
REPORTS OF COMMITTEES 2016–2017

**Presented to the 96th Representative Assembly
Of the National Education Association**

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	<i>Page</i>
Board Leadership Development	3
Empowered Educators	6
ESP Careers	9
Ethnic Minority Affairs	12
Human and Civil Rights Awards	14
Legislation	15
Local President Release Time Grants	16
Member Rights, Compensation, and Benefits	17
Membership Organizing	20
Professional Standards and Practice	22
Read Across America	27
Sexual Orientation and Gender Identity	29
Student Advisory	32
UniServ Advisory	34
Women’s Issues	36

Foreword

The NEA committee structure provides for:

- Board Strategic Committees that advance one or more of NEA's strategic priorities;
- Social Justice and Constituency Committees that make recommendations to the governing bodies on matters of concern to constituencies they represent;
- Special committee established on an ad-hoc basis.

On April 29, 2017, the NEA Board of Directors received and acted on the reports and recommendations of NEA committees for 2016–2017. The action of the Board on the recommendations is shown at the conclusion of each of the following committee reports.

Board Leadership Development

COMMITTEE MEMBERS

Krista Patterson, *Chair*
Aptos, CA

Tiffany Back
Waltham, MA

Joshua Brown
Altoona, IA

Angela Davis
Garland, TX

Kevin Gilbert
Ridgeland, MS

Tripp Jeffers
Winston-Salem, NC

Dale Kaiser
Duncanville, TX

Russell Leone
Baltimore, MD

Gladys Marquez
Frankfort, IL

Nandi Riley
Tallahassee, FL

Miguel Saldana
Kennewick, WA

Christine Sampson-Clark
Trenton, NJ

Daniel Sobczak
Snellville, GA

Sam Talarico
Erie, PA

Michael Thurston
Whitefield, ME

Kari Vanderjack
Oak Forest, IL

Sandra Walker
Topeka, KS

Marilyn Weeks Ryan
Spotswood, NJ

Julie Wickersham
Clarkston, WA

Staff Liaisons:
David Donaldson
Ernestine Ussery

Charge 1

Review, assess and update as needed the Board curriculum, training model, and schedule to ensure all Board members receive appropriate training throughout their NEA Board service.

Committee Discussion

Charge 1 was discussed and explored throughout FY 2016–17. Three specific areas that will be detailed here are: small-group assignment, Super Week committee meetings and NEA National Leadership Summit content delivery.

Small-Group Assignment

Prior to September Super Week, committee members began to think about and explore this charge. Via a webinar in August 2016, committee members were introduced to a pre-Super Week small-group assignment, its main goal—guided by charge 1—was to utilize a set of resources to complete an initial analysis of a Board curriculum session. Following the webinar, committee members completed a survey that informed groupings. Each group was provided a suite of materials to help with the analysis of their curriculum session, these included: session alignment to the NEA Leadership Competencies, session objectives, FY 2015–16 session evaluations, past PowerPoints and accompanying literature. With these resources, committee members analyzed their assigned curriculum session and answered a 14-question survey, which included the following:

1. Keeping in mind the learning objectives of this session, are they currently applicable as written? If not, please submit recommended edits.
2. The 2016–2017 Committee Charge #3 reads: Conceptualize and develop onboarding packet for first-year directors who enter the curriculum track at

different times of the year. What components of this session should be included in an onboarding packet?

3. Reflect on the delivery of the session. Make any suggestions and/or recommendation that you think will help strengthen the delivery of the information. For example, does this content lend itself to distance learning, professional reading rather than an in-person training, a panel discussion, etc.?
4. Reflect on the subject matter expert who delivered this content. Is this person a good fit? Could Directors deliver this content? Using your state/local/personal networks, make recommendations of other subject matter experts that may serve as alternates. Please consider current Directors as your first option.

Committee members were asked to complete their survey prior to Super Week and to be prepared to share during the September Super Week committee meeting.

Super Week Sessions

September Super Week

The committee's pre-Super Week assignment was a core discussion point during the September Super Week session. Each small group shared their analysis and facilitated a discussion. The outcomes of those discussions were captured and utilized for preparing facilitators of content and have helped to inform discussions related to the FY 2017–18 instructional content and sequence. Some outcomes were:

- When appropriate, provide reasonable pre-work and action planning.
- Content should be interactive, “sit-and-get” should be avoided when possible.

- Provide a more robust overview of NEA history.
- Utilize online-learning tools when possible.
- Utilize the Budget Committee for the session “Orientation to NEA’s Strategic Plan, Budget Development and Business Policies.”
- Adjust the sequence of the sessions, more specifically deliver the session “Communicating Clearly and Effectively as a Representative of NEA” earlier in the year—ideally September Super Week.
- To better understand the impact of the curriculum, a survey should be deployed to all Directors, preferably before the start of FY 2017–18.
- Consider having the committee host a “meet and greet” reception for new and seasoned Directors during September Super Week. This grew from an expressed interest to provide more opportunities for Directors (new and seasoned) to interact informally.

Charge 1 was further discussed via small-group discussions focused on providing Board of Directors extended learning sessions, intended for all interested Directors via the NEA National Leadership Summit. The four sessions discussed were: *Masters organizational, community, and personal relationships; Develops a communications approach and style to fit appropriate audiences; Well versed on issues of education advocacy, policy, and practice; and Promotes stewardship and financial integrity and manages risk.*

As a result of the small group work and large group share-out, committee members were able to identify the NEA Leadership Competencies and learning objectives they would like to be addressed. The competencies and learning objectives were shared with the facilitators of each session.

Of the four sessions it was decided that committee members would facilitate the session *Master organizational, community, and personal relationships*. The committee members used the competencies and leaning objectives as a guide to frame their session – done via virtual meeting.

February Super Week

During February Super Week, the committee was provided an update on all charges and recommendations as well as survey results from the sessions—in all cases, Charge 1 was referenced. The meeting concluded with committee members providing an overview of their Summit extended-learning instructional session.

NEA National Leadership Summit

During the NEA National Leadership Summit, first-year Directors received two pre-instructional sessions. Four extended learning sessions were offered to all Directors; these aligned with the Summit breakout sessions and were only available to Directors. In each case, the committee chair, Krista Patterson was in attendance. At the conclusion of the Summit, committee members who were available met to discuss the instructional sessions they observed and made recommendations for FY 2017–18, some of the recommendations were:

- Content be delivered in an engaging format and be as applicable as possible to their role.
- Would like to see more Directors involved in delivering content either as lead facilitators or by helping co-facilitate/support a session.
- Whenever possible, have committee members attend trainings, there should be committee representation at each training session.

In addition to these recommendations the committee members in attendance agreed that Krista Patterson, chair, should explore with NEA leadership on how best to utilize Tecker International materials in future instruction and Board meetings. Tecker’s framework has included him leading demonstrated sessions that pulled upon his work to create engaged Boards. New Board members trained over FY 2015–16 and FY 2016–17 have embraced Tecker’s work and have begun inquiring about NEA’s intention on utilizing the approach that is being promoted.

Charge 2

Explore and make recommendations regarding the integration of institutional racism into the board curricula and training.

Committee Discussion

It is important to note that the grounding of this charge was the inclusion of the instructional session “Institutional Racism: Racial Justice in Education.” That inclusion both in FY 2015–16 and 2016–17 has been well received and helped to inform the development of this charge. That said, one of the questions Committee members answered when completing their analysis assignment—referenced above—focused on charge 2, more specifically:

- Charge #2 reads: Explore and make recommendations regarding the integrations of institutional racism (IR) into the Board curricula and training. Does the session you are reviewing lend itself to the integration of IR? If so, outline how this integration might take place.

The findings were discussed during September Super Week and revisited during February Super Week—which followed the “Institutional Racism: Racial Justice in Education” training that some committee members hadn’t attended. It was found that some sessions more than others lend themselves to the integrations of racial justice concepts. Overall, the committee believed that, when appropriate, integrate racial justice concepts into curriculum sessions. It was also agreed that the NEA Center for Social Justice should be consulted in advance of FY 2017–18.

Charge 3

Conceptualize and develop onboarding packet for first-year directors who enter the curriculum track at different times of the year.

Committee Discussion

During FY 2016–17, the Board Leadership Committee discussed the respective phases of development, implementation, updates and next steps shared by staff liaisons with regard to the onboarding process as guided by charge 3 during two of its meetings. Specifically, during

the September Super Week, committee staff liaisons shared the conceptualization and development of online tools that were created in detail to support the charge. The online tools, in the form of video clips (recorded presentations with voiceover using a platform referred to as Camtasia), were introduced to the committee followed by a discussion of how these tools would serve as the front-end onboarding process for new directors, including how they could be phased in. The video clips touched on key strategic topics vital to new directors and received positive affirmations from the committee. Topics included: Roles and Responsibilities, Key Resources on Board Group and Travel.

During the February Super Week committee meeting, staff liaisons highlighted additional video clips that were added to the online tools—Leadership Competencies

and Board Buddies. Additional components to the process were also discussed, including boilerplate welcome e-mails with core documents and links to the current video shorts. During this discussion, several committee members expressed an interest in joining the New Onboarding Director group site on edCommunities in an effort to be informed about where the video clips were housed and how new directors had access to viewing them from this approach.

Overall, the main theme that resonated out of committee discussions was how significant this charge has been with adopting a system that has proven more valuable than anticipated. Anecdotal data supports that new Directors are better informed and their onboarding experience as a new Director enhanced due to the fruition of the onboarding process now in place.

Committee Recommendations	Board of Directors Action
Charge 1: <i>Review, assess and update as needed the Board curriculum, training model, and schedule to ensure all Board members receive appropriate training throughout their NEA Board service.</i>	
1. NEA should expand the first-year Board of Directors curriculum to all new Board of Directors, including Interim Directors serving a term of less than one year. Presently, a practice is in place that limits the instructional sessions available to first-year Directors serving a term of less than one year.	Adopt
2. NEA should build an evaluation that will help to measure the short- and long-term impact and value of the Board of Directors curriculum. Presently, surveys are administered after each instructional session. The committee believes that a more formalized evaluation will help to determine whether the curriculum is having an impact on the Board of Directors.	Adopt
3. NEA should provide an off-boarding instructional training for seasoned Directors who are ending their term. It is hoped that by providing this instructional training off-boarding Directors will have the opportunity to explore ways they can remain engaged with NEA and its priorities.	Adopt
Charge 2: <i>Explore and make recommendations regarding the integration of institutional racism into the Board curricula and training.</i>	
4. Building upon the work of the committee in FY 2016–17, the committee should consult with the Center for Social Justice on the annual review of the BOD curriculum to help ensure that it accurately embraces the Association’s commitment to racial justice in education	Adopt

Empowered Educators

COMMITTEE MEMBERS

Jenifer Almassy, *Chair*
Flushing, MI

Jo McKim
Louisville, KY

Jerad Reay
Murray, UT

Enrique Farrera
Portland, OR

Gary Melton
Mays Landing, NJ

Brenda Robinson
Little Rock, AR

Michael Harman
Salt Lake City, UT

Kathy Meyer
Huron, SD

DeWayne Sheaffer
Long Beach, CA

Judy Harris
Central Point, OR

Ashley Muscarella
Washington, DC

Tammy Smith
Fairbanks, AK

Bob Hoffman
Sioux Falls, SD

Deanna Nicosia-Jones
Clayton, NJ

Hanna Vaandering
Portland, OR

Shelly Krajacic
Kenosha, WI

Bonnie Page
Tewksbury, MA

Staff Liaisons:
Segun Eubanks, PES
Ann Nutter Coffman, PES
Melissa Mayville, EPP

Debra Lee
Abington, PA

Tim Parker
Fairbanks, AK

Denise McCoy
Winston-Salem, NC

Martha Patterson
Silverdale, WA

Charge 1

Develop models and strategies for state and local affiliates to tap into the expertise of educators, including professional practice leaders, to support implementation of the Every Student Succeeds Act.

Committee Discussion

During the course of the year, Melissa Mayville provided an overview of NEA resources and actions related to the Every Student Succeeds Act (ESSA) to this point. Prior to the February meeting, a short Google form was sent out to a series of professional practice leaders about their knowledge of NEA ESSA resources and how to use them.

Key takeaways/emergent themes from small group discussions around vision and resources revealed:

- Information in the current format on the NEA ESSA site is overwhelming, both in organization and document format (needs to be shorter, less policy, more action and editable).
- We need specific direction/examples on how to use information to involve educators and stakeholders on specific issues and how to take action.
- NEA needs a very clear statement on how ESSA can improve teaching and learning (pessimism exists).

In addition to emergent themes/takeaways from small group discussions, connections to ESSA Vision and missing elements included:

Connections to ESSA Vision

- There is a general lack of knowledge around the promise of ESSA (need a “picture” or example of what good implementation looks like and how it impacts educators)
- There is an overwhelming amount of information. Members need to know how to use and share the information and need to access information from multiple levels of knowledge/roles.

Missing Elements

- Examples of good state plans and implementation.
- Information on how to move information along the continuum (national/state/local) in the affiliate world—there is a disconnect in levels of knowledge.
- Guidance on how to use opportunity indicators.
- ESSA learning and action continuum of national/state/local/community stakeholders with a timeline.

The following recommendation emerged as small groups synthesized the large group discussions:

Site(s)

- Differentiate site information by audience/role (state/local leaders/members; ESP, SISP, Teacher).
- Create an app that will direct differentiated needs to appropriate site resources.
- Create training modules/PLCs featuring experts (see Connected Action Roadmap—<http://njpsa.org/car/>).

- Make information usable/actionable.
- NO MORE PLATFORMS—keep getESSAright and EdCommunities.

Engagement

- Provide opportunity for two way information at Professional Practice Learning day at the RA–ESSA theme to educate members and members educating members/leaders.
- Remember this is more than a website.
- Create a state contact person at NEA to aid states in implementation efforts.
- Help states network to create “smart partnerships.”
- Action assistance—timeline alerts.
- Involve early career educators.
- Engage and involve stakeholders.

Charge 2

Provide input regarding strategies to identify and engage professional practice leaders and other empowered educators in edCommunities and other networks to promote professional practice and support early career educators.

Committee Discussion

During the course of the year, the committee heard a short presentation from Ann Nutter Coffman about what the Center for Great Public Schools (CGPS) and other NEA Centers have been doing to engage early career teachers and professional practice leaders to promote professional issues.

The Empowered Educators Committee first took this charge on by dissecting the phrases in the charge to better understand the “ask.” The committee defined a professional practice leader as: “An educator who never stops learning and that is always willing to do what needs to be done. The Empowered Educator adapts to their local

environment to engage with other members and the community by using skills learned.”

NEA needs a multi-pronged approach to identify these leaders that includes both face-to-face and digital interaction. NEA must engage members in one-on-one conversations in buildings and ask them who they would identify as someone who supports them professionally. Also, NEA should survey members to see who has influenced their careers and why.

Many professional practice leaders are focused on other professional issues and may not already be engaged in NEA leadership opportunities. In order to bring them actively into NEA, the committee stated that NEA needed to identify what makes these individuals want to be engaged and how the union can assist in moving these issues forward.

The committee discussed what networks should be focused on to promote and identify professional practice leaders. Consistently, committee members stated that social networks and digital content needed to be utilized to identify and engage these leaders. The committee identified several organizations and pre-existing networks that need to be leveraged to identify professional practice leaders (e.g. National Council for Teachers of Mathematics, Parent Teachers Association, National Board for Professional Teaching Standards), but suggested that linkages needed to be made between these networks and NEA digital content. NEA should be considered the first digital stop in assisting these professional practice leaders with the issues that are important to them.

The committee also discussed how NEA could strategically identify early career teachers and/or professional practice leaders at large NEA events. Local and state leaders should be engaged prior to NEA events like the Summit or the RA, to assist in identifying early career and professional practice leaders who could potentially attend these events. Once at these events, early career teachers and professional practice leaders should be asked intentionally to engage in conversations and actions about professional issues. Holding a social event for these individuals could also assist them in acclimating.

Committee Recommendations	Board of Directors Action
Charge 1: <i>Develop models and strategies for state and local affiliates to tap into the expertise of educators, including professional practice leaders, to support implementation of the Every Student Succeeds Act.</i>	
1. NEA should reorganize the http://getESSAright.org site to make it easier to access information/resources based on point of view (e.g. teacher, ESP, higher ed) and topic (e.g. testing, professional development, ELL) that can facilitate a learning continuum for users.	Refer to Executive Director
2. Using existing resources, NEA should create an ESSA Communication toolkit targeting members based on point of view (e.g. teacher, ESP, higher ed) and topic (e.g. testing, professional development, ELL).	Refer to Executive Director

Committee Recommendations	Board of Directors Action
<p>Charge 1: <i>Provide input regarding strategies to identify, and engage professional practice leaders and other empowered educators in edCommunities and other networks to promote professional practice and support early career educators.</i></p>	
<p>3. NEA should bring the best speakers and presentations from previous Empowered Educators Day and other venues to the RA and other NEA meetings in order to highlight early career and other professional issues.</p>	<p>Refer to President</p>
<p>4. NEA should ask state and local leaders to have a certain number of seats (e.g. committees/ delegations) designated for early educators and/or professional practice leaders.</p>	<p>Refer to President</p>

ESP Careers

COMMITTEE MEMBERS

Doreen McGuire-Grigg, *Chair*
Lakeport, CA

Amy Mullen
Portsmouth, RI

Kimberly Scott
Union, NJ

Karen Barnes
Leander, TX

Rae Nwosu
Austin, TX

Ann Margaret Shannon
Union, NJ

Andrea Beeman
Maple Heights, OH

Ellen Olsen
Saint Paul, MN

Donna West
Hollywood, AL

Debby Chandler
Spokane, WA

Matthew Powell
Mayfield, KY

Earl Wiman
Nashville, TN

Tiffany Howard
Daphne, AL

Mary Ann Rivera
North Riverside, IL

Staff Liaisons:
Roxanne Dove
Jennie Young

Lisa Jennings
Sioux Falls, SD

Alfonso Salais
Lansing, MI

To provide a foundation for the work of the committee, Earl Wiman (Executive Committee and Elevating ESP Careers Liaison) provided an overview of NEA's mission, vision and core values and Roxanne Dove (Director, ESPQ) presented the ESPQ Theory of Success, whole student framework and relevant ESP data points.

Charge 1

In collaboration with the Elevating ESP Careers (EEC) and Paraeducator Institute (PI) workgroups, and using the 2015: A New Vision for Student Success—A Report From NEA's Accountability Task Force as a guide, continue to identify the baseline data needed to assess and identify career entry and professional continuum models for each of the nine ESP job families.

At the September meeting, Anthony Brisson (Senior Program/Policy Analyst, ESPQ) presented on the professional growth continuum (PGC). He reviewed the history of the project, the process through which the PGC was being developed (i.e., participatory action research), the components of the PGC (i.e., universal standards, levels, competencies, professional development) and next steps.

At the February meeting, Anthony Brisson provided an update on the PGC, including milestones reached since the last meeting and deliverables planned for the next year.

The committee discussed the following questions in small groups:

1. What do you believe are the top three professional development content areas that ESP want and need as it relates to the PGC?
2. In your experience, how are ESP currently receiving professional development?

3. What would be the best delivery method of professional development for ESP?

The discussions revealed that professional development in the areas of professionalism, communication, technology and cultural competence were priorities and that current delivery systems included the schools in which they worked; local, state and national affiliates; and online offerings. The discussions also revealed that the committee preferred professional development provided through in-person offerings, interactive web platforms (e.g., Zoom, WebEx), community college collaboration and smart phones. Roxanne Dove shared that Rutgers University has been using an online learning platform called "Canvas," which allows students to take classes using their smart phones. The group affirmed that this form of learning would resonate with them. The committee used the learnings from these discussions to develop recommendations for Charge 1.

Also discussed was the importance of evaluating the effectiveness of professional development provided to a local affiliate and individual accountability for applying the learnings from professional development.

Charge 2

Identify strategies to communicate with and engage ESP around their role in meeting the needs of the whole student.

To provide a foundation for Charge 2, Roxanne Dove updated the committee on the ESP Respect Campaign at the September meeting. The update included recent Facebook, Twitter and *NEA Today* metrics and outcomes. This was followed by a presentation on the NEA ESP Messaging Guide by Rene Carter (Manager, Affiliate Outreach).

The committee was asked to think individually about and then answer the following questions:

As it relates to ESP communication and engagement strategies,

1. What do you think NEA needs to do more of?
2. What do you think NEA needs to do less of?
3. What does success look like?

At the February meeting, committee members reviewed their responses to the communication and engagement strategy activity. In small groups they dialogued and reached consensus on the top three areas that they believed warranted a recommendation(s). They reconvened as a large group and came to consensus that the following areas warranted a recommendation:

- Privatization crisis organizing
- Translation of materials (in languages other than English and Spanish)
- Ensuring that all membership categories are included in NEA programs, products and projects

Also discussed and noted as important:

- The need and importance of engaging Superintendents and the School Board to ensure that ESP have a seat at the table for ESSA implementation
- Recognition that NEA Communications had significantly improved ESP coverage and inclusion
- The need to continue to engage ESP through a variety of communication channels including social media
- The benefits of engaging retired and Higher Ed members to combat privatization; and
- The need for more respect and unity within NEA and amongst all NEA members.

Charge 3

Review the nomination submissions and recommend to the Executive Committee a recipient for the 2017 ESP of the Year.

At the September meeting, Lisa Connor (Senior Program/Policy Analyst, ESPQ) addressed Charge 3 by

reviewing the 2017 ESP of the Year process and timeline. Lisa also reviewed the changes that were made to the process as a result of 2015–16 recommendations. Discussion on various aspects of the program took place, including discussion on the timeline of the award, difficulty of the application, affiliate support and recognition of runners-up.

The committee participated in a virtual meeting by phone on January 12. Lisa Connor reviewed the process, scoring procedures, deadlines and what the committee should expect at the selection meeting in February. Committee members had the opportunity to ask questions.

At the February meeting, the 2017 ESP of the Year selection meeting took place and the ESP of the Year was selected. Discussion on the award process followed and included conversations on the need for increased engagement and participation from state affiliates, review and improvements to the application documents and engagement of the other ESP of the Year nominees that weren't selected.

Specific suggestions included:

- Inclusion of language in application information that encourages state affiliates to submit applications that are thorough and well written
- ECC members to serve on an Advisory Committee to provide assistance and guidance to State Presidents, if needed
- Presentation at the NCSEA meeting to promote the awards program and encourage state affiliates to submit nominations
- Highlighting award criteria in each of the required application components to ensure that these areas are addressed throughout the application
- Emphasizing that the applicant needs to demonstrate evidence of meeting the award criteria (i.e., the applicant is going above and beyond their job duties) and
- Removal of the names of nominees from application documents to help ensure that there is no positive or negative bias by selection committee members.

Committee Recommendations	Board of Directors Action
<p>Charge 1: <i>In collaboration with the Elevating ESP Careers (EEC) and Paraeducator Institute (PI) workgroups, and using the 2015: A New Vision for Student Success—A Report From NEA’s Accountability Task Force as a guide, continue to identify the baseline data needed to assess and identify career entry and professional continuum models for each of the nine ESP job families.</i></p>	
<p>1. NEA should develop ESP professional development aligned to the professional growth continuum (PGC).</p>	<p>Adopt</p>
<p>2. NEA should explore existing in-person opportunities and online learning platforms to provide ESP professional development.</p>	<p>Adopt</p>
<p>Charge 2: <i>Identify strategies to communicate with and engage ESPs around their role in meeting the needs of the whole student.</i></p>	
<p>3. Anticipating an increase in ESP privatization/contracting-out, NEA should develop a crisis organizing strategy that builds on the whole student pro-active anti-privatization strategy.</p>	<p>Adopt</p>
<p>4. NEA should explore offering resources in languages other than English and Spanish.</p>	<p>Adopt</p>
<p>5. When reviewing current and developing new programs, products, and projects, NEA should ensure that all membership categories are considered.</p>	<p>Adopt</p>

Ethnic Minority Affairs

COMMITTEE MEMBERS

Mary Levi, *Co-Chair*
Alta Loma, CA

Don Kimura
Las Vegas, NV

Daniel Argueta
Schaumburg, IL

Gladys Marquez, *Co-Chair*
Frankfort, IL

Jerry Kunimitsu
Kihei, HI

Christine Trujillo
Henderson, CO

Terry Addison
Puyallup, WA

Evelina Loya
Rowlett, TX

Executive Committee Liaison
Earl Wiman
Nashville, TN

Charmaine Banther
Castro Valley, CA

Ronald (Duff) Martin
Eau Claire, WI

Staff Liaisons:
Harry Lawson Jr.
Tanisha Manning
Pamela D. Rios

Jacqui Greadington,
East Orange, NJ

Gary Melton
Mays Landing, NJ

Tracy Hartman-Bradley
LaVista, NE

Tucker Quetone
Rochester, MN

Delores Hudson
Eaton, OH

Phyllis Robinson-Park
Rockville, MD

Introduction

The Standing Committee on Ethnic Minority Affairs (EMAC) received reports from NEA staff and engaged in discussions on a wide range of issues affecting ethnic minority members, students and their overall community. Discussions included the current health and viability of the Association, ensuring NEA remains committed to continuing work on Institutional Racism and other issues that impact ethnic minority members and students (i.e. school to prison pipeline, immigration reform and minority teacher recruitment and retention). The committee would like to see an increase of ethnic minority representation and engagement at all levels of Association.

Charge 1

Identify systemic patterns of inequity—racism and educational injustice—that impact educators and students and recommend partnerships and strategies to address these specific issues.

NEA Vice President, Rebecca Pringle updated the EMAC on NEA's implementation of NBI-B: Institutional Racism and Racial Justice in Education efforts. The committee received an update from Rocio Inclan, Senior Director for the Center for Social Justice. Rocio discussed the objective, mission and vision of the new Center and the potential impact the Center will have on members, students, partners and the overall Association. In addition, Merwyn Scott, Director of Minority Community Organizing and Partnerships (MCOP), shared information with the committee regarding: the progress of MCOP grants, community conversations, external partnerships, ongoing advocacy and organizing activities in ethnic minority communities.

Charge 2

Provide input to the national Joint Conference on Concerns of Minorities and Women Planning Committee through the four Caucus Chairs.

EMAC received a report from Harry Lawson, Director of Human and Civil Rights (HCR), regarding the planning of the 2017 Joint Conference on the Concerns of Minorities and Women (JC). The committee was provided information on the realignment of the Joint Conference purpose and direction. The list of possible keynote speakers was also shared. The EMAC was concerned about the lack of inclusion of all the Ethnic Minority Affairs and Women's Issues Committee members to assist with the planning of the JC. The committee also shared strategies on ways to reach out to a broader audience of RA delegates in order to increase participation at the JC. HCR staff, Pamela Rios, provided an overview of the Ethnic Leaders Meeting and assisted the EMAC with selecting the framework, and direction of the meeting.

Charge 3

Review testimonies from the EMAC hearings and develop recommendations that are aligned with NEA's two strategic goals: Strong Affiliates and Uniting the Nation for Great Public Schools, where appropriate.

The committee reviewed testimonies from EMAC hearings held during the 2016 Joint Conference on Concerns of Minorities and Women and the Minority and Women Leadership Training East and West Conferences. The committee identified several issues/concerns that came out of the hearings. They were: increasing member participation at the MLTs, creating local and state EMACs, the hiring of ethnic minority teachers and identifying mentors for ethnic minority leaders.

Charge 4

Review the goals and strategies for minority representation in the Association including 3-1(g) the UniServ Affirmative Action Program, and the Minority Leadership Training Program. Make recommendations for enhancing participation, involvement, and inclusion of ethnic minority members at all levels of the Association.

Paul Birkmeier, Senior Policy Specialist from the Center for Governance, updated the committee regarding the progress of the implementation of Bylaw 3-1(g) by state affiliates. There has been noticeable progress by several affiliates with achieving the Bylaw goals. In preparation for the upcoming annual policy workshop in April, EMAC made several suggestions regarding how to better assist state affiliates with meeting 3-1(g) goals.

Committee Recommendations	Board of Directors Action
Charge 1: <i>Identify systemic patterns of inequity—racism and educational injustice—that impact educators and students and recommend partnerships and strategies to address these specific practices.</i>	
1. NEA should take the following actions regarding the school discipline/School to Prison Pipeline policy statement report: <ul style="list-style-type: none"> • Update the report reflect current research and practices in the field • Educate members through professional development and training at existing NEA meetings and virtually about the school-to-prison pipeline. • Provide members with access to tools on classroom management, restorative practices, model disciplinary practices, and codes of conduct. • Develop a model policy guidance and principles. • Develop additional tools and resources. 	Adopt
2. NEA should research best practices on the recruitment and retention of educators of color, and specific guidance and principles that will be disseminated and shared with state staff, leaders and partners.	Adopt
3. NEA should partner with HBCU's, HSI's and Tribal Colleges to develop strategies to recruit and retain educators of color into the profession.	Adopt
4. As part of its priority and focus on ESSA, NEA should actively engage in a meaningful campaign to raise awareness on the impact of homelessness on student success and achievement with identified strategies to provide supports through the ESSA accountability measures.	Adopt
5. NEA should expand opportunities for locals and states who can demonstrate readiness to participate in trainings (e.g., training from the Montgomery Institute and others like it) by providing funding and technical assistance to continue building capacity for social and racial justice work in the affiliates.	Adopt
6. NEA should expand work and partnerships to address immigrant justice by continuing to collaborate on content, trainings, resources and actions.	Adopt
Charge 3: <i>Review testimonies from the EMAC hearings and develop recommendations that are aligned with NEA's two strategic goals: Strong Affiliates for Educator Voice and Empowerment, and Empowered Educators for Successful Students, where appropriate.</i>	
7. NEA should require every state affiliate to have a Standing or Advisory Committee that represents people of color; with allocated seats on the governing body of that state and that it is identified in the state 3-1(g) report.	Refer to President
8. NEA should develop a survey on the status of ethnic minority educators within the overall membership to assess and evaluate the impact on issues related to their experience in the profession.	Refer to Executive Director
Charge 4: <i>Review the goals and strategies for minority representation in the Association, including 3-1(g) the UniServ Affirmative Action Program, and the Minority Leadership Training Program. Make recommendations for enhancing participation, involvement and inclusion of ethnic minority members at all levels of the Association.</i>	
9. NEA should create a tab on the main NEA.org webpage dedicated to ethnic minority and social justice events.	Refer to Executive Director
10. In partnership with state affiliates and/or regional partnerships, NEA should develop and implement a leadership pipeline initiative targeted to MLT (and WLT) graduates.	Adopt

Human and Civil Rights Awards

COMMITTEE MEMBERS

Darein Spann, *Chair*
Jackson, MS

Jacqui Greadington
East Orange, NJ

Angela Stewart
Columbus, OH

Joyce Bailey
Palos Park, IL

John Horrigan
Westport, CT

Tanya Thomas-Coats
Knoxville, TN

Margaret Beall
Butler, PA

Ronnie Ray James
Coward, SC

Marilyn Warner
Clearwater, FL

Cecile Bendavid
Woodland Hills, CA

Rainy Kaplan
Schaumburg, IL

Staff Liaisons:
Harry Lawson
Alexandria Richardson
David Sheridan
Shannon Nephew

Reed Bretz
Grand Rapids, MI

Anita Lang
APO, AE

Rudolph Burruss
State College, PA

Ronald (Duff) Martin
Madison, WI

Vallerie Fisher
Seattle, WA

Andrew Policastro
Kinnelon, NJ

Introduction

The Human and Civil Rights Awards Committee met in Washington, D.C., on September 30, 2016, held a virtual meeting January 4, 2017 and met in Washington, D.C., again on February 10, 2017.

Charge 1

Review the criteria, process and forms for nomination of candidates for all Human and Civil Rights awards, and make changes as needed. Review the nomination submissions and recommend to the Executive Committee recipients for the 2017 HCR Awards.

During their January virtual meeting, all members of the committee were briefed on the process of selecting Human and Civil Rights Award nominees for the NEA Executive Committee's consideration and approval. They were also instructed on use of the new edCommunities site on which all nomination materials, binders etc. were placed for consideration. During the meeting, committee members were able to view and access the edCommunities site and all nomination materials.

During their meeting on February 10, the committee reviewed 24 applications for the 2017 NEA Human and Civil Rights Awards, deliberated over them and chose 12 recipients to be recommended to the NEA Executive Committee as Award winners.

The NEA Executive Committee approved the 12 recommendations submitted by the committee for the 2017 Human and Civil Rights Awards. Names of this year's award winners can be viewed on www.nea.org/hcrawards.

During their February 10th meeting, the committee was briefed by NEA Senior Director Rocio Inclan and NEA staff Alexandria Richardson on the three organizational

priorities of: Racial Justice in Education, Early Career/New Educators campaign and ESSA. The conversation involved envisioning and aligning the HCR Awards dinner program in support of these priorities and ensuring strength and growth of the organization. Following this discussion the committee recommended reviewing the full program surrounding the dinner (the nomination process, dinner program, awards criteria and nomination application format) to ensure efficiency, relevancy, aptitude and alignment with organizational priorities.

Charge 2

Assist in the planning and execution of the Human and Civil Rights Awards Dinner.

The committee selected the theme for the 2017 Awards Dinner: **"Living the Legacy: After 50 Years, Still We Rise."** The committee was briefed by NEA staff member Alexandria Richardson on the plans for the 2017 Awards Dinner. The 2017 Human and Civil Rights Awards Dinner will be held July 1, 2017 in the Grand Ballroom of the Boston Convention and Exhibition Center, Boston, MA. Tickets cost \$75 each, or \$750 for a table of 10, and are available for sale April 3rd at www.nea.org/hcrawards.

Charge 3

Make recommendations for collaboration with HCR award winners to advance outreach to communities and partners in support of NEA's strategic goals.

During their September 30th meeting, the committee brainstormed ideas on how to incorporate HCR Award recipients into NEA events, meetings, observances and priority work. Those notes are with HCR staff. The committee offered a recommendation to the charge language to be sure that targeted efforts with past HCR Award winners are done within the same fiscal year.

Legislation

COMMITTEE MEMBERS

Amanda Curtis, *Chair*
Butte, MT

Mike Beranek
Des Moines, IA

Nancy Cordes
Buffalo, MN

Linda Crow
Newman, CA

Elizabeth Davenport
Tallahassee, FL

Carol Fleming
Sherwood, AR

Gerald Gandolfo
Foothill Ranch, CA

Ruth Ellen Goff
Spring Hill, KS

Ryan Hoyt
Waltham, MA

Diana Marcus
Woburn, MA

Shannon McCann
Seattle, WA

Kizzy Nicholas
State College, PA

Amy Simpson
Cheyenne, WY

Jennifer Smith-Margraf
Lafayette, IN

JoAnn Smith-Mashburn
Moody, AL

Lori Steiniker
Payette, ID

Alex Wallace
Oswego, IL

Jacob Zebley
Elkton, MD

Staff Liaisons:
Marc Egan
Aaron Harris

Charge 1

Review the NEA Legislative Program and gather feedback from NEA members and leaders. Provide recommended modifications to the NEA Legislative Program to the Board of Directors and present for approval to the annual Representative Assembly.

The committee reviewed the NEA Legislative Program to ensure it is in line with NEA's governing documents. As part of the review, the committee adopted changes to align the Program with the Policy Statement on Discipline and the School-to-Prison Pipeline. Specifically the committee adopted changes regarding

nondiscrimination, educator training, discipline and the school-to-prison pipeline.

Charge 2

Conduct an open hearing during the Annual Meeting to review the proposed NEA Legislative Program and discuss relevant legislative issues with delegates. In addition, work with staff to review legislative amendment submissions and determine the Committee's recommendation for each submitted amendment.

The work outlined in charge 2 will be conducted at the 2017 Representative Assembly.

Committee Recommendations	Board of Directors Action
<p>Charge 1: <i>Review the NEA Legislative Program and gather feedback from NEA members and leaders. Provide recommended modifications to the NEA Legislative Program to the Board of Directors and present for approval to the annual Representative Assembly.</i></p>	
<p>1. The NEA Board of Directors should recommend the revised Legislative Program for the 115th Congress to the delegates to the 2017 NEA Representative Assembly.</p>	<p>Adopt</p>

Local President Release Time Grants

COMMITTEE MEMBERS

Hilda Kendrick, *Chair*
Jeffersonville, IN

Carol Medawar
Fredericksburg, VA

Jennifer Scurlock
Eugene, OR

Joseph Cantafio
W. Seneca, NY

Charlene McCoy
Gadsden, AL

Don Sinner
Lakeville, MN

Lynn Goss
Hammond, WI

Kim Richards
Novelty, OH

Julius Thomas
Valley Village, CA

Gina Harris
Oak Park, IL

Karen Ridley
Anaheim, CA

Tom Tully
Oswego, IL

Paula Herbart
Clinton Twp, MI

Robert Rodriguez
Riverside, CA

Staff Liaisons:
Tim Dedman
Evette Brown

Doug Hill
Macomb, MI

Daniel Rudd
Howell, MI

James Livingston
Richmond, VA

Edward Sanderson
Pleasant Grove, UT

Charge 1

Select recipients of Local President Release Time Program (LP RTP) grants, monitor progress of projects, and review evaluations of selected locals.

Committee Discussion

During the fall meeting, the committee reviewed the 13 grant evaluations from participants in the first, second and third year submitted during the 2015–2016 grant year. Three locals failed to submit an evaluation; grant payments for those locals will be held. The committee liaisons will contact the three locals to confirm continuation of the grant.

The committee reviewed 20 grant applications. Thirteen grant applications were approved for the following locals: Youngstown Education Association (OH), Avondale Education Association (MI), Noblesville Teacher's Forum (IN), Rockford Education Association (MI), Columbia Missouri NEA (MO), Franklin Township (NJ), Saddleback Valley Education Association (CA), Santa Rosa Teachers Association (CA), Washoe Education Association (NV), United Education Association of Shelby County (TN)—tentative approval, Duluth Federation of Teachers, and Edmond Association of Classroom Teachers (OK). Although the committee approved grants for Forest Hills Teachers Association, the local is currently in the program as a part time recipient and will be eligible to receive full-time grant funding beginning with the 2018–2019 grant year.

Charge 2

Review and make recommendations as needed related to the LP RTP guidelines.

The committee chair expressed the need for the committee to market the grant to locals in their state. The committee discussed the need for data on the success rate of past participants in the grant.

The staff liaisons demonstrated the online grant application process. The committee discussed the upcoming webinar designed for locals interested in applying for the grant. The committee suggested that NEA provide exemplars for online applications on NEA.org. During late fall, the staff liaisons presented the webinar for locals applying for the grant. The webinar provided interested applicants with information explaining the process and provided additional information on how the applications are selected. As a result, the committee noted that the quality of applications were better.

The committee reviewed the current grant application for updates. It was suggested that “potential” be defined on the application and that the applicants be asked to share organizational strengths or barriers.

Charge 3

Review and report on the LP RTP's annual training to ensure that grant recipients are provided the tools necessary to accomplish program objectives and advance a culture of organizing within the local.

The committee was presented with an overview of the upcoming annual training provided to grant recipients. First-year recipients are required to attend the training. If there has been a change in the local president or UniServ staff, second and third year recipients are encouraged to attend the training as well.

The staff liaisons provided the committee with a review of the December Local President Release Time Program training. There were 14 participants. The participants provided positive feedback. The committee discussed ways in which locals could receive follow-up training during the course of the grant.

Member Rights, Compensation, and Benefits

COMMITTEE MEMBERS

Colleen Briner-Schmidt, *Chair*
Newbury Park, CA

Tracy Hartman-Bradley
LaVista, NE

Mae Smith
Aurora, IL

Lawrence Allen
Kissimmee, FL

Kevin LaDuke
Grand Junction, CO

Katherine Underwood
Moreno Valley, CA

Marti Alvarez
Traverse City, MI

Mary Levi
Alta Loma, CA

Betty Weller
Annapolis, MD

Eric Brown
Chicago, IL

Donnie McGee
Berkley, MA

Staff Liaisons:
Brian Beallor
Dale Templeton
Carolyn York

Robin Brown
Murray, KY

Gary Peluchette
Bridgeport, CT

Nichole DeVore
Sacramento, CA

Jeff Rhodes
Lakewood, OH

Nancy Fulton
Lincoln, NE

Karen Schuett
Bakersfield, CA

Charge 1

Identify the top priority needs of early career educators and make recommendations as to how NEA can assist affiliates and members in advancing these priorities through the lens of member rights, compensation and benefits.

Committee Discussion

Prior to the fall meeting, Chairperson Colleen Briner-Schmidt assigned committee members “homework.” Their task was to hold one-on-one conversations with at least three new or early career educators (certificated, higher education and/or ESP). The conversations were to focus on three things:

1. Relational—get to know the individuals a little bit
2. How is everything going for them as they begin their new career?
3. What challenges do they face that the Association may be able to assist with?

To provide guidance to the committee members on conducting one-on-one conversations, they were provided copies of the NEA Center for Organizing (C40) Back to School Organizing Guide.

The committee kicked off its fall meeting with a report from members on the results of their one-on-one conversations with early educators. Comments included:

- What does the Association stand for and what is it going to do for the students?

- I am overwhelmed and not thinking about being active in the Association.
- There is little connection between college preparation and the real world.
- Need quality mentoring (formal and informal).
- Collaboration vs. competition—reward system stifled teamwork.
- Support and/or guidance when called into administrative meetings (e.g. evaluation).
- Experienced members recognizing when newer colleagues need help.
- Concerns about classroom management and evaluation.
- Younger educators do not have the knowledge of our history—how we got the benefits we have.
- Unwilling to say “no” to principal—learned to stand up and say no.
- Teaching is a craft, a profession—not being treated as such.
- No time—in survival mode.
- Part-time employees have no benefits, no pension no social security—had to make a decision immediately to go into defined benefit pension plan or a defined

contribution plan and it is irrevocable once decided - being pushed into DC plans.

- Need education on GPO/WEP.
- Forced to teach a different age group, which requires different skillset.
- Feel very isolated.

Following the discussion of the one-on-one results, Dr. Erica Seifert gave an overview of the NEA early career educator survey. She provided a look at what new and early career educators across the country are saying. This allowed the committee members to compare the survey results to the responses from their one-on-one conversations. Committee members were also provided the latest reports from the New Educator Campaign.

Next, the discussion shifted into what activities we are currently engaged in around new and early career educators. Then the committee brainstormed other potential priorities that NEA should focus on and talked about the updates they received from the New Educator Outreach, Engagement and Supports Campaign (New Ed). They also discussed current uses of edCommunities and the possibilities of using to engage educators. NEA Works4Me is another good resource. For example they published a recent article about how to conduct a parent-teacher conference.

The committee discussed other potential priorities including:

- Mentoring programs—should they be informal?
- Compensation—what should it look like?
- GPO/WEP—any new developments?
- ACA/health benefits, particularly paternity/maternity/family leave.
- Professional development—should be educator driven/provided by the union and negotiated.
- Classroom management—how do we become the go-to source?
- Educate members how to access the resources.
- How to do relational, not transactional organizing establish early career committees.
- Teacher shortage—why are they leaving? What do they need to stay in the profession? Example—Connecticut—every 1st year teacher has a mentor.
- NEA leaders representing us in the media, hold politicians feet to the fire. States/locals need to be informed about what NEA is doing for our schools.
- How do we make current resources better and easier to access?

In an effort to continue the conversation and to begin to refine the committee's focus heading into the winter

meeting, an online poll was conducted through edCommunities. Members were asked to identify the four top priorities NEA should focus on related to new and early career educators. Choices were:

- College preparation
- Quality mentoring
- Professional development
- Union support/guidance on work related matters
- Classroom management
- Education about the role and history of the union
- Lightening the workload
- Education about retirement and healthcare options
- Improved resources and easier accessibility from national/state/local affiliates
- Other

The top choices were professional development (including union involvement and/or leadership), union support, classroom management and quality mentoring. The committee decided to focus on the top priorities from the New Ed Campaign survey results, since they were so closely aligned with the committee responses.

NEA staff provided progress updates on the Student Centered grantees, including on how the affiliates are engaged in are directly connected to the interests of new and early career educators, particularly around social justice. Staff also shared updates on NEA cross-center work around Bargaining for the Common Good.

Based on all of the discussions, information received, and research conducted, the committee developed a list of recommendations. They also prepared the following list of questions, conclusions, and key discussion items:

- How can we determine the best method or platform to deliver tools and resources to early career educators?
- The committee feels that education about the history and purpose of the union is important. How is this being done in state and local affiliates?
- How does NEA determine what tools and resources are shared through the developing new educator website/portal? Will there be state/local input?
- How can we make certain that we communicate with 100 percent of the new and early career educators through the New Educator Campaign?
- Incoming educators are still not receiving what is needed through their college preparatory programs. How can we change that?
- NEA should continue to develop and/or improve upon existing bargaining and advocacy resources

related to new and early career educator issues such as union-led professional development and student loan forgiveness.

- NEA should continue to actively advocate for the repeal of GPO/WEP. GPO/WEP impacts those moving from a non-offset state to an offset state. It also impacts those making mid-career changes and those who enter the field later in life after working outside of education. Chairperson Briner-Schmidt stated:

“In my own district, we are having problems recruiting and retaining career tech teachers once they learn that their Social Security benefits will be offset by their pension benefits. I have teachers that are not retiring because they will have to give up a substantial part of their husband’s Social Security death benefits. While this only affects about 14 states, it is a significant impact and one never knows when a transfer will move you to offset state.”

Committee Recommendations	Board of Directors Action
Charge 1: <i>Identify the top priority needs of early career educators and make recommendations as to how NEA can assist affiliates and members in advancing these priorities through the lens of member rights, compensation and benefits.</i>	
1. The New Educator Campaign should attempt to drill down into the top survey responses to get more specific data.	Adopt
2. NEA, through use of technology including text messaging, should push tools and resources through an app [smartphone/tablet].	Adopt

Membership Organizing

COMMITTEE MEMBERS

Reed Scott-Schwalbach, *Chair*
Portland, OR, Chair

Pam Kruse
Olympia, WA

Andrew Sako
Orchard Park, NY

Charmaine Banther
Castro Valley, CA

Caleb Kupa
Mt. Laurel, NJ

Charles Smith
Jefferson City, MO

Tom Curran
St. Cloud, ME

Bill Lyne
Bellingham, WA

Tracy Taylor
La Verne, CA

Patti Ferguson-Palmer
Tulsa, OK

Julio Morale
Engelhard, NC

Joe Thomas
Phoenix, AZ

Amber Gould
Glendale, AZ

Emilly Osterling
West Chester, OH

Hasheen Wilson
Boardman, OH

Joyce Helmick
Jackson, MS

Loretta Ragsdell
Oak Park, IL

Staff Liaisons:
Secky Fascione
Maralyn O'Brien
Peter Witzler
Mark Ninapaytan (intern)

Mel House
Pasadena, CA

Ashanti Rankin
Millville, NJ

Maury Koffman
East Lansing, MI

Shannon Rasmussen
Bonney Lake, WA

Charge 1

Review and assess the initial data and lessons from NEA's New Educator Organizing Campaign (NEOC) and recommend strategies to strengthen and enhance future efforts.

Committee Discussion

The committee met twice this year in person (September and February) and conducted one webinar (January) to review the initial data from the New Member campaign. The committee received updates monthly through edCommunities, including six New Ed Bulletins, the Center for Organizing monthly report and other relevant materials. Materials reviewed included questions for new member forms, results from New Educator Survey Cards and the Digital Journey, as well as a full report on the New Ed Campaign 2016. The committee generated multiple ideas on how to increase the spread of the New Member Engagement plan, and did a plus/delta on what seemed to be working and focus areas for improvement.

The committee engaged in a detailed review of each seasonal phase of the New Ed Campaign (set up and launch, which is March–June; back-to-school, which is July–Labor day; local outreach, which is Labor Day to Thanksgiving). Much of the committee's feedback has already been incorporated in the New Ed 2017 Campaign, as it was reviewed by NEA Campaign staff, shared with affiliate stakeholders and presented to the governance team of Princess Moss, Maury Koffman and Eric Brown.

Summary of the main themes of the committee's discussions: The New Member Survey questions were an effective tool to get members engaged with local leaders. Due to the offering being new and requiring coordination

at every level, the Digital Journey added value to the initial face-to-face contact and provided a venue for the state to create SEA-specific content. The program has prioritized further content development for the specific nature of the work of ESP and Higher Ed members (including modifications to language and timelines). NEA should continue to educate state and local leaders about the program, and help leaders share ideas on how to use the data to further increase member engagement.

Conclusions: The new member survey, when executed by local leaders and staff, and the digital journey are effective ways to engage new members and introduce them to the local, state and national unions. The 2016 data are promising that the digital bridge compliments local member engagement over the long-term, and this approach should continue to be invested in. Finally, increased coordination between NEA and state affiliates is crucial for the program to reach maximum potential and scale should be the goal; ultimately, all NEA locals should participate in the New Ed Campaign.

Charge 2

Assess current Early Career Educator (ECE) affiliate programs and recommend best practices to share throughout the Organization.

Committee Discussion

The committee reviewed the initial data from the Early Career Educator campaign. A combination of metrics and anecdotes from 2016 were available to review.

Materials: Materials reviewed included presentation from Amber Gould on Arizona eSwag program, examples from Ohio and North Dakota on engagement and

overview of data on number of state affiliates engaged in Early Career Outreach, the Young Professionals Caucus and the Early Career Educator (ECE) Milwaukee discussion recommendations.

Summary/conclusions of the main themes of the committee’s discussions: Engaging Early Career educators needs to be a concerted focus of the organization

at all levels and should be integrated with the New Ed Campaign. Support should be provided to affiliates and locals building “ECE” groups; there are now 22 such groups. NEA should partner with state and local affiliates to have a continual source of fresh professional supports based on the needs identified by early career educators themselves, which means engaging them actively and regularly in the associations.

Committee Recommendations	Board of Directors Action
Charge 1: <i>Review and assess the initial data and lessons from NEA’s New Educator Organizing Campaign (NEOC) and recommend strategies to strengthen and enhance future efforts.</i>	
1. All states and all locals should be encouraged to participate in the New Ed Campaign with a goal of 100% participation and clearly designated roles for governance and staff at all levels.	Adopt
2. The Campaign should provide more customized materials for ESP and Higher Ed with continued campaign integration and should continue to partner with NEA Retired to support locals in the campaign.	Adopt
3. NEA should create systems to increase sharing of professional support content and materials between affiliates and locals and provide easy access to those materials for use engaging new educators and other members and potential members.	Refer to Executive Director
4. The RA and other key NEA conferences and convenings should be utilized for training delegates to lead the New Ed Campaign and recognizing locals who achieve success in the campaign.	Refer to President
5. The Campaign should prioritize quality and consistency in the one-on-one outreach to new educators by providing training to interested locals and state affiliates and increasing the role of worksite leaders who can effectively lead their colleagues.	Adopt
Charge 2: <i>Assess current Early Career Educator (ECE) affiliate programs and recommend best practices to share throughout the Organization.</i>	
6. NEA should develop systems, messaging and support for affiliates to recruit educators from the New Ed Campaign directly into the Early Career Educator work happening at the local, state and national level.	Adopt
7. NEA should support affiliates and locals in creating genuine and varied roles for ECE participation in the associations, with pathways to leadership.	Adopt
8. NEA should provide specific programs and support for ECE engagement in social justice issues, including digital engagement such as texting programs.	Refer to Executive Director
9. NEA should ensure that state, local and NEA professional supports reflect the needs of ECE’s at varied points in their career.	Adopt

Professional Standards and Practice

COMMITTEE MEMBERS

John Heineman, *Chair*
Omaha, NE

Karen Askerooth
Luverne, ND

Wilson Ebner
Inver Grove, Hts MN

Gayle Faulkner
Martinsville, NJ

James Fedderman
Painter, VA

Rachel Gifford
Cullen, LA

Kathi Gundlach
Hypoluxo, FL

Bernadette Hampton
Columbia, SC

Jolene Hough
Brownsville, PA

Robin Jeffries
Blacklick, OH

Doug Lea
Columbia, MD

Cheryl Mattern
York, PA

Brent McKim
Louisville, KY

Elaine Merriweather
Richmond, CA

Laurie Schorno
Rockaway, NJ

Timothy Sheehan
Amherst, MA

George Sheridan
Garden Valley, CA

Melinda Smith
Belleville, MI

Tammy Wawro
Des Moines, IA

Staff Liaisons:
Donna Harris-Aikens
Andrea Prejean
Jennifer Locke
Shyrelle Eubanks
Julia Lara

The PSP committee convened in person on September 30th 2016 and February 10th 2017 as well via conference call on December 8th 2016

Charge 1

Analyze the recommended supports related to diversity and cultural competency from the committee's 2016 report as well as current research on culturally responsive teaching. Crosswalk identified frameworks for diversity and cultural competence and research on effective classroom practice. Make recommendations about how the association can implement supports, programs and trainings to impact the pedagogical practices of early career teachers so that they are informed by social justice themes. Include recommendations about how the union can take greater responsibility for and authority over practice by engaging members in the development of these resources, trainings and on-going supports.

Committee Discussion

In their initial meeting, the committee reviewed the 2015–16 PSP committee's report and shared their reactions to this year's charge—the committee viewed their task as bringing big ideas to an implementable level on the ground for educators. The committee also reviewed the work of the NBI-B committee and made connections to current charge using the NBI's 5 Guiding Principles as a framing tool.

The committee reviewed the definition of institutional racism. George Sheridan, NEA Executive Committee, facilitated a background building activity on the steps to attacking institutional racism: awareness, education and action.

Finally, to ground the committee's work in practice, the members were provided copies of *Culturally Responsive Teaching & the Brain* by Zaretta Hammond, watched a

YouTube video in which the author explained what culturally responsive teaching is and each member shared what resonated with them. The committee was charged to read the book and be prepared to discuss it during a follow up conference call.

On the conference call, the committee members discussed the following question:

What supports do you see as important for early career educators (ECEs) that would impact their pedagogical practices in a classroom of diverse learners?

The general consensus is that pre-service teachers need to train in diverse settings. Upon entering the field, early career educators should have access to teacher residency and/or mentoring programs within their districts. There is also a need for wrap around services and community engagement efforts that include educators, parents and other partners working together to support student learning. NEA and its affiliates should provide professional development on cultural competency and culturally responsive teaching to a greater number of educators. Participants also identified programs and trainings that might be helpful in this effort.

At the second face to face meeting, the committee broke into 4 groups to discuss the following question: NEA has identified eight social justice issues central to racial, social and economic justice in public education. In your group discuss each issue in relationship to (1) The challenge (practice, professional) the issue presents for early career educators, (2) How the challenge (strategies) might be addressed through NEA and its affiliates (3) any publicly available resources that you are aware of.

The Social Justice themes are:

- Bully Free Schools
- English Language Learners
- Immigration
- LGBTQ Equity
- Voting Rights
- Opportunity
- Racial Justice
- Ending the School to Prison Pipeline

The committee acknowledged that many of the challenges identified below are common to all the social justice themes:

- Not all social justice issues are given the same level of attention.
- Teachers at every phase of the teaching profession lack access to training and support to effectively address many of these issues.
- More resources should be devoted to supporting students and parents to advocate for themselves.
- School and district policies may have unintended negative consequences for students and families.

Strategies to address these challenges include:

- Pre-service training, teacher residency and mentoring programs to support early career educators.
- Use contract negotiations to advocate for Professional Learning Communities, peer support, district sponsored professional development and additional student supports.
- Association led trainings and other resources for targeted populations.
- Local and state affiliate engagement in district policy making.
- Increased parent and community outreach and engagement.

The committee identified the following resources:

- NEA Bully Free Toolkit and Training www.nea.org/home/neabullyfree.html
- Teaching Tolerance www.tolerance.org
- Anti-Defamation League tools <https://www.adl.org/education-and-resources>
- Jeffery Howard's efficacy training

- NJEA's Support On Site (SOS) program
- The Cultural ATLAS www.theculturalatlas.org
- NEA EdCommunities
- NEA's English Language Learner Cadre
- NEA's Teaching Children from Poverty and Trauma
- Culturally Responsive Teaching & the Brain by Zaretta Hammond
- The Complete Guide to Service Learning by Cathryn Berger Kaye
- Shame of the Nation by Jonathan Kozol
- National Board for Professional Teaching Standards: The Five Core Propositions <http://www.nbpts.org/five-core-propositions> and What Teachers Should Know and Be Able to Do http://www.nbpts.org/sites/default/files/what_teachers_should_know.pdf
- PD Cadre—Professional Development Cadre (Tennessee)
 - Members of this cadre received rigorous training to prepare them for instructional advocacy and leadership. The training included an in-depth discussion on presentation skills, adult learning styles, opportunities to practice training, as well as engage in critical feedback from the Instructional Advocacy Team. As a result, the cadre is prepared to provide various professional development opportunities to their peers.
- Teacher Leader Organizers (TLOs) (Tennessee)
 - Teacher Leader Organizers (TLOs) focus primarily on instruction and professional development, identify instructional areas of concern, and work with the local leadership team to impact instructional change. Members of this group (60) received rigorous training in community building, organizing techniques, presentation skills, and content-specific professional development
 - Upon being trained, TLOs must make a commitment to:
 - Attend future TEA events involving TLOs
 - Build a learning community of building-level TLOs across the districts
 - Deliver professional development sessions on behalf of TEA throughout Tennessee
 - Recruit new members to the Association
- Copilot
 - The online learning platform for the Colorado Education Association that supports educators by expanding their learning opportunities. www.ceacopilot.org

The committee also examined four cultural competency frameworks (*Cultural Standards for Alaskan Educators*, *NEA's Five Basic Cultural Competence Skill Areas*, *The Cultural Proficiency Framework* and *Washington State Cultural Competence Development Matrix*) to identify the competencies that are most important to early career educators. The committee acknowledged that all of the competencies within the frameworks were important and identified the following competencies as priorities for early-career educators:

- Being self-aware
- Valuing Diversity
- Understanding students' culture
- Working closely with parents and community to achieve a high level of complementary educational expectations between home and school

- [Having] a working repertoire of practice for teaching effectiveness for culturally diverse populations which includes:
 - a) Culturally Responsive School/Classroom
 - b) Curriculum, Instruction and Assessment
 - c) Language
 - d) Funds of Knowledge
 - e) Intra-group Diversity

Research Conducted

NEA's recommendations are informed by staff research on culturally responsive teaching practices. The review of the research can be found in the appendix.

Committee Recommendations	Board of Directors Action
<p>Charge 1: <i>Analyze the recommended supports related to diversity and cultural competency from the committee's 2016 report as well as current research on culturally responsive teaching. Crosswalk identified frameworks for diversity and cultural competence and research on effective classroom practice. Make recommendations about how the association can implement supports, programs and trainings to impact the pedagogical practices of early career teachers so that they are informed by social justice themes. Include recommendations about how the union can take greater responsibility for and authority over practice by engaging members in the development of these resources, trainings and on-going supports.</i></p>	
<p>1. NEA has developed resources on diversity and cultural competence that are not collated and promoted. The Association should consolidate all its resources on diversity and cultural competence on NEA.org or EdCommunities and use a variety of communication outlets to promote these resources.</p>	<p>Adopt</p>
<p>2. All educators may face challenges with regard to meeting the needs of culturally, economically, and linguistically diverse students. NEA should recruit members as Ed Communities facilitators to develop lessons, host webinars and facilitate online discussions on instructional issues related to cultural competence. NEA should ensure that competencies identified by the PSP committee as most important to early career educators are a central area of focus.</p>	<p>Adopt</p>
<p>3. In an effort to take greater responsibility for providing trainings and ongoing supports, NEA should develop trainings and resources on diversity and cultural competence that are available to all members and award micro-credentials to those who demonstrate or who have demonstrated mastery of the concepts.</p>	<p>Adopt</p>

Appendix

Culturally Responsive Teaching Practices

With the passage of ESSA, state departments of education, school districts, and schools have greater decision-making latitude about broad areas of educational policy implementation. While decisions about curriculum and instruction were always the domain of schools, prior rules and requirements placed burdens on schools that limited practitioner flexibility in the delivery of instruction. More specifically, narrowing of the curriculum to tested subjects and multiplicity of tests that reduced time devoted to instruction.^{1,2}

The passage of ESSA will not reduce the challenges that teachers face in differentiating instructional practice for diverse learners. However, teachers can now more fully expand the repertoire of practices deemed promising for teaching racially and linguistically diverse students. As has been reported, these students are now the majority of students in the public school system. NCES reported that in 2013, 46% of all students enrolled in K–12 were racial and ethnically diverse.³ Presumably by 2017, the enrollment of racial and ethnically diverse students reached the 50% level.

Along with the change in student demographics, there is also an approaching shift in the composition of the teaching workforce. While the racial composition of teachers is not likely to change substantially in the near future, there will be an influx of younger, less experienced teachers.⁴ Surveys of novice teachers reveal that teachers want to serve their students more effectively.⁵ This is the case for all students, but particularly those with special needs. Classroom teachers know that large segments of racially and ethnically diverse students are not meeting performance expectations, and want their students to succeed.⁶ Consequently, approaches designed to strengthen the capacity of teachers to work more effectively are highly desirable.

An instructional approach that is gaining momentum is culturally relevant pedagogy (CRE)⁷ or culturally responsive teaching (CRT)⁸ Both Gloria Ladson-Billings and Geneva Gay are widely acknowledged for contributing to CRT's theoretical underpinning, teacher training methods, and classroom practice. Geneva Gay's work is particularly fitting with practitioners' interest because it focuses more narrowly on instruction.⁹ Gay (2010) defines culturally responsive teaching "as using the cultural knowledge, prior experiences, frames of references, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them." CRT places teachers at the forefront of change by delineating specific actions they can take to enhance opportunities to learn for culturally and linguistically diverse students.

Over time, CRT has been used in multiple grades and subject areas with different definitions of the approach guiding teacher practice.¹⁰ Consequently, there is a large body of literature about culturally responsive education focusing on both classroom implementation and professional development.¹¹

Stakeholders are now asking the question—how effective is this approach? What has been the impact of CRT on student outcomes? Some researchers assert that the evidence on the effects of CRT on student learning consists of small-scale studies, and is thin.¹² In a review of research studies, Sleeter (2011) found only 15 studies that reported student outcome data.¹³ Moreover, a search of the What Works Clearinghouse (WWC) database generated three studies about CRT. However, WWC did not review these studies because they did not meet the WWC research standards.¹⁴ Nonetheless, others assert that CRT should be adopted more broadly, and that a body of positive evidence exists to support its replication.¹⁵

¹ Pedulla, J. Joseph., Abrams, Lisa M., Madaus, George F., Russell, Michel K., Ramos, Miguel A., Miao, Jing. (2003). Perceived Effects of State-Mandated Testing Programs on Teaching and Learning: Findings from a National Survey of Teachers. National Board on Educational Testing and Public Policy. Boston College.

² Linda Darling-Hammond, Soung Bae, Channa M. Cook-Harvey, Livia Lam, Charmaine Mercer, Anne Podolsky, and Elizabeth Leisy Stosich, (2016). Pathways to New Accountability through the Every Student Succeeds Act. Palo Alto: Learning Policy Institute.

³ Hussar, W.J., and Bailey, T.M. (2016). Projections of Education Statistics to 2023 (NCES 2015-073). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

⁴ http://www.nbcnews.com/id/44505094/ns/today-education_nation/t/classroom-crisis-many-teachers-have-little-or-no-experience/#.WNFFAzvvtPZ

⁵ Susan Moore Johnson and Sarah E. Birkeland (2003) Pursuing a "Sense of Success": New Teachers

Explain Their Career Decisions. *American Educational Research Journal* Fall 2003, Vol. 40, No.3, pp. 581-617.

⁶ <https://nces.ed.gov/pubs2016/2016007.pdf>

⁷ Ladson-billings, G. (1995b). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32, 465-491.

⁸ Gay, G. (2010). *Culturally Responsive Teaching: Theory, research, and practice* (2nd ed.) New York: Teachers College Press.

⁹ Aronson, Brittany. Laughter, Judson. (2016). The Theory and Practice of Culturally Relevant Education: A Synthesis of Research across Content Areas. *Review of Educational Research*. March 2016. Vol.86. No.1, pp.163-206

¹⁰ Specifically, various researchers use different terms: culturally responsive teaching, culturally relevant instruction, culturally relevant pedagogy, and culturally relevant education.

¹¹ For example, a search of Google Scholar on by the search term "culturally responsive teaching" since 2013 resulted in 16,000 items.

¹² Sleeter, Christine E. (2011). An agenda to strengthen culturally responsive pedagogy. *English Teaching: Practice and Critique* July, 2011, Volume 10, Number 2 <http://education.waikato.ac.nz/research/files/etpc/files/2011v10n2art1.pdf> pp. 7-23

¹³ Sleeter, 2011.

¹⁴ <https://ies.ed.gov/ncee/wwc/ReviewedStudies/#/> Keyword:culturally%20relevant,OnlyStudiesWithPositiveEffects: false,SetNumber:1

¹⁵ Aronson and Laughter (2016).

Culturally Relevant Instruction in the Content Areas

Recently, Aronson and Laughter (2016) published a synthesis of research studies focusing on culturally relevant education. They examined 38 studies in an attempt to show a connection between CRE and student outcomes across subject areas.¹⁶ Below is a summary of the findings regarding student outcomes.

In mathematics: Increased math proficiency and engagement in the classroom; a deeper understanding of mathematical concepts; mathematical thinking as evidence in student responses; higher scores on various forms of classroom tests; valuing of peer's perspectives; improved attitudes; increased pre-post test scores; and increase in letter grades; and more confidence in taking statewide assessment.

In science: An ability to have healthy discussions in class and share opinions; increased participation; greater understanding of key science concepts; willingness to openly wrestle with key issues; developed competence in mathematical and scientific thinking skills; and use of academic language.

In History/Social studies. Improved engagement with mandated curriculum when that curriculum was connected to their ethnic/linguistic background; attained awareness of other students' history; gained awareness of institutional racism; became empowered; learned to enjoy history; learned to critically analyze text.

In English Language Arts. Engaged in critical dialogue; developed positive peer relationships; and more motivated to complete assignments.

In English as a Second Language. Increased English literacy; with native language and culturally based support; pride in cultural heritage; positive relations with teachers; and increased engagement.

Connection to Teacher Practice. Unfortunately, the studies did not provide sufficient details about the specific practices that contributed to reported outcomes.

¹⁶ See Aronson and Laughter for a list of studies they examined.

Therefore, it is not possible to attribute the outcomes cited above to particular classroom practice.

However, there are general descriptions of a range of practices that teachers used to establish connection between subject matter and the student's cultural, language background and personal experiences. For example, across the studies, teachers developed lessons that focused on:

- Health and social problems facing the community; student's spending habits; "funds of knowledge" in a community gardening project; and data collection and recording about inequality and discrimination in the students' lives.
- In language arts, teachers used hip-hop as a genre in the study of poetry; integrated culturally relevant literature and non-fiction into the curriculum; and built curriculum around student's interest.
- In history, teachers created curricula with multiple interpretations of the past.

More generally, teachers valued and practiced CRT by establishing caring relationship with racially diverse students; consistently demonstrating high expectations; creating curricula grounded in socio-cultural and critical theories; valuing students home language by using it as a means of content instruction, and communicating with parents in their native language.

Culturally Relevant Education and Professional Development. A number of studies reported findings regarding professional development. The goal of the PD effort was to build classroom teacher's cultural competency, anticipating that the understandings would be incorporated into teacher's repertoire of classroom practice.¹⁷ Positive teacher outcomes included, development of cultural congruence with highly diverse students; sharper conception of self and other; awareness of social inequity; desire to build (or strengthen) relationship with students; promote collaborative learning; and belief that students were capable of academic success.

¹⁷ Gay, 2010.

Read Across America

COMMITTEE MEMBERS

Ashley Strickland, *Chair*
Eight Mile, AL

Phillippe Abraham
Slingerlands, NY

Michael Bank
Wilmington, DE

Carol Bauer
Yorktown, VA

Kim Bonnett
Cox Mills, WV

Eric Brown
Chicago, IL

Lori Cathey
Bonduel, WI

Robin Courrier
North Mankato, MN

Bonnie Doherty
Manchester, NH

Linda Estrada
Donna, TX

Brian Flick
Henderson, NV

James Frazier
Union, NJ

Clifford Fukuda
Kaneohe, HI

Stephen Gorrie
Andover, MA

Marie Hutchings
Kutztown, PA

Lisa Kickbush
St. Louis, MO

Sophia Rodriguez
Celina, OH

Bill Sammons
Auburn, CA

Barbara Wilmarth
St. Petersburg, FL

Staff Liaisons:
Steven Grant
Christiana Campos

Charge 1

Review and provide feedback on Read Across America activities, creative materials and web, social media and digital outreach vehicles for Read Across America Day and promotion of year-round literacy.

Committee Discussion

At its in-person meetings and on several conference calls, the Read Across America Advisory Committee reviewed Read Across America creative materials for the 2017 Read Across America Day—with emphasis on the “Building a Nation of Diverse Reader” resource calendar, which focuses on diverse books and authors to appeal a more diverse student audience. The committee’s feedback has been incorporated into the calendar design, which is currently in production (for the 2017–18 calendar) to be unveiled at the RA.

Staff shared NEA plans for Read Across America’s 20th anniversary kickoff event, held at NEA HQ. Joining NEA President Lily Eskelsen Garcia were several of the nation’s leading literacy organizations including Reading is Fundamental (RIF) and First Book along with actor, author and literacy advocate LeVar Burton and 12-year-old Marley Dias, an advocate for diversity in literature who founded #1000BlackGirlBooks. The event celebrated Dr. Seuss’ 113th birthday, and kicked off the Association’s national Read Across America campaign, during which an estimated 45 million educators, parents and students will participate in events nationwide.

One key concern of the committee was the timing of the calendar’s availability to members. The committee has recommended that the calendar be available in time for the 2017 RA in Boston. The committee also provided suggestions for appropriate books and has asked that NEA incorporate books and activities for older students. As a

result, the calendar will focus on three books each month (for elementary, middle school, and high school students.)

Charge 2

Review and make recommendations for enhancement of Association efforts to promote literacy, particularly among ethnic minority and disadvantaged students.

Committee Discussion

The committee brainstormed and shared ideas with NEA staff on how to promote literacy to further appeal to ethnic minority and disadvantaged students. Using the “Building a Nation of Diverse Readers,” the committee discussed ways NEA can expand content suitable for NEA members to use with their students. The committee also discussed ways to expand content throughout the other RAA communication vehicles (such as the web site and social media.) Staff also presented the “California Reads” model, used by CTA, to turn focus to diverse books and authors.

In addition to providing content from the RAA resource calendar on the web site, the committee recommended that NEA staff expand content on the website to include additional activities, resources and recommended class activities, with diverse books each month. As a result, www.nea.org/readacross web content has a different theme each month (e.g. Black History Month) and provides additional content on the website. Key note: traffic to www.nea.org/readacross increased significantly this year as a result of the additional web resources.

The committee also recommended that NEA work more closely with national reading organizations to provide greater emphasis on multicultural literature and provide NEA members with resources and tools they need. As a result, NEA staff have held several strategy sessions with

organizations like First Book (which provides books to Title I schools), RIF and others on an integrated strategy to reach diverse student audiences. Books featured in the 2018 resource calendar will be made available through First Book, along with greater promotion on the First Book and NEA websites.

Charge 3

Explore the sensitivities related to Dr. Seuss particularly with regard to ethnic minority communities.

Committee Discussion

The committee discussed in great detail the concern over Dr. Seuss’s (Ted Geisel’s) early career cartoons that negatively portrayed Japanese-Americans during WWII. These cartoons were created for the U.S. government to

use during the war. He also was an illustrator for PM magazine in the 1930s magazine, which ran cartoons that portrayed negative stereotypes of other ethnic minorities.

The committee heard a report from staff on this issue and reviewed several of the cartoons, as well as the book “Dr. Seuss Goes to War.” Given the serious nature, the committee will need to continue working closely with staff and Governance on the most appropriate way to move forward with the RAA program, which has a contract with Dr. Seuss Enterprises through 2018. Should NEA consider moving to a very different “Read Across America,” it will be critical for the Association to have a solid replacement strategy and provide the resources to invest in and build an equally successful new program that will be received well by Members.

Committee Recommendations	Board of Directors Action
Charge 3: <i>Explore the sensitivities related to Dr. Seuss particularly with regard to ethnic minority communities.</i>	
1. NEA should enhance its “Building a Nation of Diverse Readers” focus, and use its lens of racial justice in education to figure out other ways to educate a broader range of ages, students and members, on the importance of reading and the contributions of a diversity of cultures to the American literary community.	Adopt

Sexual Orientation and Gender Identity

COMMITTEE MEMBERS

Nichole DeVore, *Chair*
Sacramento, CA

Alyson Brauning
Vacaville, CA

Eric Brown
Chicago, IL

Crystal Carter
Reno, NV

Wilfred Dunn
North Little Rock, AR

Saul Ramos Espola
Worcester, MA

Jaim Foster
Arlington, VA

Michael Gary
Painfield, NJ

Kelvin Jones
Montgomery, AL

Alexander Joos
Big Lake, MN

Christine Kolczak
Missoula, MT

Jackie Kook
Wilmington, DE

Joshua Kumm
Louisville, KY

Scott Miller
Orange, CA

Emilly Osterling
West Chester, OH

Robert Rodriguez
Riverside, CA

Darein Spann
Jackson, MS

Nikisha Trehan-Ferris
Bellevue, FL

Staff Liaisons:
Merwyn Scott
Paul Sathrum
Cassandra Glymph

The Committee on Sexual Orientation and Gender Identity (SOGI) held a virtual meeting on November 17, 2016. The purpose of this meeting was to introduce members of the committee as well as familiarize committee members with the meeting process, review and discuss the committee charges and determine information and resources necessary for effectively responding to the charges.

The committee held its in-person meeting on December 16–17, 2016 at NEA Headquarters in Washington, D.C. The committee held subsequent virtual meetings on February 16, 2017 and March 8, 2017 to complete deliberations and finalize committee recommendations.

Charge 1

Review and make recommendations to enhance NEA's efforts to raise awareness among NEA members and affiliates of the rights and protections available to LGBTQ students and staff and to counter the widespread backlash against individuals who are lesbian, gay, bisexual, transgender or questioning (LGBTQ).

To assist in addressing charge 1, NEA Human and Civil Rights staff provided an update to committee members on the status of NEA's current work on LGBTQ issues. This included training, resource development and current partnerships. The update also included a briefing on the status of NBI A, passed at the 2016 Representative Assembly, which addressed the backlash resulting from the US Supreme Court ruling on marriage equality, the US Department of Education's Title IX Transgender Guidance and other advances on LGBTQ equality.

With the surprising results of the 2016 presidential election, it was determined that the committee would benefit

from briefings from various NEA departments to provide insights into future direction and programming for the organization. To this end the committee heard from Kim Trinca, NEA Government Relations. Kim shared with committee members her analysis of the 2016 elections and their impact on LGBTQ issues. While still largely unknown how the newly configured House and Senate would address LGBTQ issues, it is assumed that they will not be supportive and potentially be hostile to advancements in LGBTQ equality. It is anticipated that if advancements on LGBTQ issues are to occur they would happen at either the state or local level and further resources and efforts need to be focused in that arena.

The committee also heard from Eric Harrington, NEA Office of General Counsel. There was significant interest in hearing where the administration would be moving on issues regarding transgender students, impacts on marriage equality and protections for LGBTQ employees. Again, since the elections had occurred only a month earlier it was still unknown how the new administration or courts would address these issues. Similar to the legislative arena there is speculation that the incoming administration would not be as supportive and proactive as the current one and could be openly hostile to LGBTQ issues. There was guarded optimism in the short term that marriage equality would stand, but the overriding issue was the status of the Title IX Transgender Guidance. The committee had considerable conversations on this issue, including discussions on how school districts could respond in the event of the administration rescinding the guidance. Eric did reiterate that, even with a rescinding of the guidance, Title IX would still stand and a majority of courts have previously ruled in favor of transgender students. He also emphasized that the

guidance crafted by NEA's Office of General Counsel is still relevant.

During the meeting, two themes arose in committee deliberations. The first was how to communicate more effectively with members across the country. While there was acknowledgement regarding the quality work occurring within NEA and affiliates, the continuing challenge is how to disseminate those resources to members. The committee emphasized the need to communicate more effectively with rank and file members. For a future meeting, there was a request to meet with a representative from NEA Communications to strategize how to leverage more effectively the considerable social media and print platforms available to NEA for disseminating information and providing outreach to NEA members.

The other theme that surfaced is the need to continue and increase NEA's partnership efforts, specifically with organizations representing communities of color. As LGBTQ issues increasingly become a target, it imperative that NEA partner with social justice organizations to work collaboratively and create a unified movement.

Charge 2

Provide input to the national Joint Conference on Concerns of Minorities and Women Planning Committee through the SOGI Chair.

The committee was provided with an update on the status of current planning for the 2017 NEA Joint Conference. Committee members provided input into possible workshop topics for consideration as well as potential keynote speakers.

Another significant conversation was the need to be more intentional around intersectionality of speakers and content. There was a concern that individuals were being

identified based solely on race or gender. It was the committee's sense that it is important for the conference to move to more grounding in intersectionality and identifying speakers, and specifically keynote speakers, based on expertise in a specific area rather than on race or gender.

Other areas of conversations included how to effectively increase the number of conference participants, the possibility of providing CEUs to conference attendees and how to target younger association members.

Charge 3

Review testimonies from SOGI hearings and develop recommendations that are aligned with NEA's two strategic goals: Strong Affiliates for Educator Voice and Empowerment, and Empowered Educators for Successful Students, where appropriate.

The committee spent significant time in the review and discussion of the hearing comments received at the SOGI hearing in Washington, DC prior to the start of the 2016 Representative Assembly. In their review of the comments three themes were present:

1. The need for more information and resources regarding transgender students. Two primary issues were students accessing appropriate school facilities, largely bathrooms and locker rooms, and dress codes.
2. The need for better communications from the National and State affiliates and easier access to existing LGBTQ resources.
3. The need for more resources and attention to the backlash created by advancements in LGBTQ equality and the negative impact this is having for many NEA members in the workplace.

Committee Recommendations	Board of Directors Action
Charge 1: <i>Review and make recommendations to enhance NEA's efforts to raise awareness among NEA members and affiliates of the rights and protections available to LGBTQ students and staff and to counter the widespread backlash against individuals who are lesbian, gay, bisexual, transgender or questioning (LGBTQ)</i>	
1. Continuing the work of NBI A, NEA should use social media and print platforms to educate members on LGBTQ history, celebrations, contributions, pronouns, and language by: <ol style="list-style-type: none"> a. Developing a yearly comprehensive social media campaign dedicated to raising awareness of LGBTQ issues and concepts through: Holocaust Remembrance Day, International Transgender Day of Visibility, Day of Silence, LGBTQ Pride Month, Stonewall Riots Anniversary, LGBTQ History Month, and National Coming Out Day. b. Creating a one-page reference guide that provides links and resources for locating information on LGBTQ issues and educational topics. c. Providing a tool kit using a thumb drive or other portable data storage device and placement on LGBT Ed Communities group with articles and resources developed by NEA and its partners. 	Adopt

Committee Recommendations	Board of Directors Action
Charge 2: <i>Provide input to the national Joint Conference on Concerns of Minorities and Women Planning Committee through the SOGI Chair.</i>	
2. NEA should create a comprehensive social justice track with multiple workshops and levels of engagement to be integrated into every NEA conference. The track should be inclusive of ethnic, women, and LGBTQ issues.	Refer to President
Charge 3: <i>Review testimonies from SOGI hearings and develop recommendations that are aligned with NEA's two strategic goals: Strong Affiliates for Educator Voice and Empowerment, and Empowered Educators for Successful Students, where appropriate.</i>	
3. NEA should raise awareness and identify resources to address micro-aggressions and their impact on marginalization and discrimination, specifically on LGBTQ students and educators.	Adopt
4. NEA should develop a plan to address the legal needs of NEA members impacted by backlash against LGBTQ issues in the workplace. This plan should include legal assistance, communicating and collaborating with NEA, state and local affiliates, and feedback from affiliates on the impact of the plan.	Refer to Executive Director

Student Advisory

COMMITTEE MEMBERS

Ashley Muscarella, PA, *Chair*

Levi Kunselman, OH

Amethyst Stegbauer, MN

Denton Beacom, NE

Margaret Landin, ND

Jaffa Williams, FL

Mariah Belber, NJ

Skylar Nunley, KY

Staff Liaison:
Evette Brown

Dennis Henderson, LA

Vincente Rodriguez, CA

Charge 1

Assist in developing programming and organizing initiatives that support the recruitment and retention of talented individuals into the teaching profession, with a focus on communities of color and their underserved populations, and on positioning the education profession as an elite career of choice for the next generation of college students.

Charge 2

Actively promote student membership on college campuses and recommend strategies to increase student membership and engagement while creating a seamless path from student membership to active membership.

Charge 3

Assist in the planning and delivery of the Student Leadership and Professional Development Conference.

The committee was presented and discussed the membership data for student members. Membership growth goals for states and chapters were discussed.

The committee received an overview of the NEA Student Program work pertaining to Historically Black Colleges and Universities (HBCU's) organizing on Social Justice and Institutional Racism. The committee was presented with tools developed for use in their regions and states on how to facilitate conversations, equity tests and what these issues mean to Aspiring Educators.

The committee was briefed on the NEA Leadership Competencies for use at trainings and conferences.

The committee was presented and discussed the NEA Strategic Plan and Budget process. Members provided feedback on what is needed for Student Program members.

The committee received a presentation on organizing and engagement. They were provided concrete tools to use in their regions, states and chapter, were presented with social media tips and held a discussion around digital engagement.

The committee created subcommittees on Branding, Student Ownership and Membership Growth, Minority

Outreach and Digital Engagement. Each subcommittee presented its work as it pertains to the committee's charges.

The committee was briefed on the history of the program. They discussed ways they can be of more assistance in their states in building the program.

The committee discussed the student leader elections process and policies. They made edits to the existing elections process, developed the Elections Chairperson application and process and aligned the procedures with the NEA Election Procedures and Standing Rules.

The committee chair presented the committee's role as Servant Leaders and the Distributive Leadership Model. The committee provided feedback on what this looks like for the NEA Student Program.

The committee divided into work teams to discuss the LEGACY Project, Student Program Awards, and NEA Student Leader Handbook. The LEGACY Project Team developed a timeline of the event and activities to support the project. The Student Program Awards Team redesigned the NEA Student Program Awards Application Process and documents. The NEA Student Leader Handbook Team worked on revising the handbook to be implemented by the Student Program.

The committee discussed ways to address issues states and chapters are facing and what resources are needed. The Executive Committee Liaison facilitated the committee's discussion on the purpose of the program for Aspiring Educators and what it looks like. The committee developed a Vision and Mission statement for recommendation.

The committee discussed Leadership Summit, NCUEA, Higher Ed, MLT/WLT, ESP and NEA-Retired conference participation for Aspiring Educators. They agreed that it is imperative that Student Program members are included in all NEA national trainings and conferences. The committee developed the conference format, content and a "mock" Student Leadership agenda to be submitted for approval by the Student Conference Planning Team.

Committee Recommendations	Board of Directors Action
<p>Charge 1: <i>Assist in developing programming and organizing initiatives that support the recruitment and retention of talented individuals into the teaching profession, with a focus on communities of color and their underserved populations, and on positioning the education profession as an elite career of choice for the next generation of college students.</i></p>	
<p>1. NEA should adopt the following Vision and Mission Statements for the NEA Student Program:</p> <p>VISION The vision of the NEA Student Program is an exceptional educational experience for every student.</p> <p>MISSION Our mission is to support, develop, and empower diverse aspiring educators to create high quality education leaders and advocates in every school.</p>	<p>Refer to President and Executive Director</p>

UniServ Advisory

COMMITTEE MEMBERS

Tracy Phillips, *Chair*
Las Vegas, NV

Deborah Jones
Ellenwood, GA

Gretchen Ragazzo
Stroudsburg, PA

Karen Anderson
Johnson City, TN

Brian Kerekes
Orlando, FL

Ken Tang
Temple City, CA

Robert Ellis
Richmond, CA

Phillip Murray
Poplar Bluff, MO

Don Tinney
South Hero, VT

Mark Farr
Topeka, KS

Betty Patterson
Santa Fe, NM

David Watts
Wood River, IL

Bill Freeman
San Diego, CA

Jessica Powell-Allbright
Conroe, TX

Staff Liaisons:
Tom Israel
Debra Abraham

Dana Galvin
Reno, NV

Amanda (Ami) Prichard
Littleton, CO

Charge 1

Report to the NEA Board of Directors on the structure, operation, and grants of the UniServ Program to ensure they are aligned to advance NEA's Strategic Goal 1 (Strong Affiliates) and Goal 2 (Uniting the Nation for Great Public Schools) organizing efforts.

Committee Discussion

The committee met on September 30, 2016, February 10, 2017 and April 24, 2017.

At its first meeting, the committee reviewed its charge, and then was briefed on the UniServ Guidelines by Marti Garza, then Manager of the UniServ Program in the Center for Organizing. The committee asked questions and discussed the major components of the Program, including funding and allocation formulas for UniServ units, training and career development for UniServ staff and Shared Staffing.

The committee was then briefed by Gerard Polchinski, from the Office of the Chief Financial Officer, on the history, funding and projections for the UniServ Fund and the annual UniServ grant. Mr. Polchinski advised the committee that the grant had increases significantly from FY 2016–17, and it was too early to project what the grant amount would be for FY 2018. Last year, grant amount per unit was \$38,804. This year, the grant amount per unit is \$39,918, an increase of 2.9 percent.

The committee was then briefed on demographic data on the UniServ Director workforce funded through the UniServ Program by Tom Israel, the new Director of State Affiliate Growth in the Center for Organizing. The committee reviewed data on the gender and race/ethnicity of the UniServ workforce by state along with aggregate data on the changes in number of UniServ units by state from FY 2016–2017.

The committee was then briefed in more detail on the UniServ training program by Dan Hand, then Training Manager in the Center for Organizing. The committee asked questions and discussed the curriculum of the UniServ Academy, proposed plans for training programs for experienced UniServ Directors and potential online learning programs.

The committee convened its second meeting of the year on February 10, 2017. Gerard Polchinski, from the Office of the Chief Financial Officer provided an update on the initial projections for the UniServ grant for FY 2018. Mr. Polchinski reported that while the grant for FY 2017 was \$39,918, the projections for FY 2018 indicate a decrease of \$664, to a grant amount of \$39,254. The committee asked questions about the factors contributing to the calculation. Mr. Polchinski explained that: new funding for the UniServ Fund is determined by 1) the per-active-member formula in the NEA Bylaws (2-7), 2) the end-of-year fund balance carried over from the prior year and 3) the total number of UniServ units for which affiliates request funding. Mr. Polchinski explained that the carry-over balance from FY 2017–2018 is projected to be less than it was from FY 2016–17—when it was higher than usual—and that the initial requests indicated that there would be a slight increase in the number of total UniServ units being requested by affiliates for FY 2018. In other words, this means for next year that we have a slightly smaller pot of money and a slight increase in UniServ requests, which results in a slight decrease in the UniServ grant per unit over the last year.

[Note: the committee chair, Ms. Phillips, reported out on the preliminary UniServ grant projections to the full NEA Board of Directors meeting the following day, February 11th].

The committee then reviewed and discussed the *Report of the NEA UniServ Core Competencies Task Force*,

completed in 2014 as a multi-stakeholder group to draft core competencies for potential and current UniServ Directors and to guide the development of UniServ trainings.

The committee was then briefed on the UniServ training program and the current review underway by the Center for Organizing to assess how to improve the program. Mr. Israel shared new Fact Sheets that the Center for Organizing has developed to provide overviews not only of the UniServ training program, but also of Shared Staffing and Developmental UniServ Grants.

The committee then brainstormed elements that they believed were important for UniServ training. Mr. Israel reported that the feedback would be shared with the

Center for Organizing staff responsible for design and implementation of UniServ training.

The committee was then briefed on the UniServ Program Evaluation Survey by Ms. Stacey Pelika from NEA Research. Mr. Israel informed the committee that the Center for Organizing and the Research Department would be working to revise the survey instrument to better meet the needs of state affiliates, and would be consulting with the UniServ Managers Association for input into the process.

Finally, the committee discussed scheduling of its next meeting in April to make a final recommendation to the NEA Board of Directors on the UniServ grant amount for FY18.

Women's Issues

COMMITTEE MEMBERS

Cecile Bendavid, *Chair*
Woodland Hills, CA

Michelle Howell
Clarksville, AR

Caridad Rivera
Long Beach, CA

Irene Amezcua
Oceanside, CA

Diane Johnson
Yukon, OK

Louise Stompor
Schiller Park, IL

Karen Anderson
Johnson City, TN

Evelina Loya
Rowlett, TX

Joni Watson
Dayton, OH

Eric Brown
Chicago, IL

Jo McKim
Louisville, KY

Staff Liaisons:
Cassandra Glymph
Alexandria Richardson
Pamela D. Rios

Kimberly Colbert
Minneapolis, MN

Kathleen Murphy
Orange City, FL

Lynette Henley
Vallejo, CA

Teresa Redwinski
Drums, PA

Introduction

The 2016–2017 Standing Committee on Women's Issues (WIC) convened for a virtual meeting on October 20, 2016 and met in Washington, DC, on January 13–14, 2017.

The Committee on Women's Issues contributed to the planning for the 2017 February Board Observance on Women, by recommending potential speakers for the event. Erika K. Wilson, Assistant Law Professor at the University of North Carolina, Chapel Hill was the selected speaker for the Observance. In addition through the chair, WIC provided input to the Joint Conference on Concerns of Minority and Women's Planning Committee, including suggestions for conference sessions and keynote speakers. In addition, the committee shared state and local collaborations in preparation for the Women's March on Washington (held in January).

The WIC committee recognizes that the following work is ongoing under the Strategic Plan and Budget and recommends that NEA continues work on the following:

- Efforts to acquire a living and equitable wage for all educators.
- Lobby and advocate for full funding of appropriately credentialed school nurses and ensure that the school nurse to student ratio is reasonable at the site level.
- Recruitment and retention of diverse educators that reflect student populations in an effort to support an equitable and inclusive school community.
- Using existing publications and social media to encourage state and local associations to urge educational institutions to adopt policies for employee and student lactation support.

- Collaboration by any educator charged to address gender equity concerns with their local Title IX coordinator to further the goals of Title IX.
- Lobby and advocate for continued and new federal and state funding of programs affecting women and families; including universal Pre-Kindergarten programs in all states.
- Prevention and intervention programs on bullying, sexual harassment and violence against women and children.
- Encourage state and local affiliates to establish legislative priorities in lobbying and advocating on behalf of issues related to women and children including, but not limited to, pay equity, living wages, voting rights, GPO WEP/Social Security, collective bargaining, paid sick leave, affordable child care, lower mortgage payments and equitable employment opportunities.
- Partnerships with groups and organizations aligned with NEA policies related to women and children.

Charge 1

Analyze emerging challenges facing women in the education workplace and recommend strategies for NEA to undertake in addressing these challenges in partnership with labor allies.

The committee was provided an update from Human and Civil Rights (HCR) staff member Aaron Dorsey on the impact of the school to prison pipeline on girls of color and the new toolkit just released from our partner, the National Women's Law Center's (NWLC) on stopping the push out of girls of color. In addition Stephanie Luongo (HCR) shared NEA's new "Get 5" campaign that encourages members to transform their school climates through anti-bullying and other collaborative efforts.

Charge 2

Review efforts to address gender equity issues and lack of access to STEM/STEAM opportunities for girls and recommend partnerships and strategies for Association engagement in these specific practices.

Sue Klein, Education Director, Feminist Majority gave an update on the state of Title IX and how the new administration will attempt to weaken the law through the elimination of regulations and guidance, which will lead to lack of enforcement. This will be particularly damaging to female students pursuing STEM/STEAM studies and careers. The enforcement of Title IX has allowed for the expansion of STEM/STEAM opportunities for women and girls and particularly girls of color.

Charge 3

Provide input to the national Joint Conference on Concerns of Minorities and Women Planning Committee through the WIC Chair.

The committee received an update from Harry Lawson, HCR Director, concerning the Joint Conference realigned purpose and objective. WIC raised concerns about the “lack” of sessions that specifically target women’s issues. The committee provided suggestions for possible keynotes and sessions.

Charge 4

Review testimonies from WIC hearings and develop recommendations that are aligned with NEA’s two strategic goals: Strong Affiliates and Uniting the Nation for Great Public Schools, where appropriate.

Committee members reviewed forms from the 2016 WIC Hearing held at the Joint Conference in Washington, DC. WIC noted various themes and various emerging challenges that impact women and girls in education. Most noted was cultural competence and intersectionality, the school to prison pipeline and income inequality. Recommendations were developed where appropriate and in alignment with NEA’s two strategic goals.

Committee Recommendations	Board of Directors Action
Charge 2: <i>Review efforts to address gender equity issues and lack of access to STEM/STEAM opportunities for girls and recommend partnerships and strategies for Association engagement in these specific practices.</i>	
1. In accordance with NEA’s Every Student Succeeds Act (ESSA) implementation efforts NEA should 1) add Title IX specifically as an indicator to the Opportunity Dashboard; 2) place particular focus on identifying, developing and training Title IX Coordinators; 3) ensure that school communities are held accountable for implementing Title IX guidelines as specifically focused on women and girls.	Refer to Executive Director
2. NEA should utilize current programs and external partners to identify, recruit and retain female educators, with a particular focus on aspiring educators and women of color in positions where women are underrepresented(i.e. leadership roles, advanced classes (AP/IB, STEM and STEAM).	Adopt
3. NEA should work with external partners (National Women’s Law Center, African American Policy Forum and others), to investigate, advocate and identify the unique experiences that cause girls to enter the school to prison/abuse pipeline.	Adopt
Charge 4: <i>Review testimonies from WIC hearings and develop recommendations that are aligned with NEA’s two strategic goals: Strong Affiliates for Educator Voice and Empowerment, and Empowered Educators for Successful Students, where appropriate.</i>	
4. NEA should investigate the creation of an online form for the WIC Hearing or making the form accessible via the NEA app.	Adopt



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