseminating information and resources regarding cultural inclusivity of LGBTQ, gender non-conforming and perceived sexual orientation and identity. This data analysis will be included on the NEA website and other appropriate communications vehicles.</p>	<p>NEA has examined programs such as PBIS as well as others for potential partnerships. While the potential of formal partnerships are still being explored, information on these programs, including information and resources regarding cultural inclusivity of LGBTQ, gender non-conforming and perceived sexual orientation and identity is on the NEA.org/hcr website.</p>

## ADVISORY COMMITTEE ON STUDENT MEMBERS

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
<p>1. That the new grant program be named CREATE and the criteria for each type of grant be aligned with the three core values of the NEA Student Program, Teacher Quality, Community Outreach, and Political Action.</p>	<p>The CREATE Grant was implemented in spring 2015. Application deadlines are October 15th and February 15th of each year. Applications are aligned with the three core values of the NEA Student Program.</p>
<p>2. That the NEA Student Program work with state and local associations in areas where a college campus is in the local's area to develop an "adopt a chapter" program. The local associations would develop a relationship with student members on campuses in their area to create a seamless path from student membership to active membership.</p>	<p>The "Locals Adopting Chapters" program was presented to attendees at the 2015 NEA Student Leadership and Professional Issues Conference by the Wisconsin Education Association Council Student Program. A toolkit will be developed for state and local affiliates and will be made available on the NEA website and on NEA EdCommunities during the summer of 2016.</p>
<p>4. The committee recommends a community service fair entitled "The LEGACY Project" in which the NEA student and retired leadership will devote a pre-RA field day to community engagement that lifts up NEA's strategic goal 2.</p>	<p>The first annual LEGACY Project was held in June 2015 in Osceola County, FL. Future projects will be held in locations of future NEA Representative Assemblies. In addition to the Student Program and NEA Retired, partners will include state and local associations, community organizations etc.</p>

## COMMITTEE ON WOMEN'S ISSUES

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
5. WIC recommends that NEA advocate that all families will have access to the Internet and other technology in a variety of outlets (i.e. libraries, community centers and schools etc.).	NEA continues to advocate for equitable distribution of resources through various external partnerships (i.e. Urban League and PTA), as well as through collaborations with state affiliates on the implementation of the Every Student Succeeds Act, which can be a pathway to advocate for greater technological access for students and families.
6. WIC recommends that NEA promote and support through existing means and resources information on the impact of violence against women and children and how those traumatic events influence academic success. NEA will accomplish this through partnerships with various federal agencies that collect data on these issues.	Through on-going partnerships with various organizations, NEA has access to a variety of resources and information regarding the impact of violence against women and children. Data and links to various sites will be available on the <a href="http://www.neaedjustice.org">http://www.neaedjustice.org</a> website.
8. WIC recommends that NEA collaborate with associations and agencies that provide training to first responders on appropriate reactions to domestic violence situations involving women and children.	NEA continues to investigate. However, a review shows that many of the first responder organizations and agencies currently have guides and training regarding dealing with sensitive situations involving women and children.
10. WIC recommends that NEA establish new partnerships and continue existing partnerships with groups and organizations that are aligned with NEA policies related to women and children, including but not limited to Institute for Women's Policy Research, the Council for Labor Union Women, the National Coalition for Women and Girls in Education, and the American Association of University Women.	NEA participates in monthly coalition meetings with the National Coalition of Women and Girls in Education. We posted events and engagement opportunities for members on NEA on-line platforms. In addition, NEA investigated a partnership with the African American Policy Forum, which focuses issues impacting girls of color.
11. WIC recommends that NEA use collaborations with partners to communicate to members and the public, information about the role unions play in improving the lives of working women.	During Women's History Month, NEA collaborated with the Labor Council for Latin American Advancement to highlight the importance of union participation for Latinas. NEA member Gladys Marquez was featured in a meme posted on both websites. NEA partnered with the Institute for Women's Policy Research on briefing papers that link higher earnings for women to union participation.
12. WIC recommends that NEA use photos of actual members, instead of stock photos for all publications and communications, both internally and externally.	NEA is conducting a multi-year photo shoot to build stock photography of NEA members at work for Association and partner use. The first round of shoots took place in San Diego, California; Prince Georges County, Maryland; Hilliard, Ohio; Salem and Gresham, Oregon; and Tulsa and Tahlequah, Oklahoma. Our goal is to be proactive in capturing NEA's diverse members at their best. The member models were diverse in culture (Asian; Asian Pacific Islander; Black; Hispanic; White; Native American) and in job category. We have a nice mix of active educators and retirees. We continue to push for full representation of all of our members engaged in education and developing the whole student.





*Great Public Schools for Every Student*

*This document has been printed by Organized Staff Union Labor at the National Education Association*