

REPORTS

On Implementation of Actions of the 2016 Representative Assembly

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

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Foreword

The purpose of this publication is to inform delegates to the 2017 Representative Assembly about the implementation of the actions of the 2016 Representative Assembly. This publication consists of two parts:

1. Report on the implementation of new business;
2. Report on the implementation of adopted and referred committee recommendations received by the 2016 Representative Assembly.

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Reports on New Business

LGBTQ Rights and Protections

The National Education Association shall implement an action plan to prevent acts of discrimination and violence targeted at people who are perceived or identify as lesbian, gay, bisexual, transgender or questioning (LGBTQ). This plan will include

1. *Calling upon our members and society to take action to promote a culture of safety, support, affirmation that ensures civil rights and advocacy for LGBTQ members and students;*
2. *Promoting the full dignity and humanity of all of our students and members; and*
3. *Addressing the underlying issues that promote a culture of escalating intolerance and acts of violence.*

Pursuant to this action plan, NEA will join the national effort to counter the widespread discrimination against individuals who are LGBTQ by:

1. *Encouraging and supporting state and local affiliates to join efforts to enact and defend national and state legislation combating discrimination on the basis of sexual orientation or gender identity and expression.*
2. *Partnering with Civil Rights and LGBTQ Rights organizations to identify, create (as needed), and disseminate resources and materials to address the unique needs of ethnic minority LGBTQ students and educators.*
3. *Supporting and promoting Gay, Lesbian and Straight Education Network's (GLSEN) annual Day of Silence to symbolize the silencing effect of anti-LGBTQ bullying and harassment.*
4. *Supporting the pending legal challenges to newly enacted state laws that purport to license discrimination against LGBTQ individuals including:*
 - i. *the pending challenge to North Carolina's H.B. 2, which prohibits access to restrooms in accordance with one's gender identity, prohibits localities from extending protections to LGBTQ individuals, and eliminates a state remedy for discrimination of any type prohibited by state law;*
 - ii. *the soon to be brought challenge to Mississippi's H.B. 1523, which purports to license discrimination by public and private actors based on three specific religious beliefs about marriage; and*
 - iii. *other challenges to similar state laws. Such support would consist of joining the cases as an amicus or other appropriate action and publicizing those challenges through existing NEA communication vehicles.*
5. *Calling on the U.S. Department of Education to enforce Title IX's prohibition against discrimination as it pertains to North Carolina or any other state that takes similar steps to prohibit restroom access based on gender identity, unless and until those states commit to ensuring that all students, including transgender students, have access to restrooms in accordance with their gender identity.*
6. *Continuing to raise awareness among NEA members and affiliates of the rights and protections available to LGBTQ staff and students by broadly circulating and publicizing through existing NEA communication vehicles, the guidance developed by the NEA Office of*

General Counsel on religious exemption laws (including so-called religious freedom restoration acts and religious opt-out bills) as well as the NEA supported "Schools in Transition: A Guide to Support Transgender Students in K-12 Schools," and further legal guidance on transgender student issues.

7. *Ensuring that all contracts for NEA meetings contain explicit requirements that all meeting vendors may not discriminate against any NEA member or attendee based on that individual's sexual orientation or gender identity.*
8. *Continuing to work with state affiliates and the LGBTQ community in states and localities impacted by the ongoing backlash in order to raise awareness of, and support ongoing local and state efforts to reverse the backlash.*
9. *Developing and implementing by October 2016 a comprehensive plan to combat the backlash, which will consist of legal, communications and coordination with state affiliates and partner organizations to support rapid response at the state legislative level to such discriminatory initiatives and continued legal and communications support for the pending challenges to those initiatives. (2016-A)*

Ongoing under Strategic Plan and Budget (Assigned to Center for Social Justice and Office of General Counsel)

NBI A was adopted at a time when we expected the LGBT backlash to continue to rear up at the local and state level, and we expected the administration to remain a steady ally on these issues. In the aftermath of the Trump election, that paradigm has changed dramatically, with the administration taking action overtly hostile to LGBT individuals and thereby licensing and encouraging a far wider backlash against LGBT issues than previously existed. At the same time, conservative gains across the board in the November 2016 elections put many state affiliates in a very defensive posture in the current legislative sessions, focused on threats to collective bargaining, dues deduction and right to work with very little prospect of moving affirmative legislation or fending off harmful legislation.

The overview of the NBI A implementation below explains how staff have been implementing it notwithstanding these dramatically changed circumstances.

Encouraging and supporting state and local affiliates to join efforts to enact and defend national and state legislation combating discrimination on the basis of sexual orientation or gender identity and expression.

At the federal level, NEA continues to work to support the Student Non-Discrimination Act (S 439/HR 846), a long-standing bill that has been introduced numerous times to prohibit students from being discriminated against in any public school on the basis of their actual or perceived sexual orientation or gender identity or that of their associates. We also continue to support the Equality Act (S 1858/HR 3185), which amends the Civil Rights Act of 1964 to include sex, sexual orientation and gender identity among the prohibited categories of discrimination or segregation in places of public accommodation.

At the state and local level, NEA circulated significant guidance to state and local affiliates this past summer on the rights of transgender students, which included links to several model trans inclusive policies. We subsequently conducted trainings for members and attorneys on

those issues by way of sessions at the annual conference of the National Organization of Lawyers for Education Associations (NOLEA) among others. NEA also circulated significant guidance to state affiliates on religious freedom restoration acts this past spring, which included strategies for amending such state legislative proposals so that they could not be used to license discrimination.

In the aftermath of the election, NEA circulated to state and local affiliates guidance on civil rights protections for students, including LGBT protections, and has been encouraging states and locals that have the political ability to do so to cement in state and local laws civil rights protections that may be lost at the federal level. NEA also has been holding regular check in calls with state affiliate GR staff to identify issues of state affiliate concern and provide state affiliates with resources to respond to them.

In the aftermath of one of the most overtly hostile acts against LGBT individuals of the new administration, namely, the February 22, 2017 withdrawal by the U.S. Department of Justice and the U.S. Department of Education of those agencies' 2016 transgender student guidance, NEA is developing revised resources for state and local affiliates to respond to the resulting pushback against transgender students. Those revised resources were calendared to be distributed on March 30th to state affiliates and counsel that represent state and local affiliates.

Partnering with Civil Rights and LGBTQ Rights organizations to identify, create (as needed), and disseminate resources and materials to address the unique needs of ethnic minority LGBTQ students and educators.

NEA staff gathered materials from various national civil rights and LGBTQ organizations to identify resources and materials that address the needs of ethnic minority students and educators. We identified various resources and materials and disseminated them using NEA properties. A few key gaps have been identified. To fill them, we are focusing our LGBTQ partnerships on creating these resources.

Supporting and promoting Gay, Lesbian and Straight Education Network's (GLSEN) annual Day of Silence to symbolize the silencing effect of anti-LGBTQ bullying and harassment.

NEA developed infographics to support members' engagement and participation in GLSEN's No Name-Calling Week (NNCW), January 16–20. We posted NNCW resources and infographic to NEA and NEA-related social media sites the week of January 9th and 16th. NEA participated in a conference call with GLSEN staff to begin the development of engagement strategies for supporting and promoting GLSEN's Day of Silence. Based on discussions with GLSEN staff, a detailed work plan will be developed for publicizing, disseminating, implementing and following up on the Day of Silence.

Supporting the pending legal challenges to newly enacted state laws that purport to license discrimination against LGBTQ individuals including:

- *The pending legal challenges to North Carolina's H.B. 2, which prohibits access to restrooms in accordance with one's gender identity, prohibits localities from extending protections to LGBTQ individuals, and eliminates a state remedy for discrimination of any type prohibited by state law;*

- *The challenge to Mississippi's H.B. 1523, which purports to license discrimination by public and private actors based on three specific religious beliefs about marriage;*
- *Other challenges to similar state laws. Such support would consist of joining the cases as an amicus or other appropriate action and publicizing those challenges through existing communications vehicles.*

On October 25, 2016, NEA filed an *amicus brief* in support of the legal challenge to North Carolina's H.B. 2. The brief was joined by NCAE and written to highlight the voices of educators (whom NEA OGC was able to identify and interview through last summer's National GSA Summit). A copy of the brief can be found at: [http://www.nea.org/assets/docs/NEA%20NCAE%20Carcano%20v.%20McCrorry%204th%20Cir.%20am-brf%2010-16%20\(filed%20version\).pdf](http://www.nea.org/assets/docs/NEA%20NCAE%20Carcano%20v.%20McCrorry%204th%20Cir.%20am-brf%2010-16%20(filed%20version).pdf).

On March 2, 2017, NEA filed an *amicus brief* with the U.S. Supreme Court in the *Gloucester County School Board v. G.G.* case. The NEA brief was filed in support of Gavin Grimm, who challenged his school district's discriminatory treatment of him due to his gender identity. The brief argued that school policies that discriminate against transgender students cause profound harm and deny such students equal educational opportunities, while trans inclusive policies promote a positive school climate for all students. NEA was able to secure support from the AFT, AFSCME, SEIU, the National Association of Secondary School Principals and the School Social Work Association of America, all of whom joined the NEA brief. And, NEA generated press coverage of the filing highlighting the importance of the issue even further. A copy of the brief can be found at: [http://www.nea.org/assets/docs/16-%20273%20bsac%20National%20Education%20Association%20\(FINAL\).pdf](http://www.nea.org/assets/docs/16-%20273%20bsac%20National%20Education%20Association%20(FINAL).pdf)

Mississippi's H.B. 1523 was enjoined from taking effect while last year's Representative Assembly was underway. The case has been appealed to the U.S. Appeals Court 5th Circuit where it currently awaits action. NEA is monitoring the case and others across the country and will take action as appropriate depending on the specifics of the case including the litigation and amicus strategy.

Calling on the U.S. Department of Education to enforce Title IX's prohibitions against discrimination as it pertains to North Carolina or any other state that takes similar steps to prohibit restroom access based on gender identity, unless and until those states commit to ensuring that all students, including transgender students, have access to restrooms in accordance with their gender identity.

NEA invited the now former head of the Office of Civil Rights at the U.S. Department of Education to last October's NOLEA conference to thank her for her leadership on the transgender student issue and other student civil rights issues. Subsequent to the November election, NEA has switched to the strategy noted above of calling on states and locals to cement LGBT protections, as it is evident that the current federal administration will be our opponent not our ally in this work.

Continuing to raise awareness among NEA members and affiliates of the rights and protections available to LGBTQ staff and students by broadly circulating and publicizing through existing NEA communications vehicles, the guidance developed by

NEA Office of General Counsel on religious exemption laws (including so-called religious freedom restoration acts and religious opt-out bills) as well as the NEA supported “Schools in Transition: A Guide to Support Transgender Students in K–12 Schools,” and further legal guidance on transgender students’ issues.

NEA encouraged 2016 RA delegates to take action to support LGBTQ students and educators by taking the NEA LGBTQ Equality Pledge. Information and a link to the Pledge, along with the NEA resource page on the Orlando Tragedy, was placed in each edition of the RA today disseminated to all RA delegates.

(See NEA Press Release: Educators double down on protecting rights of LGBTQ students and members (July 4, 2016 <http://www.nea.org/home/67590.htm>.)

NEA, in collaboration with GLSEN, held the first National Summit for GSA Advisors. The convening brought together 49 NEA member/GSA advisors for 2 1/2 days of professional development and networking. Sessions were held on GSAs 2.0, legal updates, resource sharing and action planning for the upcoming school year. In addition, NEA and GLSEN staff solicited potential ideas from attendees about future programming direction for NEA and GLSEN. NEA and GLSEN staff continues to strategize on the most effective ways of leveraging the experience and expertise gathered.

NEA media activities include:

- NEA EdVotes: *An educator steps up for LGBTQ youth of color* (September 15, 2016) <http://educationvotes.nea.org/2016/09/15/educator-steps-lgbtq-youth-color/>. Action: Take the NEA LGBTQ Equality Pledge.
- Lily’s Blackboard: *We will not demean and stigmatize transgender students* (October 27, 2016) <http://lilys-blackboard.org/2016/10/will-not-demean-stigmatize-transgender-students/>. Action: Links to NEA’s *amicus brief* in the North Carolina H.B. 2 legal challenge, NEA Guidance on Transgender Students and Title IX and the US Department of Education’s Guidance on Transgender Students and Title IX.
- NEA Today: *‘I’m Going to Reassure Them That They Are Safe’: Talking to Students After the Election* (November 9, 2016). <http://neatoday.org/2016/11/09/talking-to-students-about-election/>. Action: Link to Insuring Safe, Welcoming, and Bias-free Schools: Resources for educators, students and families.
- NEA Today: *‘I’m a Normal Kid’: Transgender Students Thrive in Supportive Schools* (November 15, 2016) <http://neatoday.org/2016/11/15/transgender-students-supportive-schools/>. Action: Links to: Schools in Transition: A Guide for Supporting Transgender Students in K–12 Schools, NEA’s Legal Guidance on Transgender Students Rights and The Teaching Transgender Toolkit: A Facilitator’s Guide to Increasing Knowledge, Decreasing Prejudice & Building Skills.
- Lily’s Blackboard: *I will stand up, I will speak up for students: Sign the pledge* (November 17, 2016) <http://lilysblackboard.org/2016/11/will-stand-will-speak-students-sign-pledge/>. Action: Take the Bully Free Pledge.
- NEA EdVotes: *Student-led effort leads to banning of Confederate flag in Indiana high school* (December 17, 2016) <http://educationvotes.nea.org/2016/12/17/>

[student-led-effort-leads-banning-confederate-flag-indiana-high-school/](http://educationvotes.nea.org/2016/12/17/student-led-effort-leads-banning-confederate-flag-indiana-high-school/). Action: Take the Bully Free Pledge.

- NEA EdVotes: *How a public elementary school saved the day for a transgender student* (January 28, 2017) <http://educationvotes.nea.org/2017/01/28/public-elementary-school-saved-day-transgender-student/>. Action: Take the LGBTQ Pledge. Links to: HRC Previews Anti-LGBTQ Action Anticipated in Statehouses During 2017; HRC’s Welcoming Schools; GLSEN’s Ready, Set, Respect (<https://www.glsen.org/readyssetrespect>); Guidelines for Connecticut Schools to Comply with Gender Identity and Expression Non-Discrimination Laws (http://www.ct.gov/chro/lib/chro/Guidelines_for_Schools_on_Gender_Identity_and_Expression_final_4-24-12.pdf); Transgender Children Supported in Their Identities Show Positive Mental Health.
- Email To LGBTQ Pledge Takers on Supporting Transgender Teens (February 23, 2017) <http://educationvotes.nea.org/2017/03/03/millions-educators-take-stand-transgender-students-advance-historic-supreme-court-decision/>. Action: Links to: NEA Legal Guidance on Transgender Students’ Rights; Schools In Transition: A Guide for Supporting Transgender Students in K–12 School; GLSEN’s Model Laws and Policies for LGBTQ Students <https://www.glsen.org/article/transgender-model-district-policy>.
- NEA Press Release: *NEA reacts to Trump’s plan to roll back protections of transgender students*. <http://www.nea.org/home/70023.htm>.
- BuzzFeed News: *Unions Representing Millions Of Teachers Are Standing Up For This Transgender Student* (March 2, 2017).
- NEA Press Release: *Educators urge U.S. Supreme Court to protect rights of transgender students* <http://www.nea.org/home/70070.htm>.
- NEA EdVotes: *Millions of educators take a stand for transgender students in advance of historic Supreme Court decision* (March 3, 2017). <http://educationvotes.nea.org/2017/03/03/millions-educators-take-stand-transgender-students-advance-historic-supreme-court-decision/>. Action: Take the LGBTQ Equality Pledge.
- NEA Press Release: *NEA reacts to Supreme Court sending back case to protect rights of transgender student*. <http://www.nea.org/home/70190.htm>.
- Communication with Texas State Teachers Association regarding Senate Bill 6. TSTA statement opposing the so-called bathroom bill: <http://www.tsta.org/sites/default/files/20170315bathroomBill.pdf>.
- NEA EdVotes: *Educators refuse to let renewed attacks from wave of anti-gay legislation go unanswered*. <http://educationvotes.nea.org/2017/04/02/educators-refuse-let-renewed-attacks-wave-anti-gay-legislation-go-unanswered/>. Action: Take the LGBTQ Equality Pledge.

NEA also held LGBTQ Training Sessions at:

- NEA Minority and Women’s Leadership Training—West Coast (December 10, 2016), San Diego, CA

- LGBTQ Training Session—NEA Minority and Women’s Leadership Training—East Coast (January 28, 2017), Tampa, FL.

Ensuring that all contracts for NEA meetings contain explicit requirements that all meeting vendors may not discriminate against any NEA member or attendee based on that individual’s sexual orientation or gender identity.

NEA developed and is implementing the following language for use with all NEA meeting vendors:

As a condition of the contract between NEA and hotel, the hotel will in no way discriminate against any NEA member or attendee based on any reason prohibited under federal law or based on that individual’s sexual orientation or gender identity.

Continuing to work with state affiliates and the LGBTQ communities in states and localities impacted by the ongoing backlash in order to raise awareness of, and support ongoing local and state efforts to reverse the backlash.

This work will be informed by the Rapid Response Plan (see below).

Developing and implementing by October 2016 a comprehensive plan to combat the backlash, which will consist of legal, communications and coordination with state affiliates and partner organizations to support rapid response to the state legislative level to such discriminatory initiatives and continued legal and communications support for the pending challenges to those initiatives.

NEA developed a Rapid Response Plan—When alerts are received from state and local affiliates regarding proposed or pending state legislative or legal challenges to the right of LGBTQ people’s the following process will be followed for responding:

1. Staff will be assigned to investigate and recommend a respond to the alert.
2. The investigation will include: analyzing proposed or enacted statute and its impact, determining if state affiliate is involved, determining if allies are involved and what, if any action, they are calling for.
3. Staff will be responsible for completing this initial review within 1 day of the alert and recommending a response to the appropriate senior NEA staff.
4. If the recommended response consists of providing the state affiliate with existing NEA resources, staff will provide those resources to the state affiliate within 2 days of the alert.
5. If the recommended response includes the need for new action on the part of NEA, including an NEA statement or other NEA action including considering pulling NEA business out of a state, the staff will alert the Executive Director.
6. The Executive Director will alert the NEA President of the proposed response. The NEA President will give feedback and input as to the proposed response.
7. Staff will implement the response as approved.

The difficulty NEA has encountered is that we do not receive alerts from state or local affiliates on LGBT issues. So the plan detailed above has not been implemented.

Email to State Presidents, State Executive Directors and State General Counsels

(April 4, 2017)

Email Text:

First, the vast weight of authority has held, and continues to hold, that Title IX and the Constitution protect transgender students from discrimination and require transgender students to be treated in accordance with their gender identity at school. To ensure compliance with federal law, school boards should adopt and follow model policies that treat transgender students commensurate with their gender identity. Such policies protect the rights of transgender students to be free from bullying and discrimination in school, to be addressed by the appropriate name and pronoun, and to access school facilities according to their gender identity. GLSEN and the National Center for Transgender Equality have created a model policy that can be readily adapted to fit individual school districts. Even if the Supreme Court ultimately holds that Title IX does not proscribe transgender discrimination, adopting a model policy demonstrates support for students and would not violate Title IX even under such a holding.

Second, the recent Dear Colleague Letter rescinding the May 2016 Dear Colleague Letter on Transgender Students does not repudiate the original Letter’s legal reasoning. While G.G. was decided by the Fourth Circuit on the grounds of deference to the agencies’ interpretation of Title IX, the Supreme Court’s remand of the case gives the Fourth Circuit the chance to decide whether sex discrimination under Title IX is inclusive of gender identity discrimination. The legal analysis underlying the Department of Education’s previous stance in support of that premise is very sound, and in NEA’s view, the Fourth Circuit is likely to decide affirmatively for the plaintiff on the grounds that Title IX proscribes transgender discrimination. For an argument in favor of just that result, see the NEA amicus brief that we filed with the Supreme Court in support of Gavin, the transgender student plaintiff, and his claims.

Third, there are many transgender-education cases in the pipeline. Carcaño v. McCrory involved a challenge to North Carolina’s H.B. 2, which mandated transgender discrimination in public facilities, including schools. The district court in that case issued a preliminary injunction against the bill on Title IX grounds. The case was to be heard by the Fourth Circuit, and NEA filed an amicus brief supporting the plaintiffs. Just last week, on March 30, 2017, the newly-elected governor of North Carolina signed a bill that had the effect of repealing part of H.B. 2, which may moot the Carcaño challenge. Other lawsuits are also pending in which courts have found in favor of transgender students facing school-based discrimination.

Fourth, no matter what happens on the federal front, many states and school districts already

protect transgender student rights. Many states have passed legislation prohibiting transgender discrimination, including specifically in schools. For schools in these states, adoption of model transgender policies ensures full compliance with state law.

Fifth, several states are considering anti-transgender legislation modeled on North Carolina's H.B. 2. Should such bills arise in your state, please contact Paul Sathrum, NEA Center for Social Justice.

For further details on any of these legal issues please contact Alice O'Brien and Emma Leheny in the NEA Office of General Counsel.

We hope that this update proves useful in your work.

*Alice O'Brien, NEA General Counsel
Rocio Inclan, NEA Senior Director of the Center for Social Justice
Mary Kusler, NEA Senior Director of the Center for Advocacy*

Online Membership Form

NEA will develop and implement a secure, digital membership form and an online process for members to join. (2016-1)

Ongoing Under Strategic Plan and Budget (Assigned to Center for Business Operations)

An important feature of NEA360, currently under development, is the delivery of a secure online member log-in for the Association to support an online process for members to join. The member log-in will allow individuals the opportunity to enroll during campaigns at their local buildings. It will have a secure server digital certificate to assist in protecting member privacy. Work will continue on this item under the Strategic Plan and Budget.

Special Education Reform

Using the Legislative Action Center and other appropriate NEA media properties, NEA will involve educators, parents, and students in efforts to bring special education reform to the forefront and advocate for legislation to fully fund the Individuals with Disabilities Education Act (IDEA). NEA will use the Education Insider and other appropriate publications and social media vehicles to highlight supportive legislators and to engage stakeholders in contacting policymakers via Facebook, Twitter, and email. (2016-2)

Ongoing Under Strategic Plan and Budget (Assigned to Center for Advocacy)

NEA has and will continue to advocate for fully funding the Individuals with Disabilities Education Act through lobbying meetings, letters to members of Congress, digital advocacy and social media.

IDEA Full Funding

NEA will promote a digital campaign to advocate for the full federal funding of the Individuals with Disabilities Education Act (IDEA) while bringing special education reform to the forefront, by collecting written stories via electronic means and creating video clips using the personal stories and experiences of educators, parents, and students to highlight the detrimental impact that inadequate funding and resources has on the achievement of students with disabilities in our schools.

NEA will promote the written stories and video clips utilizing Facebook, Twitter, and NEAToday.org with articles outlining steps that stakeholders can use to lobby their legislators for funding appropriations. (2016-3)

Completed (Assigned to Center for Advocacy)

NEA secured a commitment from Members of Congress to introduce a bill in April 2017 that would require full funding of IDEA. We created videos of NEA members sharing their stories of the personal impacts of inadequate special education funding. These videos will be posted in May 2017 on NEA's digital platforms and social media to promote full funding of IDEA, and in the Education Insider and on www.EducationVotes.org to encourage continued advocacy through cyber-lobbying efforts via the Legislative Action Center (LAC).

Alliance to Reclaim Our Schools

NEA will support state affiliates and locals with up to/not exceeding \$100,000 in resources to effectively participate in the Alliance to Reclaim Our Schools (AROS) and the nationally coordinated October 6 walk-ins as allies unite around racial justice, full funding and support for community schools, more teaching, less testing, and holding all schools that are publicly funded to the same high standards. (2016-4)

Completed (Assigned to Center for Organizing)

To date, \$85,000 has been provided to local and state affiliates participating in AROS generally and in the October 6 and/or January 19th walk in and rally events. These include Louisiana, Tennessee, Milwaukee, San Diego, Sacramento and more. Ninety-eight NEA locals participated in the October 6th walk ins and 48 participated in the January 19th events. NEA support included training, social media activity, materials and strategic partnerships. Nine formal NEA local or state affiliate AROS tables and 120 different locals engage in AROS supported activity, with at least six additional AROS tables under development. (See NBI 11 below, which is related).

Common Enrollment Systems

- 1. The NEA oppose "Common Enrollment" systems, that combine publicly governed District schools and privately managed charter schools on a single enrollment application.*
- 2. An article on the effects these common enrollment systems have had on districts where enacted be published digitally.*
- 3. President Eskelsen Garcia write a letter of concern which local associations can submit to local media outlets where a common enrollment system is in place or being considered. (2016-5)*

Completed (Assigned to Center for Great Public Schools)

Common enrollment systems are designed to simplify the registration process for parents where there already exist alternatives to the traditional public school system such as magnet schools, charter schools or voucher programs. Families submit one application listing their preferred schools. Typically, a computer algorithm then matches the students with schools based on family preferences, available seats and other considerations. Common application systems in effect in areas such as Denver, Newark, New Orleans and Washington, D.C. vary in their characteristics. Some require all parents to submit an application

identifying their preferences, whereas for others, submission of a common application is voluntary. Some plans provide preferences for parents wishing to enroll their children in the neighborhood school, others do not. Some plans provide more or better quality of information to parents to inform their choices than others. Additionally, support for such a system varies across the country. In Washington, D.C., both the traditional public school and charter sectors support the common application system. In Detroit, a common application proposal that would have required common accountability across the charter and traditional public school sectors—an approach NEA actively supports and promotes—was defeated by opponents (including Betsy DeVos) to prohibit comparable accountability across all sectors.

NEA Today published an article on common enrollment systems on October 31, 2016, which can be accessed at <http://neatoday.org/2016/10/31/common-enrollment-charter-schools/>.

Additionally, NEA has drafted the following sample letter of concern that local associations can tailor in order to submit it to their local media outlets where a common enrollment system is in place or being considered:

To the Local Editor:

As the President of the _____ Education Association, proudly representing public school educators, I want to add a note of caution about common enrollment systems.

In areas that have neighborhood public schools, magnet schools, charter schools or other public school options, the idea of having a single enrollment system may have much appeal. It only makes sense for parents pressed for time to be informed, by one impartial source, of the various schooling options available to them, as well as provided with information they may want to take into consideration in deciding where to enroll their child.

Unfortunately, in many parts of our country, charter schools are not subject under current public policies to a number of common sense safeguards our communities have long insisted on for other taxpayer-funded schools to protect students, parents and taxpayers. For example, many states do not require their charter schools to hold open school board meetings or make available information to parents on request that fully public schools provide. Many states do not require disclosure to deter non-transparent sweetheart contracts between charter school governing boards and local service providers owned by board members. This can result in taxpayer rip-offs and sub-standard services for students. The National Education Association and its affiliates continue to advocate for corrections to these and other common shortcomings in state and local charter policies which leave charter schools insufficiently accountable and transparent to the communities they serve.

A common enrollment system for all public schools may leave parents with a false assumption that all identified schools are subject to safeguards they expect. Before adopting a common enrollment system, communities may find it prudent to assess whether the level of accountability and transparency in their local charter schools meets their expectations and desires. Where this is not the case, we invite concerned parents and other community members to join us and others in advocating for changes to state charter policies that will provide them with the sort of reassurance they rightly expect from their public schools.

Sincerely,

President, _____ Education Association

Authentic Language Programs

NEA will work with parent and community organizations to promote student access to high quality educator delivered authentic language programs that lead to literacy in the domains of listening, speaking, reading and writing in multiple languages. (2016-6)

Completed (Assigned to Center for Social Justice)

NEA staff continues to collaborate with Colorín Colorado, a dedicated resource for parents, community and educators in support of the educational and well-being of English learners. Their more than two million followers include community stakeholders within each community of color. They have a long and distinguished history of promoting high quality, student-focused, educator-led information on authentic language programs that lead to literacy in all domains of speech. The collection of resources will be made available through www.colorincolorado.org.

Parental Opt-Out Model Legislative Language

For state and local affiliates who request it, NEA will update and revise the model legislative language (continuing the intent outlined below) to abide by new Every Student Succeeds Act (ESSA) law and policy regarding parental rights to opt their child out of high stakes testing without adverse consequences.

Existing language was written and published on NEA.org as a result of implementation of NBI #4 at 2015 RA: Provide, on the NEA website, model legislative language for use at the state level, legislation of this kind can be introduced by members or parents' rights groups for sponsorship by friendly legislators or as a statewide initiative to the people that prevents punitive actions or negative consequences carried out by districts and/or school staff including but not limited to program placement decisions or other exclusionary consequences for students who do not take state mandated assessments. (<http://www.nea.org/home/62527.htm>) (2016-7)

Completed (Assigned to Center for Advocacy)

NEA created updated model state legislation to reflect the Every Student Succeeds Act's provisions on parental rights to opt out of assessments without adverse consequences. The model legislation was distributed to state affiliates and posted on NEA edCommunities (www.mynea360.org).

National Retirement Security Advocacy Day

Working with the NEA-Retired Executive Council, the Center for Advocacy will plan and hold a national retirement security advocacy day in the spring of 2017. The purpose of this one day on Capitol Hill would be to focus on effective and beneficial Social Security Reform including the repeal of the Government Pension Offset (GPO) and the Windfall Elimination Provision (WEP), opposition to mandatory coverage of Social Security and opposition to privatization. Activities for this day would include visits to Congressional offices and a national call-in effort. Participants would include (but not be limited to) NEA Board members representing NEA-Retired, NEA-Retired Executive Council members, state-retired presidents/chairs and the NEA-Retired Rapid Response Team. (2016-10)

Completed (Assigned to Center for Advocacy)

In partnership with the NEA-Retired Executive Council, state retired presidents, and the Retired Rapid Response team, NEA held a national day of action during the April 2017 Super Week. Activities included an issue briefing for Members of Congress and their staff from key committees on Social Security reform, repeal of the Government Pension Offset (GPO) and the Windfall Elimination Provision (WEP), opposition to mandatory coverage of Social Security and opposition to privatization as well as Medicare privatization. A national call-in day was organized and promoted through NEA's digital platforms in conjunction with the lobbying day and was promoted with coalition partners. The day was promoted on various NEA digital platforms, including www.EducationVotes.org, the Legislative Action Center, Education Insider and NEA social media accounts.

Alliance to Reclaim Our Schools Walk-in

NEA will encourage its Pre-K-12 and Higher Ed locals to affiliate or participate in AROS-Alliance to Reclaim Our Schools and NEA will support the next major AROS nationally coordinated Walk-in on October 6 with social media and media support, with internal communications that notify affiliates and locals, and within existing means—budgets, staffing—provide training and support for locals/affiliates choosing to join the event. (2016-11)

Completed (Assigned to Center for Organizing)

NEA utilized internal communications systems and social media to invite and engage interested local and state affiliates in the October 6th walk in and other AROS activities. On October 6th, 2016, AROS held a national day of action in which 234 locals from around the country participated. Ninety-eight were NEA affiliates. This was the largest coordinated action by public school educators in our nation's history. Tens of thousands educators, parents and community allies came out to rally support for the schools all students deserve.

Additionally, 48 NEA locals participated in the January 19 rallies and events supported by AROS and NEA. Nine formal NEA local or state affiliate AROS tables and 120 different locals engaged in AROS supported activity, with at least six additional AROS tables under development. In addition to the nationally coordinated public visibility events, AROS has engaged NEA locals in organizing local campaigns for the schools all our students deserve and has launched an initiative to promote investment in education. AROS continues to organize

with NEA in support of the sustainable community schools model and to call for transparency and accountability in charter schools.

Monitoring Water Quality

The NEA will encourage its membership through existing media to advocate for annual monitoring of their school district's water quality. NEA Government Relations will work actively with the EPA to develop national environmental regulations requiring annual monitoring of water quality in all U.S. public school districts, with follow-up remediation plans where needed. (2016-12)

Completed (Assigned to Center for Advocacy)

NEA, in partnership with Representative Payne Jr. (D-NJ), developed legislation to be introduced in the House of Representatives in April 2017. This bill requires school districts to monitor water quality on an annual basis. NEA will promote the bill to the Environmental Protection Agency, and will also educate members and encourage them to advocate for the bill through www.EducationVotes.org, NEA social media accounts, the Education Insider and the Legislative Action Center.

Working Conditions of Early Childhood and Adult Education Members

The NEA will support affiliates interested in organizing campaigns to improve the working conditions of members working in early childhood and adult education and prospective members working with early and adult learners. Support will include addressing professional issue inequities such as gender-based pay disparities, benefits, professional development, license requirements and due process protections. NEA's support would include assisting affiliates in sharing resources and the work of members already engaged in this work. (2016-13)

Completed (Assigned to Center for Organizing)

NEA produced a Resource Guide to assist affiliates in organizing early childhood and adult educators. (www.nea.org/assets/docs/Organizing_Early_Childhood_and_Adult_Educators.pdf). The Guide is a resource for affiliates interested in organizing campaigns to improve the working conditions of members working in early childhood and adult education and pro-spective members working with early and adult learners.

Government Pension Offset/Windfall Elimination Provision

The NEA shall request that our recommended (primary) candidate, Hillary Clinton, write a letter directed to NEA members stating that one of her priorities as president will be to work to repeal the GPO/WEP (Government Pension Offset/Windfall Elimination Provision). (2016-14)

Completed (Assigned to Center for Advocacy)

NEA highlighted the need to prioritize repeal of the Government Pension Offset and Windfall Elimination Provision during policy issue discussions with the Clinton campaign. Had Secretary Clinton won the presidency, we planned to work with her incoming administration on a letter to NEA members stating that one of her priorities would be to repeal the Social Security offsets.

Save/Strengthen Social Security

The NEA will present to the 2017 Representative Assembly (RA) an electronic executive summary of the NEA's organizing efforts to save/strengthen Social Security and repeal of the offset provisions of Social Security—the Government Provision Offset (GPO) and the Windfall Elimination Provision (WEP). Included in the presentation will be descriptions about what is being done now, will be ongoing, and proposed for the future. (2016-15)

Completed (Assigned to Center for Advocacy)

NEA drafted a summary report of lobbying efforts around Social Security and repeal of the Government Pension Offset (GPO) and Windfall Elimination Provision (WEP). The report specifically includes information regarding the April 2017 lobbying and call-in day, ongoing GR lobbying efforts, work done through NEA's digital and social media platforms and future plans. The report is included in the 2017 Representative Assembly digital delegate packets (<http://ra.nea.org/delegate-resources/>).

Blaine Amendments

NEA will use NEA digital media properties to disseminate information detailing the consequences of repealing Blaine Amendments in the 38 states which have them. (2016-17)

Completed (Assigned to Office of General Counsel)

NEA has highlighted in several venues the importance of the pending *Trinity Lutheran* lawsuit that raises the question of whether state constitutions may draw a more restrictive separation of church and state than does the federal Constitution. NEA also has used its digital media to educate members about the case and its importance by way of this story, *How A Supreme Court Ruling on Playground Covering May Pave the Way for School Vouchers*, available here <http://neatoday.org/2017/03/09/blaine-amendment-school-vouchers/>, which is both posted on the NEAToday site and was included in the March NEAToday Express.

Western Governors University

The NEA, through their representation on the NEA Member Benefits Board, will ask the NEA Academy to sever all ties with Western Governors University. (2016-19)

Completed (Assigned to Center for Business Operations)

Prior to the November 3, 2016 meeting of the NEA Member Benefits Corporation (MBC) Board of Directors, Western Governors University notified NEA MBC that it intended to allow its contract with the NEA Academy to expire. That expiration date was November 22, 2016. At its November meeting, the Board determined that the intent of the NBI had been satisfied with the expiration of the contract.

State and Local Educator Evaluation Systems

NEA will publish a survey report of current state and local educator evaluation systems to reflect states and locals with professional development and growth systems. The survey shall be completed by August 30, 2016. The survey should reflect the state(s) and known locals with professional growth and development plans. The survey will be published to assist in removing standardized test scores from teacher evaluations. (2016-21)

Completed (Assigned to Center for Great Public Schools)

NEA has published a survey report of current state and local educator evaluation systems. The report was disseminated to state affiliates on August 26, 2016.

El Dia de la Raza and Indigenous People's Day

NEA shall encourage its members to urge their school districts to celebrate the 2nd Monday of October as El Dia de la Raza and Indigenous People's Day. Information shall be disseminated through NEA Today and on digital properties. (2016-24)

Completed (Assigned to Center for Communications)

NEA posted a story on NEAedjustice.org highlighting Indigenous People's Day (*Educators serve up the truth about Thanksgiving and their students dig in* <http://educationvotes.nea.org/2016/11/18/educators-serve-truth-thanksgiving-students-dig/>). The article featured Lhisa Almashy, a Florida Education Association member who shared with readers her love for teaching the real story of Thanksgiving. Embedded in the story was the video from the 2016 American Indian/Alaska Native Board Observance of Matika Wilbur delivering a moving address about Indigenous people. These products were shared with the NEA Ethnic Minority Affairs Committee, NEA English Language Learner cadre, members who have completed NEA's English Language Learners professional development, and followers of the Speak Up for Education and Kids Facebook page. Other related NEAEdJustice.org stories include:

- <http://educationvotes.nea.org/2016/12/03/commonsense-california-educators-took-ethnic-studies-mainstream/>
- <http://educationvotes.nea.org/2016/11/06/november-8-voters-chance-right-terrible-wrong-bring-bilingual-education-back-california/>
- <http://educationvotes.nea.org/2016/12/10/california-voters-bring-back-bilingual-education-big-win-students/>
- <http://educationvotes.nea.org/2016/09/30/educators-fight-textbook-vilifies-mexican-americans/>
- <http://educationvotes.nea.org/2016/11/23/victory-educators-win-fight-textbook-vilifies-mexican-americans/>
- <http://educationvotes.nea.org/2016/08/04/student-driven-union-supported-initiative-takes-opportunity-gap-one-americas-wealthiest-counties/>

Anti-Abuse Contract Language

NEA will gather, create, and disseminate contract language to protect education employees from physical or emotional violence, sexual harassment, and abuse against them by students. (2016-25)

Completed (Assigned to Center for Advocacy)

NEA reviewed its contract language database and compiled provisions related to physical or emotional violence, sexual harassment and abuse against educators by students. We also developed new sample anti-abuse contract language and shared it with state affiliate collective bargaining coordinators in April, 2017 for dissemination through their state networks.

American Indian/Alaska Native and Asian, Native Hawaiian, other Pacific Islander and Indigenous students

NEA will encourage local leaders to share the personal stories of American Indian/Alaska Native and Asian, Native Hawaiian, other Pacific Islander and Indigenous students who have been denied and those that have succeeded in being able to wear symbols of cultural significance at their graduation ceremony to highlight the much needed support of cultural inclusion in their educational career. These stories will be shared digitally by NEA using existing media resources or in the NEA Today. (2016-26)

Completed (Assigned to Center for Social Justice)

NEA has identified individuals who have been successful in supporting their American Indian/Alaska Native, Asian, Native Hawaiian, other Pacific Islander and Indigenous students and has produced stories via existing NEA digital properties, including NEAEdJustice.org. Those stories include:

- <http://educationvotes.nea.org/2016/10/29/spurred-students-educators-california-legislators-pass-law-protect-sikh-muslim-south-asian-students/>
- <http://educationvotes.nea.org/2016/05/02/where-are-asian-american-voices-on-the-school-to-prison-pipeline/>
- <http://educationvotes.nea.org/2016/07/14/support-immigrants-important-ever-says-director-halmoni-documentary/>
- <http://educationvotes.nea.org/2016/11/18/educators-serve-truth-thanksgiving-students-dig/>
- <http://educationvotes.nea.org/2016/06/30/2016-nea-social-justice-award-winners-union-city-educators-ivan-viray-santos-joe-kue-angelles-tina-bobadilla/>
- <http://educationvotes.nea.org/2016/09/29/nea-student-leader-rallies-native-american-vote/>

Local President Release Time Grant Program

That NEA have the appropriate committee explore the expansion of the Local President Release Time Grant Program to provide more grants to fund a larger number of local affiliates. (2016-28)

Completed (Assigned to Center for Organizing)

The Local President Release Time Grants Committee thoroughly discussed the NBI, reviewing historical data of the number of applications submitted and approved. At no time during this period were locals denied approval due to grant budgetary constraints. The committee acknowledges that as locals gain a deeper understanding of organizing, as well as the committee's intent to have grant recipients significantly focus on internal and external organizing, it is not advisable, at this time, to expand the program. Upon motion and second, the committee unanimously voted to recommend that in response to NBI 28, no expansion in the program occur at this time.

At the committee's recommendation, NEA will engage in better marketing of the grant program, including advertisements on NEA Today online. NEA will also provide a document or information kiosk on all available grants at the NEA Representative Assembly. Finally, we will work with states and locals to clean up member and potential member data in order to better position them for member engagement and recruitment.

Racist Stereotypes and Mascots

NEA, using existing resources and reports, will inform our members on the impact of racist stereotypes and mascots on students. They will focus on how racist imagery affects students in their emotional/social growth, stress, brain development, health, educational success and safety issues. NEA will then develop a virtual toolkit of best practices and effective materials for working with students exposed to these racist images. NEA will also develop a training module on how to combat inequalities due to these racist images among our students. This module will be made available to affiliates and community groups as appropriate. (2016-29)

Ongoing under Strategic Plan and Budget (Assigned to Center for Social Justice)

NEA staff worked with NEA Student Program members who are American Indian/Alaska Native and the NEA American Indian/Alaska Native Caucus to combine existing reports and tools in order to develop a virtual tool kit and training module. Information from these reports and tools will be used to inform our professional development modules in Cultural Competence, Diversity and Social Justice.

NEA linked several stories on www.NEAEdJustice.org. (See, for example, <http://educationvotes.nea.org/2015/12/13/17-year-old-helps-native-americans-stay-in-school-wins-against-racist-school-mascots/>). We will continue to share these personal stories and will highlight resources available to aid students through emotional/social growth, stress, brain development, health, educational success and safety.

Homeless Students in the Classroom

NEA will publish several articles in existing NEA digital properties informing educators and the community about the plight of homeless students in the classroom. (2016-32)

Completed (Assigned to Center for Communications)

A two-page article on homeless students, *Rebuilding Hope in Homeless Students*, ran in the spring 2017 print, digital and online versions of NEA Today magazine (<http://www.nea.org/home/70371.htm>).

Complaints against States that Limit Educator Opinions

Using the successful complaint filed by the American Civil Liberties Union (ACLU) in New Mexico as a model, NEA will collaborate with the ACLU and state member organizations to file complaints against states that limit or prevent educators from openly and freely voicing their opinions on Common Core State Standards (CCSS), Next Generation Science Standards, or other state standards, and/or district/state mandated assessments as these laws/regulations/codes violate the First Amendment rights of educators. (2016-33)

Ongoing Under Strategic Plan and Budget (Assigned to Office of General Counsel)

NEA has reviewed the complaint filed by the ACLU in the New Mexico case and has alerted state and local affiliate counsel about the case through the E-Letter that NEA distributes quarterly to lawyers who represent NEA affiliates and/or members. NEA also has offered to partner with state affiliates on similar lawsuits. NEA will reach out to ACLU New Mexico as well as the national ACLU office and offer to partner on similar lawsuits. As this document went to print, NEA planned to include the lawsuit

in its updated guidance to states regarding opt-out efforts, scheduled to be sent out in spring 2017.

Private Charter/Voucher Schools

NEA will publicize our opposition to the ongoing attack on public education, to the spread of private charter/voucher schools, and to school closures. The NEA will publicize the role of private charter/voucher schools in ultimately closing schools altogether, leaving thousands of young people and families without a school at all, and often creating entire communities where no schools exist. Therefore denying the fundamental right to a public education. (2016-36)

Ongoing under Strategic Plan and Budget (Assigned to Center for Great Public Schools)

NEA publicized our opposition to attacks on public education through school privatization and other means in numerous articles on Education Votes and in *NEA Today*. Articles in Education Votes since the 2016 Representative Assembly addressing these issues included:

- *Kentucky educators promise diligence on behalf of students, taxpayers regarding charter legislation*, March 28, 2017 <http://educationvotes.nea.org/2017/03/18/ky-educators-promise-diligence-behalf-students-taxpayers-regarding-charter-legislation/>
- *President's budget advances Trump-DeVos agenda to starve, privatize public schools*, March 16, 2017 <http://educationvotes.nea.org/2017/03/16/presidents-budget-advances-trump-devos-agenda-starve-privatize-public-schools/>
- *Trump-DeVos launch school privatization campaign*, March 12, 2017 <http://educationvotes.nea.org/2017/03/12/trump-devos-launch-school-privatization-campaign/>
- *5 reasons charter schools are bad news for students*, March 7, 2017 <http://educationvotes.nea.org/2017/03/07/5-reasons-charter-schools-bad-news-students/>
- *Educators, parents, residents battle billionaire privatizers in LA school board races*, March 6, 2017 <http://educationvotes.nea.org/2017/03/06/educators-parents-residents-battle-billionaire-privatizers-la-school-board-races/>
- *With the DeVos vote scheduled for Tuesday, the embattled nominee hangs by a thread*, February 3, 2017 <http://educationvotes.nea.org/2017/02/03/devos-vote-scheduled-monday-embattled-nominee-hangs-thread/>
- *TN school board stands with students, educators against vouchers and unreliable assessments*, February 2, 2017 <http://educationvotes.nea.org/2017/02/02/tn-school-board-stands-students-educators-vouchers-unreliable-assessments/>
- *Educators continue to sound the alarm on DeVos nomination for Secretary of Ed*, January 23, 2017 <http://educationvotes.nea.org/2017/01/23/educators-continue-sound-alarm-devos-nomination-secretary-ed/>
- *New CT report: 'Corporate-style' charter schools shortchange kids, waste taxpayer dollars*, January 20, 2017 <http://educationvotes.nea.org/2017/01/20/new-ct-report-corporate-style-charter-schools-shortchange-kids-waste-taxpayer-dollars/>
- *DeVos, Trump pick to oversee public education, has deep ties to privatization movement*, January 17,

2017 <http://educationvotes.nea.org/2017/01/17/devos-trump-pick-oversee-public-education-deep-ties-privatization-movement/>

- *4 reasons Trump's nominee for Secretary of Education spells bad news for students*, January 8, 2017 <http://educationvotes.nea.org/2017/01/08/4-reasons-trumps-nominee-secretary-education-spells-bad-news-students/>
- *5 reasons why Trump pick Betsy DeVos is wrong for Secretary of Education*, November 30, 2016 <http://educationvotes.nea.org/2016/11/30/5-reasons-trump-pick-betsy-devos-wrong-secretary-education/>
- *MA, GA residents choose students, public schools over charter schools*, November 14, 2016 <http://educationvotes.nea.org/2016/11/14/ma-ga-voters-choose-students-public-schools-charter-school-ballot-measures/>
- *Thwarting a school takeover scheme: Milwaukee educators show how it's done*, November 10, 2016 <http://educationvotes.nea.org/2016/11/10/thwarting-school-takeover-scheme-milwaukee-educators-show-done/>
- *Educators react to auditor's report slamming federal oversight of charter schools*, October 16, 2016: <http://educationvotes.nea.org/2016/10/16/educators-react-auditors-report-slamming-federal-oversight-charter-schools/>
- *An Educator's Voice: Students pay a heavy toll for vouchers*, October 9, 2016 <http://educationvotes.nea.org/2016/10/09/educators-voice-students-pay-heavy-toll-vouchers/>
- *FL charter schools need more oversight—not federal funding*, October 7, 2016 <http://educationvotes.nea.org/2016/10/07/fl-charter-schools-needs-oversight-not-federal-funding/>
- *Lawsuit accuses AZ charter school of mixing religion with history*, October 2, 2016: <http://educationvotes.nea.org/2016/10/02/lawsuit-accuses-az-charter-school-mixing-religion-history/>
- *OH educator wants to see more funding for public schools, not charters*, September 23, 2016 <http://educationvotes.nea.org/2016/09/23/oh-educator-wants-see-funding-public-schools-not-charters/>
- *Georgia educators speak out against state school takeover measure*, September 21, 2016 <http://educationvotes.nea.org/2016/09/21/georgia-educators-speak-state-school-takeover-measure/>
- *MA school board chairman, under fire, donates \$100K to charter school campaign*, September 20, 2016 <http://educationvotes.nea.org/2016/09/20/ma-school-board-chairman-fire-donates-100k-lift-charter-cap/>
- *Key things to know about the charter school debate*, September 17, 2016 <http://educationvotes.nea.org/2016/09/17/key-things-know-charter-school-debate/>
- *Educators, communities look to make difference for schools through ballot measures*, September 12, 2016 <http://educationvotes.nea.org/2016/09/12/educators-communities-look-make-difference-schools-ballot-measures/>
- *Trump's ed plan shows he's 'clueless about what works'*, September 8, 2016 <http://educationvotes.nea.org/2016/09/08/breaking-trumps-ed-plan-shows-clueless-works/>

- *'Kids Not Profits' campaign seeks to make CA charter schools transparent, accountable to parents*, September 8, 2016 <http://educationvotes.nea.org/2016/09/08/kids-not-profits-campaign-seeks-make-ca-charters-schools-transparent-accountable-parents/>
- *U.S. Senate race strikes chord with OH educators as focus turns to for-profit charters*, August 26, 2016 <http://educationvotes.nea.org/2016/08/26/u-s-sen-race-strikes-chord-oh-educators-focus-turns-profit-charters/>
- *State school takeover measure will only hurt Georgia students, educators war*, August 22, 2016 <http://educationvotes.nea.org/2016/08/22/state-school-takeover-measure-will-hurt-georgia-students-educators-warn/>
- *Mom of special needs student says Mass. voters need to hear her charter school nightmare*, August 15, 2016 <http://educationvotes.nea.org/2016/08/15/mom-special-needs-student-says-mass-voters-need-hear-charter-school-nightmare/>
- *My opinion: My thoughts on Mike Pence and education*, August 2, 2016 <http://educationvotes.nea.org/2016/08/02/opinion-thoughts-mike-pence-education/>
- *GOP platform pushes failed school reforms: vouchers, charters, merit pay*, July 21, 2016 <http://educationvotes.nea.org/2016/07/21/republican-party-platform-doubles-dismantling-public-schools/>

NEA Today articles on this topic included the following:

- *What the Charter School Industry Can Learn From Enron—Before It's Too Late*, March 31, 2017 <http://neatoday.org/2017/03/31/charter-schools-second-coming-of-enron/>
- *School Vouchers' Dismal Record of Failure Comes Into Focus*, March 30, 2017 <http://neatoday.org/2017/03/30/how-school-vouchers-fail-students/>
- *How a Supreme Court Ruling on Playground Covering May Open the Door to School Vouchers*, March 9, 2017 <http://neatoday.org/2017/03/09/blaine-amendment-school-vouchers/>
- *DeVos Survives Confirmation Battle But Her Agenda May Not*, February 7, 2016 <http://neatoday.org/2017/02/07/devos-confirmation/>
- *The ECOT Debacle When Charter Schools Dodge Accountability*, February 3, 2017 <http://neatoday.org/2017/02/03/ecot-charter-school-accountability/>
- *Betsy DeVos Dangerous for Students and the Promise of Public Education*, January 11, 2017 <http://neatoday.org/2017/01/11/betsy-devos-dangerous-for-public-education/>

We also shared with affiliates research on the potential impact of vouchers in rural school districts, the ability of taxpayers to profit from making tuition tax credit donations and the adverse academic impact of vouchers in Louisiana, Indiana and Ohio, and provided targeted technical assistance to affiliates in Iowa, Nevada, North Carolina, South Carolina and Tennessee to support campaigns exposing the hazards of school privatization. We prepared a PowerPoint for the Oklahoma affiliate demonstrating the impact of vouchers and charters on rural school districts. A voucher fact sheet prepared for Early Career Educators

was converted to a backgrounder and posted on nea.org (<http://www.nea.org/home/16378.htm>).

In the wake of several NBI proposals relating to charter schools at the 2016 Representative Assembly, President Eskelsen Garcia announced that a Task Force would be appointed to undertake a comprehensive examination of NEA's current Policy Statement on Charter Schools and recommend any changes it deemed advisable. A completely rewritten new Policy Statement on charter schools, supported unanimously by the Task Force members, accompanied by a report, was debated and acted on by the NEA Board of Directors at its April 2017 meeting.

Response to Threats and Violent Incidents

The Conservative Educators Caucus is requesting that instructional material consistent with all NEA governing documents regarding suggested response to threats and violent incidents be provided on all NEA and affiliate websites. (2016-39)

Completed (Assigned to Center for Communications)

As a result of the closing of NEA's Health Information Network, the NEA School Crisis Preparedness and Response Training is in process of being revised and redesigned and will be available on nea.org when completed in late spring 2017. State affiliate communicators will be provided the final PDF of the guide to upload on their websites and promote at the local and state levels. NEA Today (print) magazine and NEAToday.org ran the following related articles during the 2016–17 year: *Trauma and its Effect on Children* (<http://neatoday.org/2016/05/17/trauma-and-children/>), *How Schools are Helping Traumatized Students Learn* (<http://neatoday.org/2016/11/03/schools-helping-traumatized-students/>), and *Keeping Schools Safe, Happy Places for Students* (<http://neatoday.org/2017/01/03/creating-positive-school-climate/>).

Save Our Schools March for Public Education and Social Justice

NEA will donate \$10,000 to the Save Our Schools March for Public Education and Social Justice Rally and Activist Conference. (2016-41)

Completed (Assigned to Office of the Executive Director)

NEA donated \$10,000 to the Save our Schools March.

Public Access to Quality Water Supplies

NEA will engage, collaborate, and partner with organizations prioritizing the crafting of federal legislation that will ensure public access to quality water supplies that meet EPA standards for public health free of poisons, toxins, and pollutants for all citizens, regardless of race, income, or zip code. (2016-43)

Ongoing Under Strategic Plan and Budget (Assigned to Center for Advocacy)

NEA worked with coalitions and other like-minded organizations to support and advocate for legislation that will ensure public access to clean water in accordance with Environmental Protection Agency standards.

Lead Poisoning

NEA will communicate, through digital media properties, the dangers of lead poisoning to infant, toddler, and child cognitive development, as well as the potential genetic effect on future generations born of our members that are exposed to lead through drinking water and other means. (2016-44)

Completed (Assigned to Center for Communications)

The Flint water crisis was covered in a digital article, published September 30 (<http://educationvotes.nea.org/2016/09/30/congress-punts-helping-flint-mi-children-families-water-crisis/>). As this document went to print, additional coverage was planned for spring 2017.

Qualifications for Secretary of Education

NEA will develop a list of job qualifications to be given to our recommended presidential candidate and members of the US Senate that candidates for Secretary of Education should possess. This should include such things as formal training in education, experience as a public school educator, and no financial, employment, or positions supporting the education privatization industry. (2016-45)

Completed (Assigned to Campaigns and Elections)

After the defeat of NEA's recommended presidential candidate and before then-president-elect Donald Trump announced his secretary of education nominee, NEA issued a news release (<http://www.nea.org/home/69515.htm>) in which we urged Congress to "put students and families ahead of partisan politics." Less than a week later, once Trump announced Betsy DeVos to members of the U.S. Senate's Health, Education, Labor and Pensions Committee, NEA expressed its opposition to DeVos, citing her lack of experience and qualifications to lead the Department of Education and her efforts over the years to undermine public education. NEA waged a full-scale opposition campaign in coordination with state affiliates. The campaign consisted of digital, phone and email components, as well as lobby visits by NEA national and state leaders and members. DeVos was confirmed February 7 when Vice President Mike Pence cast a vote to break the 50-50 deadlock—the first time in the nation's history this action was necessary to approve a cabinet nominee (<http://educationvotes.nea.org/2017/02/07/senate-confirms-devos-educators-vow-unabated-resistance-accountability/>).

Seal of Biliteracy

NEA, through existing media, will inform members about the "Seal of Biliteracy," which recognizes graduating high school seniors who have attained proficiency in two or more languages. NEA will encourage states that have not yet adopted the Seal to do so. (2016-46)

Completed by August 2017 (Assigned to Center for Social Justice)

NEA is partnering with external organizations to promote informational graphics highlighting the "Seal of Biliteracy" and is identifying affiliates with whom to collaborate during the current legislative session to adopt the "Seal." Some of the external organizations include Colorin Colorado, Californians Together, American Council for the Teaching of Foreign Languages, National Association for Bilingual Education and TESOL International. The organizations listed that also have affiliates in states will form core partnerships to collaborate on legislative and community organizing around this issue. Informational resources will be collected and available at www.colorincolorado.org and NEA media properties such as www.nea.org/hcr.

Facts and Evidence to Support Claims and Policies

NEA will encourage and empower its members to question, challenge, and demand other stakeholders and themselves to

provide facts and evidence to support their claims, ideas, and policies. (2016-48)

Completed (Assigned to Center for Great Public Schools)

NEA President Lily Eskelsen Garcia has written on the issue of using evidence and facts instead of "alternative facts." In the January 25 post on Lily's Blackboard (<http://lilysblackboard.org/2017/01/thetruth/>), President Eskelsen Garcia calls out the new Administration for its use of claims "that bear little resemblance to our experiences or even what we see with our own eyes."

The NEA Handbook (updated yearly, <http://www.nea.org/handbook>) is an excellent resource of information on resolutions, legislative programs and policies that cover an immense amount of information on both a variety of broad and specific topics and issues related to the core values and beliefs of NEA.

In addition, NEA has a wealth of resources and materials to provide members with facts and information to support their and allies' claims, ideas and policies. Policy briefs on many education topics can be found on the NEA website (<http://www.nea.org/home/36073.htm>). Some of the policy briefs include Blended Learning, Curriculum Standards, Early Childhood Education, the Elementary and Secondary Education Act and School Reform. These policy briefs include best practices, current research, resources and recommendations associated with the particular topic and in alignment with NEA's principles.

NEA offers sample lesson plans that encourage students to think critically and support their ideas and claims. For example, *Buy, Use, Toss?* (High School Curriculum) is featured on NEA's website (<http://www.nea.org/tools/lessons/60370.htm>), and features student analysis of claims in a film, among other tools and strategies.

In Higher Education, NEA provides resources to clarify difficult legal issues such as *Core Principles of Law that Define and Limit the Right to Academic Freedom*. (<http://www.nea.org/assets/docs/HE/legalissues.pdf>)

NEA Today often provides articles related to current topics of interest regarding efforts to distinguish between facts and opinions, such as guidance concerning the media, fake news or alternative facts. (<http://neatoday.org/2016/12/16/fake-news-students-educators/>)

Finally, to have the ability to support claims, ideas and policies, one needs to have the evidence; and it is a skill to be developed. The difference between fact and opinion can be difficult to discern if one is not prepared and doesn't understand that difference. To help understand the difference, NEA produced *A Guide to Resources: Understanding Validity in Education Research: Why is "validity" important in education research?* (<http://www.nea.org/home/awareness-of-education-research-methods.htm>).

Defending Public Education from Privatization

NEA will educate and organize as many of their members to encourage its affiliates to utilize existing materials and programs to defend public education from the privatization process that threatens the existence of America's democratic school system. NEA will educate its members on how to identify and effectively correct and refute myths, misinformation, fabrications, half-truths, and lies that form the prevalent corporate reformers narrative that is allowing and validating the dismantling and privatizing of America's public schools system. (2016-50)

Completed (Assigned to Campaigns and Elections)

NEA updated a list of informational resources on school privatization. This list was shared with state affiliate staff on a shared online worksite and made available on demand. We also published on EdVotes.org (<http://educationvotes.nea.org/2017/03/12/trump-devos-launch-school-privatization-campaign/>) and shared on an online worksite a list of recent “must read” blog posts and articles that explain privatization and its impacts. The NEA used vehicles such as Education Votes (recent examples here (<http://educationvotes.nea.org/2017/01/15/educators-communities-unite-national-day-action/>), here (<http://educationvotes.nea.org/2016/11/14/ma-ga-voters-choose-students-public-schools-charter-school-ballot-measures/>) and here (<http://educationvotes.nea.org/2016/11/10/thwarting-school-takeover-scheme-milwaukee-educators-show-done/>)) to highlight the efforts of parents, students, and educators to fight privatization schemes. In addition, NEA continues to work with the Media Matters for America (example, <https://mediamatters.org/research/2017/01/17/when-journalists-investigated-trumps-nominee-education-secretary-they-found-scores-unanswered/215034>), the Center for Media and Democracy (example, <http://www.prwatch.org/news/2017/03/13225/trump-devos-ALEC-school-vouchers>), HedgeClippers and other entities that are exposing the individuals and organizations seeking to privatize public education.

Gender Equality and Safety in Schools

NEA will encourage all state and local affiliates to use existing means of communication to promote developmentally appropriate resources that help all educators support gender equality and safety in our schools such as, but not limited to, “Building a Gender Friendly School Environment: A Toolkit for Educators and Their Union,” from Education International. This resource can be found at <https://download.ei-ie.org/docs/IRISDocuments/EI%20Campaigns/EFAIDS%20Programme/2007-00169-01-E.pdf>. (2016-54)

Completed by August 2017 (Assigned to Center for Social Justice)

NEA is developing a Guide to partner resources that will support state affiliates, locals and members engaging in school climate work. “Building a Gender Friendly School Environment: A Toolkit for Educators and Their Union” will be included in this Guide and promoted with educators leading on this work.

National Charter Schools Week

The NEA will petition the President of the United States to remove the “National Charter Schools Week” designation from the week that has traditionally been reserved for “Teacher Appreciation Week.” (2016-55)

Completed (Assigned to Center for Advocacy)

In 2017, National Charter Schools Week is May 1–5, 2017 and Teacher Appreciation Week is May 7–13, 2017. Teacher Appreciation Day is May 9, 2017. As these designations fall on different weeks, NEA did not need to petition for a change of dates.

Transgender and Gender Nonconforming Awareness Training

NEA will encourage all state and local affiliates to use valid and existing resources to provide transgender and gender nonconforming awareness training for faculty, staff, and administrators

such as, but not limited to, “The Teaching Transgender Toolkit: A Facilitator’s Guide to Increasing Knowledge, Decreasing Prejudice & Building Skills.” This resource can be found at <http://www.teachingtransgender.org>. (2016-57)

Completed (Assigned to Center for Social Justice)

A story appeared in the November 15, 2016 edition of *NEA Today Express: ‘I’m a Normal Kid’: Transgender Students Thrive in Supportive Schools*. (<http://neatoday.org/2016/11/15/transgender-students-supportive-schools/>). This story was subsequently shared on numerous social media sites including the NEA GLBT Caucus Facebook page, the GLSEN Educators Network Facebook page and the NEA ESP Facebook page. The story followed a transgender student, MJ, who was able to thrive in school due to a supportive school community. Readers were directed to *The Teaching Transgender Toolkit: A Facilitator’s Guide to Increasing Knowledge, Decreasing Prejudice & Building Skills* <http://www.transgendertraininginstitute.com/services/training-of-trainers/> to help create a safe and supportive school environment for transgender students.

Experienced Educators in the Protected Age Category

The NEA will utilize existing resources to publish and promote a position statement stressing contributions made by experienced educators in the protected age category in terms of dedicated service to students and mentorship to new educational employees. The statement will cite news accounts of experienced educational employees being targeted for harassment and dismissal; will condemn the discriminatory practices that lead to targeting, harassment and forced retirements of members; and will advocate for the support and retention of experienced educational employees. (2016-58)

Completed (Assigned to Center for Great Public Schools)

NEA staff researched and gathered stories on the contribution made by experienced educators and news accounts of experienced educators targeted for harassment and dismissal. The final statement has been posted on [nea.org](http://www.nea.org/assets/docs/NBI%202016-58.pdf) (<http://www.nea.org/assets/docs/NBI%202016-58.pdf>).

Model Language on Transgender and Gender Nonconforming Students

NEA will provide all state and local affiliates with existing model language developed jointly by Gay, Lesbian, and Straight Education Network (GLSEN) and the National Center for Transgender Equity focused on district policy on transgender and gender nonconforming students that our school boards can adopt. This resource can be found at: <https://www.glsen.org/sites/default/files/Trans%20Model%20Policy.pdf>. (2016-60)

Completed (Assigned to Center for Social Justice)

On April 4, 2017 an email was sent to all State Presidents, State Executive Directors and State Legal Counsels from Alice O’Brien, NEA Office of General Counsel, Rocio Inclan, NEA Center for Social Justice and Mary Kusler, NEA Center for Outreach and Advocacy. This comprehensive email detailed the rights of transgender students in light of the current administration’s rescinding of the Department of Education’s Title IX Transgender Guidance. A number of resources were included in the email, specifically NEA’s Title IX Transgender Guidance and GLSEN’s and the National Center for Transgender Equality’s Transgender Model School Policy. This policy is also included on the NEAEdJustice website (<https://www.glsen.org/article/model-laws-policies>).

Association Accessibility to Students in Higher Education

The NEA Executive Committee shall look at the benefits of making the association more accessible to students at colleges, universities, and trade centers by:

1. Identifying best practices of training all education career members with an emphasis on aspiring educators to have the skills and knowledge necessary to promote and recruit NEA membership at all college, universities, and trade centers.
2. Include an organizing component that will recruit highly skilled individuals into all of the education careers, (i.e., licensed educators, Education Support Professionals (ESP), Specialized Instructional Support Personnel (SISP), and Career and Technical Educators (CTE).
3. Rebranding/naming the program that identifies the program to potential members.

Their findings and recommendations shall be reported to the NEA Board of Directors, State Affiliate Presidents, and the National Councils prior to the 2017 Representative Assembly. (2016-63)

Completed (Assigned to Center for Organizing)

NEA compiled a report of findings and recommendations on the Association's accessibility to students seeking teaching and non-teaching careers in education. A variety of methods were used to gather data, including a review of background and historical material, surveys of state student and affiliate state student organizers, reviews of NEA Student Program promotional materials and analyses of program branding. As this document went to print, the final report was expected to be available for distribution on May 1. Copies of the report will be made available from the NEA Center for Organizing.

United Nations International Peace Day

The NEA shall inform its members through existing media of the negative correlation between tax dollars spent prosecuting continuous wars and the ongoing lack of public investment in education. The NEA will advocate for peace and, by publicizing online instructional resources, encourage its members to support the United Nations International Peace Day on September 21, 2016. (2016-64)

Completed (Assigned to International Relations and Campaigns and Elections)

NEA promoted United Nations International Day of Peace, on September 21, on its diversity calendar on NEA.org (<http://www.nea.org/grants/54006.htm#JANUARY>) and provided a hyperlink to the International Day of Peace website on NEA.org. Additionally, NEA published an article (<http://educationvotes.nea.org/2016/12/12/books-bombs-want-federal-tax-dollars-go/>) and a social media graphic (<https://www.facebook.com/speakupforkids/photos/a.115236388517172.7162.112325855474892/1427377720636359/?type=3&theater>) detailing the correlation between federal tax dollars spent on war and the federal investment in education. Included in the article was a link to the National Priorities Project website with a calculator showing a variety of services, educational personnel and programs that could be funded with one percent of defense spending.

Undocumented Immigrant Youth and Parents

The NEA will publicize:

1. Our commitment to the right of undocumented immigrant youth and parents to "come out of the shadows" and gain legal status to stay in the U.S. without fear of being deported.
2. Our condemnation of the Supreme Court's decision allowing states to refuse to comply with the Deferred Action for Childhood Arrivals (DACA) and Deferred Action for Parents of American and Lawful Permanent Residents (DAPA).
3. Our commitment to the passage of a federal DREAM Act, so that undocumented youth can gain a pathway to citizenship. (2016-68)

Completed (Assigned to Center for Social Justice)

NEAEdJustice (www.neaedjustice.org) continues to highlight member and activist stories on the rights of undocumented youth and parents, the negative impact of the recent Supreme Court decision and possible policy changes from the incoming Administration, and in support of DREAMERS. These stories have been lifted by Lily's Blogpost and other NEA social media outlets, including NEA EdJustice, EdVotes and NEAToday. Specific stories and tools can be at: <http://educationvotes.nea.org/neaedjustice/social-justice-issues/immigration/>. NEA also continues to work coalition partners to support federal legislative efforts to reintroduce and pass a federal DREAM Act.

NEA has also participated in webinars and presentations for members and partners. Highlights include:

- Know Your Rights: Educators for Immigrant Youth webinar- a post-election presentation from NEA and our partners at the National Immigration Law Center, November 22, 2016. A recording of the webinar can be found at: <https://www.youtube.com/watch?v=SK7NwGDu1fk>.
- NEA and National Immigration Law Center Emergency Call: ICE Raids and Supporting Immigrant Youth, February 16, 2017. Emma Leheny from the Office of General Counsel (OGC) and Shiu-Ming Cheer from the National Immigration Law Center gave callers an overview of what is happening in regards to executive orders, enforcement and other immigration policies and how they are impacting our students and schools. They also outlined ways that educators can take action and engage to support their students and the families in immigrant communities.

In December 2016, in response to the many requests NEA has received on how locals can empower and engage to provide protections for immigrant youth and families, NEA developed sample resolution and district policy that can be used as a template or guidance for local school districts to create their own resolutions. The language is closely tied to the Supreme Court case *Plyler v. Doe*, which is the foundational precedent establishing that access to K-12 education is a civil right. The resolution's language is strong, legally defensible and student-focused. It contains reassurances for students, procedures for law enforcement and information and support for families and staff. The documents can be found at <http://educationvotes.nea.org/wp-content/uploads/2016/12/12.13.16-Sample-Board-Resolution-Immigration-Safety-FINAL.docx> and <http://educationvotes.nea.org/wp-content/uploads/2016/12/>

[FAQs-on-Safe-Zone-School-Board-Resolution-Sample-Language.withlogo.docx](#). We continue to engage activists through social media, webinars and partnerships to get this resource to local and state activists. NEAEdJustice will highlight localities and members who use this resource in their communities. NEA has created an interactive Safe Zones map (<http://educationvotes.nea.org/safezonedistricts/>), which is updated as new school districts begin to consider or pass these types of school board resolutions. NEA has also developed a template Know Your Rights presentation and given this resource to activists doing local presentations on Supporting Immigrant Students & Families (<https://drive.google.com/file/d/0B7zkvLLtoN0HcHIFakc1OVU0NFE/view>). The presentation is based on the work Education-Austin has been doing with their local and community on this important issue.

Cuts and Elimination of Special Education Programs

The NEA will publicize our rejection of the cuts and elimination of special education programs being waged across the country in the name of so-called “reform.” We will educate members and communities about how this policy is leading to the shut-down of successful special education programs. (2016-69)

Completed (Assigned to Center for Great Public Schools)

NEA has continued its long-established practice of advocating against efforts to cut or eliminate special education programs. At various times throughout the year, dialogue and strategic planning occurred with NEA, the US Department of Education’s Office of Special Education and Related Services (OSERS), National Coalition on Personnel Shortages in Special Education and Related Services (NCPSSERS), National Alliance of Specialized Instructional Support Personnel (NASISP) and Disability Rights Networks to advance, preserve and protect special education services and programs. In addition, NEA has been working to collect and share stories and post articles in a variety of online media, including on the “Special Education Professionals” Group on edCommunities (www.mynea360.org).

State Labor Councils

NEA will publicize through existing media the benefits of joining and encouraging state affiliates to become members of their state’s labor council. (2016-72)

Completed (Assigned to Center for Governance)

NEA president Lily Eskelsen Garcia sent a memo to state affiliates publicizing the NEA/AFL-CIO Labor Solidarity Partnership, which sets forth the terms and conditions under which NEA affiliates can participate in AFL-CIO state and/or local labor councils. The memo highlighted NEA’s belief that labor collaboration and solidarity are important elements in building a strong labor movement, enhancing the rights and benefits of our members, helping working families and their communities and promoting social and economic justice for all; and provided a link to the complete Partnership Agreement detailing the affiliation process (<http://www.nea.org/home/18303.htm>).

Assessment Literacy

NEA will use existing digital resources to promote assessment literacy among its members by publishing information and providing support materials. (2016-73)

Completed (Assigned to Center for Great Public Schools)

NEA continued to support a facilitated group on edCommunities (www.mynea360.org) on the topic of Assessment Literacy. Information and support materials related to Assessment Literacy were posted on an ongoing basis. NEA will continue to support this group with a paid facilitator, under the Strategic Plan and Budget.

Third grade retention

NEA will use existing resources to educate members about punitive policies mandating 3rd grade retention on the basis of a single test score. (2016-75)

Completed (Assigned to Center for Great Public Schools)

NEA has completed a background on the use of punitive policies that mandate third grade retention and how these policies can negatively impact students. The background addresses how these policies have the potential to impact a majority of students and how they disproportionately affect poor and racially/ethnically diverse students. The document also provides information on policies and practices that best support a retention prevention approach. NEA disseminated this information through existing digital communication vehicles. The background is available under the Tools & Resources as well as the Issues & Actions tabs on www.nea.org. The background also was shared in the “Elementary Literacy” group on edCommunities (www.mynea360.org).

School Library Programs

Using data and information gathered for NEA RA 2015’s NBI #89 for a report on the state of school libraries in NEA affiliates, along with other relevant information gathered from the American Association of School Librarians and other sources, NEA will use existing communication channels to educate parents, educators and the public on the continued erosion and elimination of school library programs that are staffed by professionally credentialed library teachers, especially in low-income communities of color. NEA will also advocate for equitable funding for school library programs staffed by professionally credentialed library teachers in these communications. (2016-76)

Completed (Assigned to Center for Communications)

In November 2016, NEA posted an article entitled, *Study: Access to School Library Resources Forms Along Racial Lines* on www.nea.org (<http://neatoday.org/2016/11/02/race-and-school-library-access/>).

Substitute Educators

NEA will contact state affiliates to determine the status of substitute educators and to investigate how they can best be involved in their locals, state affiliates, and the NEA, and encouraged to become members where governing documents allow. A report will be produced and made available for downloading from the NEA website to assist affiliates and locals in organizing substitute educators. (2016-77)

Completed (Assigned to Center for Organizing)

NEA gathered information from local affiliates representing significant numbers of substitute educators on strategies for increasing engagement. NEA also conducted a survey of substitute teacher members on why they have chosen to be members, what issues matter most to them and how they would like to be engaged with the association. As this document went to print, a final was expected

to be posted on the NEA website by the end of June 2017 as a resource for affiliates interested in organizing substitute educators.

Religious Hate Speech

Through NEA existing media, and in collaboration with the NEA Student Program and the NEA Higher Education program, disseminate information on religious hate speech that leads to verbal abuse, violence and intolerance on school campuses focusing on the prejudice toward any world religion such as with anti-Semitism, Islamophobia, and anti-Sikh. (2016-80)

Completed (Assigned to Center for Organizing)

NEA has completed a review of existing materials and resources. A plan for dissemination of information on religious hate speech and promotion of respect for all world religions has been created in the Student Program. The plan will utilize social media properties and will leverage engagement opportunities during the winter listening and engagement tours at college and university campuses across the country in February and March 2017. In addition, NEA will cross share all such information via Higher Education member social media networks.

Contingent Faculty Retirement Benefits

NEA, working with the NEA Contingent Faculty Caucus and other contingent Higher Education activists, will advocate for equal access to retirement benefits by investigating best practices and developing strategies for providing faculty and professional staff employed in part-time positions with appropriately pro-rated retirement benefits. (2016-81)

Completed (Assigned to Center for Organizing)

NEA conducted a review of contract language in existing higher education collective bargaining agreements, as well as statutory provisions, to determine best practices. A summary of findings document is available at <http://www.nea.org/assets/docs/170621-Organizing-Substitute-Educators.pdf>. NEA also conducted an informal survey that will give us some understanding of retirement benefits our members are receiving. Post analysis, we will consult with higher education leaders and staff who lead bargaining efforts to develop additional language designed to provide appropriately pro-rated retirement benefits for contingent faculty. We are in the process of reaching out to locals with good contract and/or statutory language to determine the strategy they employed to secure it to share with all HED locals. We will house this in a searchable database if possible.

Affirmative Consent

NEA will partner with existing organizations working on the issue of affirmative consent, and then use existing communication and publication methods to disseminate information about affirmative consent, including some version of the definition of affirmative consent, such as: "affirmative consent means affirmative, conscious, and voluntary agreement to engage in sexual activity." It is the responsibility of each person involved in the sexual activity to ensure that they have the affirmative consent of the other or others to engage in sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating or marital relationship between the persons involved, or the

fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent. (2016-82)

Ongoing Under Strategic Plan and Budget (Assigned to Office of General Counsel)

NEA is investigating to determine which of its current partner organizations has taken a position on the affirmative consent issue. Based on the results of that investigation, NEA will work with that partner organization(s) to develop information for members on the affirmative consent issue and publicize that information in NEA communication vehicles.

Martin Luther King, Jr. National Holiday

The NEA shall support local associations in their ongoing efforts to achieve respect for the Martin Luther King, Jr. National Holiday, guaranteeing that schools will not be in session on this day and all public school employees will be given a day to reflect upon and honor the important work and life purpose of Dr. Martin Luther King, Jr. The NEA shall encourage state associations to electronically publish a list of school districts that do not fully honor the Martin Luther King, Jr. National Holiday. At the request of local associations, NEA shall provide support for their efforts to achieve respect for Martin Luther King, Jr. Day through changes to contract language and/or district policies. Furthermore, through existing media, the NEA shall highlight the stories of association members whose fight to achieve respect for the Martin Luther King, Jr. National Holiday have yet to be realized. (2016-83)

Completed (Assigned to Center for Social Justice)

NEA and the King Center have agreed to collaborate on data for states and state districts that do not fully honor Martin Luther King, Jr. Day and to compile this data and research. We will provide that information upon request and encourage state associations to publish electronically a list of those school districts. At the request of local associations, NEA will provide support for their efforts to achieve respect for Martin Luther King, Jr. Day through changes to contract language and/or district policies. In addition, we will highlight on ED Justice and Ed Votes the stories of association members who continue to fight to achieve respect for the holiday.

Impact of Trauma on Students

NEA will work with existing coalition partners and existing means of communication to increase member awareness of resources and trainings available on the topics of what kinds of experiences are trauma for students, how trauma affects students and their education, and educating students who have experienced traumatic events. (2016-85)

Completed (Assigned to Center for Great Public Schools)

NEA developed a background and handbook on educating students from poverty and trauma, which can be found on edCommunities (www.mynea360.org) in the following groups: Teaching the Whole Child, Eradicating School to Prison Pipeline, Trauma Informed Classroom/Strategies and Safe and Healthy Schools. Additionally, the handbook can be found on NEA's Achievement Gaps website (<http://www.nea.org/home/AchievementGaps.html>) at https://www.nea.org/assets/docs/20200_Poverty%20Handbook_flat.pdf.

Human and Civil Rights Caucuses

NEA will add a link to each HCR (Human Civil Rights) caucus to easily direct members to the caucus' home page. (2016-94)

Completed (Assigned to Center for Social Justice)

Links to the webpages of the Black, Hispanic, Women's and LGBTQ caucuses have been posted at <http://www.nea.org/home/64759.htm>. No information was available on the American Indian/Native American webpage or the Asian Pacific Islander webpage.

Climate Change

The NEA will, using existing publications, including NEA Today publicize the work of NEA members educating students and their communities on issues of anthropogenic (human caused) climate change using innovative project-based learning and cross-curricular methods. (2016-95)

Completed (Assigned to Center for Communications)

The article, *5 Ways to Teach about Climate Change in Your Classroom* (<http://neatoday.org/2017/03/14/teaching-about-climate-change/>) was posted to NEAToday.org on March 14, 2017. It was also published in the March issue of NEA Today Express and will print in the 2017 spring issue of *NEA Today*.

Gentrification and Housing Displacement

Using existing electronic media vehicles, the NEA will share existing resources and articles that explain the negative impact that gentrification and housing displacement has on urban public schools and their students. (2016-97)

Completed (Assigned to Center for Social Justice)

NEA EdJustice highlighted a piece on gentrification, diversity and student activism (<http://educationvotes.nea.org/2017/03/25/empowered-city-students-take-diversity-road/>). NEA collected additional resources on gentrification and housing displacement and will continue to use NEA media vehicles to share those findings.

Hearing Loss in Students

The NEA, through existing digital communication vehicles, share current information and resources to enable educators, parents, and community members to recognize symptoms of hearing loss in students. (2016-98)

Completed (Assigned to Center for Great Public Schools)

NEA staff and the NEA IDEA Cadre gathered and compiled information and resources into a document on hearing loss, which can be found at <http://www.nea.org/assets/docs/21778%20Hearing%20Backgrounder%20v2.pdf>.

Early Career Educator Programs

The NEA will encourage all state and local affiliates to create early career educator programs and/or committees through existing media vehicles. These programs will consist of early career educators and will support the goals of the NEA new educator engagement, recruitment, and supports campaign as well as other efforts to engage, support, and recruit new education employee workers to develop the leadership capacity of the young professional members of the NEA. (2016-99)

Completed (Assigned to Center for Organizing)

NEA convened 50 members, leaders and affiliate staff of formal early career educator (ECE) groups from 14 states in September 2016 for training, sharing of best practices and drafting recommendations for NEA Stakeholders to support ECE engagement. Participants conducted school visits with Milwaukee Teachers Education Association members and leaders and held over 103 one-to-one conversations. Since attending the convening, members of the Ohio Education Association formally launched their group and had 84 attendees at their first event.

North Dakota United members who attended brought skills back to train additional members in organizing. So far, five members have held over 82 one-to-one conversations with fellow young educators, using New Ed cards to collect data.

Draft best practices recommendations have been disseminated via the New Ed campaign and the NCUEA conference, and they will be shared and featured at the Leadership Summit.

In addition to those early career educators already attending the Leadership Summit on behalf of their state, we have identified 25 early career educator leaders of their affiliate's early career educator programs who will also be attending.

NEA has shared New Ed survey results, lists of members and potential members with site leads for the Early Career Leadership Fellowship focused on professional development needs of young educators. We are supporting site leaders on follow up engagement with the members and potential members in their district to take advantage of available professional development support.

Additionally, we have provided targeted digital professional supports to 15,000 first year educators who were graduating seniors from a school of education, members of the NEA Student Program or had a one-to-one conversation with us at a career fair in the spring. We have 15,196 new educator cards identifying educators who have not yet joined the association. These cards tell us their interests and provide information for follow-up. In addition, there are 24,444 former NEA Student Program members from the last six years who have not yet joined their professional association. We will conduct outreach to these individuals as well.

In February 2017, NEA hosted a webinar for members and leaders of early career educator groups to facilitate engagement in priority organizing campaigns of follow up engagement; recruitment of potential members engaged through New Ed and Student Program alumni; Winter Listening and Engagement Tour; and School of Education Career Fairs.

Refugees

Through existing media, NEA will educate members about the conditions and plight of refugees attempting to enter the United States. (2016-101)

Completed (Assigned to Center for Social Justice)

NEAEdJustice.org has highlighted the plight of refugee students, specifically those escaping violence in their home countries, who have been caught and detained while attending school. NEAEdJustice.org has also highlighted member activists working with parents, students and community members on behalf of these students. NEA also hosted and assisted students and members while in Washington,

DC to lobby Members of Congress and the Department of Homeland Security on the issues facing these refugee students and their families. Sample stories include,

- *ICE raids creating an education problem, not solving an immigration crisis* (<http://educationvotes.nea.org/2016/08/23/ice-raids-creating-education-problem-not-solving-immigration-crisis/>)
- *Jubilant students and educators welcome Wildin Acosta back to school* (<http://educationvotes.nea.org/2016/09/06/jubilant-students-educators-welcome-wildin-acosta-back-school/>)
- *Educators save one student from gang violence and deportation, lose another—and vow to keep fighting* (<http://educationvotes.nea.org/2016/09/23/educators-save-one-student-gang-violence-deportation-lose-another-vow-keep-fighting/>)

More stories can be found on the NEAEdJustice.org Immigration Issue page (<http://educationvotes.nea.org/neaedjustice/social-justice-issues/immigration/>).

Educators Employment Liability Insurance

NEA will investigate to identify gaps in the Educators Employment Liability (EEL) insurance with regard to accidents in personal and/or district-owned vehicles during work-related activities and recommend changes if necessary. (2016-102)

Completed (Assigned to Center for Advocacy)

NEA investigated the viability of procuring EEL coverage for members with regard to accidents in personal and/or district-owned vehicles during work-related activities. We contacted our broker to query the market to determine interest in providing such coverage on an excess (secondary to the school district coverage) basis. The broker approached numerous insurance carriers on the availability of coverage and premium implications. The broker reported that liability exposure for transportation members is challenging, as the primary concern from the insurance marketplace is tied to the potential severity of reported claims. The broker was able to identify two carriers with potential interest in providing coverage for members in the “bus driver category” on an excess basis. NEA requested the broker explore two options for coverage: national or state affiliate options (an opt-in arrangement for interested affiliates); and retention (deductible) or no deductible.

NEA reviewed the broker’s report concerning interest and potential pricing and policy aggregates from the insurance marketplace. The report concluded that coverage on a national basis for bus/truck/van drivers (estimated at 23,500 eligible members) could potentially increase the current EEL premium by an additional \$1,400,000. These projected premium increases include both a retention of \$2,500 per occurrence and a state or national aggregate (depending upon which option was chosen). Given the current political environment and projected economic constraints, NEA recommends against increasing EEL coverage at this juncture.

Social Emotional Learning Curriculum

NEA will communicate using existing digital media with school districts to help ensure the social emotional learning curriculum—that process that helps students acquire knowledge and attitudes to help manage emotions—is implemented. (2016-103)

Completed (Assigned to Center for Great Public Schools)

NEA gathered and compiled information and resources into a resource document, which can be found on the “Special Education Professionals” Group on edCommunities. Additionally, NEA published an article on the importance of school counselors for students’ social emotional learning, which can be found at <http://lilysblackboard.org/2017/02/national-school-counseling-week-time-standing-ovation/>. Finally, NEA published an article on helping ensure students are in a safe and healthy environment, which can be found at <http://neatoday.org/2017/01/03/creating-positive-school-climate/>.

Literacy in Multiple Languages

The NEA shall, through existing digital media, encourage members, state and local affiliates to advocate for all students to have equal access to programs that lead to literacy in multiple languages. (2016-106)

Completed (Assigned to Center for Social Justice)

NEA’s English language learner advocacy guide, *All In*, will continue to be marketed to the state affiliates and is also available as tool on NEA Ed Justice (<http://educationvotes.nea.org/neaedjustice/social-justice-issues/english-language-learners/>) and also on NEA.org under the Human and Civil Rights Department webpage (<http://www.nea.org/home/64661.htm>). In addition, informational graphics will continue to be developed for distribution through NEA’s electronic media.

Alternate Assessments for Students with Disabilities

NEA will compile critical information from state work groups who are designing alternate assessments for students with disabilities. As states draft plans with intent to comply with ESSA guidelines and regulations, this information will be posted quarterly on nea.org. NEA will provide an opportunity for members to comment and respond to this compilation of information on existing NEA online forums. (2016-108)

Completed (Assigned to Center for Great Public Schools)

NEA is working closely with coalition partners and disability rights groups, i.e., Accountability Systems and Reporting (ASR), State Collaborative on Assessment and Student Standards (SCASS), Assessing Special Education Students (ASES) sponsored by the Council of Chief State School Officers (CCSSO) and the National Disability Rights Network (NDRN), as well as NEA’s IDEA Resource Cadre. NEA will use existing forms of communication such as the “Assessment for Student Learning” Group on edCommunities (www.mynea360.org) to share information about states’ plans as it becomes available. The information also is available on <http://www.nea.org/timetolearn>.

Climate Literacy Resolutions

NEA will encourage state and local affiliates to create climate literacy resolutions using as a model the Portland, Oregon School Board climate resolution, which was passed with the support of climate activists, members of Portland Association of Teachers, and Rethinking Schools magazine. (2016-113)

Completed (Assigned to Center for Advocacy)

NEA worked with the Oregon Education Association and the Portland (OR) Association of Teachers to craft a model school board resolution regarding climate literacy. As this document went to print, the model resolution was

expected to be distributed through NEA digital platforms by June 2017.

Selective Mutism

The NEA will provide information through existing vehicles of digital media to teachers and education support professionals via the NEA IDEA Cadre Informational and Educational Resources for students affected by selective mutism that hinders their ability to be successful learners. (2016-115)

Completed (Assigned to Center for Great Public Schools)

NEA staff and the NEA IDEA Cadre gathered and compiled information and resources into a backgrounder. The document was disseminated via existing digital communication vehicles, including in the “Special Education Professionals” group on edCommunities (www.mynca360.org).

Integration and Adjustment for Refugee Families and Children

In response to student mental health issues associated with war trauma, the NEA will identify existing resources that provide culturally responsive resources that address integration and adjustment for the whole child and partner with community organizations that work with refugee families and children. This list of resources will be made available to NEA members via the NEA website. (2016-119)

Completed in August 2017 (Assigned to Center for Social Justice)

NEA staff are identifying a consultant to assist with finding and reviewing resources that address this issue and will work to highlight those resources on existing NEA web and media properties. We expect this work to be completed by close of the fiscal year.

Full-Time State Affiliate Student Organizers

NEA will convene a virtual task force to develop a report of the benefits of having a full-time state affiliate student organizer. The virtual task force will consist of past and current student leaders. (2016-120)

Completed (Assigned to Center for Organizing)

Candidates for the virtual task force were identified from the ranks of past student chairs, current state student organizers and UniServ managers. A virtual webinar was conducted in March 2017. Data and supporting information pertaining to the role of state student organizer was collected and shared with the taskforce in advance of the virtual convening.

The NEA Student Program convened a virtual task force of current and past student leaders on March 29, 2017 to discuss and review the benefits of having a full-time state affiliate student organizer. Areas of impact were identified, as were benefits within each identified area of impact. We then compiled a report of the task force’s findings and recommendations on the benefits of having a full-time state student organizer. A variety of perspectives were gathered including current student leaders, former student leaders now in the classroom, former student leaders now serving in leadership of young professional/early career educator groups, and former student leaders now serving as UniServ Directors/state affiliate staff. As this document went to print, the final report was expected to be available for distribution on May 1. Copies of the report will be made available from the NEA Center for Organizing.

Student Program Engagement in Budget Discussion

The NEA leadership will engage the NEA Student Program leadership and members in a budget discussion prior to the board adopting the program and budget. (2016-121)

Completed (Assigned to Center for Governance and Chief Financial Officer)

The NEA Secretary-Treasurer and the Director of Strategy met with the Advisory Committee on Student Membership in October 2016. The initial discussion centered on vision versus current reality. Parallel to this discussion, president Lily Eskelsen Garcia appointed a work team (Executive Committee members Shelly Moore and Eric Brown, and Student Chair Ashley Muscarella) to develop an outline of how to proceed with a deep review of the Student Program purpose and structure. Discussions are ongoing as part of the annual Budget process and attendance by the Student Chair at Budget Committee meetings.

Trauma-Informed Practices

NEA will publish an article through NEA digital media about Trauma-Informed Practices and their impact on educators. (2016-122)

Completed (Assigned to Center for Communications)

A digital article, *How Schools are Helping Traumatized Students Learn Again*, was published in November 2016. (<http://neatoday.org/2016/11/03/schools-helping-traumatized-students/>). A four-page feature on trauma’s effects on learning, and how educators can create trauma-sensitive classrooms using NEA resources and other best practices, is in production for the winter *NEA Today*.

Curriculum on Ethnic Minorities’ History, Culture, and Cultural Contributions

The NEA will compile sample language to assist members in the development of curriculum that accurately portrays the history, culture, and cultural contributions of ethnic minorities in the United States. This curriculum would be taught from Pre-K through college. (2016-124)

Completed by August 2017 (Assigned to Center for Social Justice)

NEA will work with consultant(s) to craft language and model resolutions to distribute to membership through NEA channels. NEA is currently vetting existing resolutions to begin drafting language and is working with a consultant to develop principles of building culturally relevant curriculum. The work is expected to conclude by the end of the fiscal year.

In addition to the work from the current NBI, NEA is also completing curriculum work from a past New Business Item: 2013-87. The language of that NBI is as follows: *NEA will encourage all states and NEA affiliates to use valid and existing resources to help educators integrate and include Africa in Antiquity in the Curriculum for awareness of Africa’s role in creating Math, Science, Philosophy, Literature, Maritime Travel. These resources will radically reverse the stereotyped projection of Africa and Africans that begins with the Middle passage. This will ensure a more diverse, inclusive, and factual historical truth.* NEA has identified a consultant to complete this work.

Asian and Pacific Islander Student Data Disaggregation

The NEA will identify those states in which Asian and Pacific Islander (API) student data disaggregation has been successfully implemented to create a list of best practices. Disaggregating

data among smaller subpopulations is important to help identify support services needed for at-risk API students. In order to interrupt institutional racism that leads to school-to-prison pipeline, lower high school graduation rates, and higher mental health issues, we need to be able to create targeted outreach programs. In order to do this, educators need accurate disaggregated information for API students. (2016-125)

Completed (Assigned to Center for Social Justice)

NEA continues to work with AAPI community partners like National Council for Asian Pacific Americans (NCAPA) to advocate for resources and programs to support data disaggregation of AAPI student data with the U.S. Department of Education, the U.S. Congress through the Congressional Asian Pacific American Caucus (CAPAC) and the White House Initiative on Asian Pacific Americans (WHIAAPI). NEA has led, participated in and supported several activities to advance this NBI around data disaggregation for AAPI students.

First, this work is not new to NEA. In 2013, NEA worked with Southeast Asian Resource Action Center (SEARAC) and other AAPI groups to ask the U.S. Department of Education to issue a request for information (RFI) to gather and share information about practices and policies regarding existing education data systems that disaggregate data on sub-groups within the Asian American, Native Hawaiian and Pacific Islander student populations. A summary of the RFI findings can be found at http://www.searac.org/sites/default/files/SEARAC_DATA_2013.pdf.

While data disaggregation for Asian American, Native Hawaiian and Pacific Islander students did not make it into ESSA, NEA worked with AAPI community groups to host a webinar on ESSA and the AAPI community, efforts to get data disaggregation into ESSA and how to move forward on continuing to push for data disaggregation through ESSA and other ways. This webinar is posted online (<https://www.youtube.com/watch?v=A82VLz6tLo8>) and continues to get traction with new views online.

With pressure from NEA, NCAPA, CAPAC and WHIAAPI, the U.S. Department of Education announced a new grant program called the Asian American and Pacific Islander Data Disaggregation Initiative. NEA worked with community groups to have parents, community leaders and educators encourage and assist states to apply. As a result, three SEA grant recipients were awarded the grant: Minnesota Department of Education, Washington's Office of Superintendent of Public Instruction and the Hawaii Department of Education. More information on the grant program can be found at <https://ed.gov/programs/d2/index.html>. More information on their awards can be found at <https://ed.gov/programs/d2/d2awardees.pdf>. Some news coverage on the awards can be found at <http://www.nbcnews.com/news/asian-america/minnesota-hawaii-washington-win-federal-grants-disaggregate-data-n684021>.

NEA is working with NCAPA and other AAPI groups to draw from experiences in states with data disaggregation for AAPI students like Hawaii, Minnesota and Washington State to make more public their disaggregated data, use them as an example on how to run AAPI student data campaigns in different states etc. Many Southeast Asian American NEA members also have also been connected to and participate in local community groups supporting underrepresented AAPI groups like the Southeast Asian/American Access in Education Coalition in Washington State.

- Hawaii
 - NEAEdJustice and Education Votes story about community-driven, culturally grounded, and grow-our-own teacher initiatives in Hawaii can be found at <http://educationvotes.nea.org/2017/02/17/native-hawaiian-teacher-shatters-stereotype-classroom-becoming-activist-community/>.
- Minnesota:
 - More information on Minnesota's All Kids Count Act can be found at: <https://www.revisor.mn.gov/bills/bill.php?f=SF2597&y=2016&ssn=0&b=senate>.
- Washington:
 - More information on Washington State House Bill 1541 can be found at: <http://capaa.wa.gov/data/>.
 - Report looking at disaggregated data in Washington State can be found at: <http://care.igeucla.org/wp-content/uploads/2015/09/iCount-Report-The-Hidden-Academic-Opportunity-Gaps-2015.pdf>.
 - More information about the Southeast Asian Community, Education & Leadership Network at the University of Washington can be found at: <http://www.washington.edu/diversity/sea/>.
 - More information on the SEA3eD Coalition can be found at: <https://seaaed.wordpress.com/about-us/>.

During the summer and fall of 2016, NEA supported AAPI community groups in their efforts to pass California's Assembly Bill 1726. Introduced by Assembly Member Rob Bonta, the law requires any state agency, board or commission to collect disaggregated data for major Asian American, Native Hawaiian, and Pacific Islander groups. NEA worked AAPI community groups to gather a large list of supporters, which included NEA affiliates California Teachers Association and California Faculty Association, On September 25, 2016, California Governor Brown signed the approved the bill. Moving forward, NEA will work with affiliates and partners to ensure implementation.

- AB 1726 can be found at http://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=201520160AB1726.
- AB 1726 support list can be found at <http://www.searac.org/sites/default/files/AB1726/AB1726SupportList%2008816.pdf>.

Rolling off the energy of legislation passed in Washington, Minnesota and California, Rhode Island and New York introduced state and city legislation calling for data disaggregation for AAPI students.

- Rhode Island:
 - More information on Alliance of Rhode Island Southeast Asians for Education can be found at <http://www.ariseducation.org/>.
 - Senate Bill 439 can be found at: <http://web-server.rilin.state.ri.us/BillText/BillText17/SenateText17/S0439.pdf>.
 - House Bill 5453 can be found at <http://web-server.rilin.state.ri.us/BillText/BillText17/HouseText17/H5453.pdf>.

- New York
 - Factsheet can be found at <http://cacf.org/dev/wp-content/uploads/2015/10/2015-Data-Fact-Sheet.pdf>.
 - Status of the City Council bill can be found at <http://legistar.council.nyc.gov/LegislationDetail.aspx?ID=1709693&GUID=DF6A0998-A600-43B1-96FD-8C3F91F3A7B5>.

Following the 2016 Presidential Election, NEA is working with AAPI community partners to push local and state data disaggregation efforts while also protecting AAPI student data from being used for non-educational purposes.

Representative Assembly Referrals

Referred to the NEA Executive Committee

Applied Suicide Intervention Skills Training

NEA will offer a two-day, credentialed, member-led “Applied Suicide Intervention Skills Training” for up to 1 representative per delegation as a pre-RA option at the 2017 RA. Participants should represent a cross-section of NEA members, including teachers and support personnel. States will bear the cost of travel and lodging. (2016-23)

At its September 27, 2016 meeting, the NEA Executive Committee decided that NEA would not implement this NBI. NEA has neither the expertise nor the capacity in this sensitive area. To move forward with this NBI would require a full and thoughtful evaluation and assessment of the program being proposed, the cost and benefits of offering it at the NEA Representative Assembly and the willingness and ability of affiliates to fund participants to attend the proposed training. To do so, NEA would have to identify and hire a consultant to shepherd this work. Given the small number of participants, the impact of the proposed training would be small compared to the cost of evaluation and implementation.

High School Transition Programs for Students with Disabilities

NEA will establish/identify best practices for high school transition programs for students with disabilities and publicize examples of exemplary approaches throughout the country. (2016-31)

Completed (Assigned to Center for Great Public Schools)

At its September 27, 2016 meeting, the NEA Executive Committee decided that NEA would implement this NBI, which is consistent with the NEA Strategic Plan and Budget for 2016–18. The NEA IDEA Resource Cadre did undertake steps to guide and highlight components of best practices for high school transition programs. The secondary transition information, practices and resources have been gathered and compiled into a backgrounder that can be accessed on the “Special Education Professionals” group on edCommunities (www.mynea360.org).

H1b Visas in Public Schools

NEA will compile data from existing sources and report on the use and abuses of H1b visas in public schools. Report shall include but not be limited to:

- 1) *the use of H1b visas by publicly financed charter schools,*
- 2) *the use of H1b visas by public school districts to fill “shortage areas” including the extent that districts attempt to recruit legal residents and citizens and*
- 3) *NEA will share with state and local affiliates the Teachers’ Code for Ethical International Recruitment and Employment Practices to ensure NEA members on H1b visas are able to utilize their rights to advocate for themselves, their students and colleagues, and to assist those members seeking permanent resident status. (2016-37)*

Completed (Assigned to International Relations)

At its September 27, 2016 meeting, the NEA Executive Committee decided that NEA would partially implement this NBI by sharing with affiliates the Teachers’ Code for Ethical International Recruitment and Employment Practices. The other parts of this NBI would require additional time and resources that are not covered under the current Strategic Plan and Budget. U.S. regulations and laws limit what NEA can do on the use of H1b visas and to assist those members on H1b visas seeking permanent resident status.

On November 10, 2016, NEA shared via memo with state and local affiliates the Teachers’ Code for Ethical International Recruitment and Employment Practices. This information is also available at <http://www.nea.org/home/62964.htm>.

NEA Grassroots Activist of the Year

NEA will use voting procedures already in place at the RA to allow for the nomination and election of an “NEA Grassroots Activist of the Year.” (2016-42)

At its September 27, 2016 meeting, the NEA Executive Committee decided that NEA would not implement this NBI. The existing NEA Activist of the Year award qualifications include metrics that reflect activism at the grassroots level, such as making phone calls, canvassing, and emailing members of Congress. Because grassroots work is already reflected in this award, it is not necessary to create a separate NEA Grassroots Activist of the Year award.

Bernie Sanders

NEA President Eskelsen-García will write a letter to Bernie Sanders, thanking him for increasing the democratization of the presidential campaign, and engaging more young Americans than ever in peaceful assembly, and participatory democratic process. (2016-56)

Completed (Assigned to Center for Governance)

This item was implemented and completed in July 2016. Immediately following the Representative Assembly, President Eskelsen Garcia sent a letter to Senator Sanders thanking him for increasing the democratization of the presidential campaign, and engaging more young Americans than ever in peaceful assembly, and participatory democratic process. NEA also issues a press release praising Senator Sanders upon his endorsement of Hillary Clinton (<http://www.nea.org/home/67637.htm>).

Oaxaca, Mexico

NEA President Lily Eskelsen García will write a letter to the Mexican Consulate/Government Officials condemning the incidents in Oaxaca where Mexican teachers lost their lives

while protesting against the corporate reforms and the unjust arrest of two of their leaders, and a message to the teachers of the Coordinadora Nacional De Trabajadores De La Educacion (CNTE) expressing that NEA stands in support and solidarity with our Mexican brothers and sisters in their rightful and courageous defense of public education, their members, their schools, and their students. (2016-61)

Completed (Assigned to International Relations)

At its September 27, 2016 meeting, the NEA Executive Committee decided that NEA would implement this NBI in accordance with NEA's ongoing position on this situation. At its September 27, 2016 meeting, the NEA Executive Committee decided that NEA would implement this NBI in accordance with NEA's ongoing position on the matter. The CNTE, and specifically Section 22 of the union in Oaxaca, continues to organize and resist the government's repressive education policies and human rights violations. The union works within the coalition, *Movimiento Democrático de Trabajadores de la Educación de Oaxaca*, to push state and federal government officials to repeal the national education law and to respect human and labor rights. The coalition includes teachers, parents, students and those preparing to be teachers (*normalistas*).

An NEA-initiated sign on letter sent to Mexican President Peña Nieto in early July 2016 included signatures of NEA president Eskelsen Garcia; five education unions affiliated with Education International including the American Federation of Teachers, the NEA Hispanic Caucus, NCSEA and the Victoria Education Association; and 340 individuals. The letter was posted to [Lily's Blackboard](http://lilysblackboard.org/2016/06/condemn-violence-educators-oxacaresiste/) blog (<http://lilysblackboard.org/2016/06/condemn-violence-educators-oxacaresiste/>), where it is still open as a petition. To date, there has been no response from the Mexican President.

NEA is following developments in the resistance of the teacher unionists through Education International and human and labor rights channels. As necessary, NEA will address government authorities on behalf of teachers and students in Mexico.

Dues structure for ESP Retirees

The NEA Board of Directors will consider implementation of a 1/2 dues structure for both annual and lifetime ESP retirees. (2016-62)

At its September 27, 2016 meeting, the NEA Executive Committee decided that NEA would not implement this NBI, as it would cost considerable resources to implement and would result in a significant loss of revenue. NEA's database currently does not track whether a retired member was an Active Professional or an Active ESP during his or her career. Accordingly, NEA would not be able to classify the current 312,000 retired members without a comprehensive, costly survey.

Instituting a half dues structure for ESP retirees would have considerable impact on the NEA budget. NEA has experienced severe membership losses over the last five years. The projected loss in Retired membership revenue would force NEA to seek program cuts within the 2017-18 Modified budget. Those cuts would likely come in part, if not entirely, from NEA Retired programs.

NEA does not have reduced Retired dues for any other category of retirees (such as for previously Active part time employees who paid partial dues).

Electronic Access to Projected and Actual Amounts Spent on NBIs

NEA RA delegates will have electronic access to projected and actual amounts spent on each 2016-2017 NBI, with a breakdown of what costs were incurred (i.e., staff time, research, materials, media). If costs vary by 10+%, an explanation would be included. (2016-66)

At its September 27, 2016 meeting, the NEA Executive Committee decided that NEA would not implement this NBI, but would publish in the *RA Today* total budgeted and total actual costs for the NBIs that were passed or referred at the prior year's RA. The ultimate objective of the NEA NBI costing process at the RA is to adequately identify the potential costs to carry out an NBI as well as ensure that the total estimate of costs is reasonably adequate. This is important because the NBI costs are appropriated out of the NEA Contingency Fund. There is always a certain level of variability between budgeted and actual amounts for NBIs as well as regularly budgeted work. Most individual variances can simply be explained by an original planning estimate that was either too high or too low for the work to be performed. However, in the aggregate, the NBI costing process has yielded actual costs that were very close to the total estimate (6-8% variance in the last two years).

Code of Ethics

The NEA Board of Directors, with input from state presidents, will develop a new Code of Ethics for the NEA to be presented at the 2017 Representative Assembly for potential adoption. (2016-67)

To Be Completed Fall 2017 (Assigned to Office of General Counsel)

At its September 27, 2016 meeting, the NEA Executive Committee decided that NEA's Office of General Counsel and other staff would review the current NEA Code of Ethics as well as the Model Code of Ethics for Educators, which was developed by a coalition in which NEA participated. The NEA Office of General Counsel and the NEA Teacher Quality Department are analyzing the current NEA Code of Ethics and the Model Code of Ethics for Educators to determine whether the two codes should be aligned or not and, if not, whether the NEA Code of Ethics should be amended to clarify its scope. That work is ongoing and will be shared with the appropriate Board committee and interested state presidents in the fall of 2017 for any further action as recommended by that Board committee.

Relay Graduate School of Education

- 1. NEA will, by way of its various forms of communication, inform members nationwide about the Relay Graduate School of Education, its programs and practices, and the potentially negative impact it can have on our students and our profession.*
- 2. President Lily Eskelsen Garcia will offer an explanation to members as to why NEA is now a partner with the Relay Graduate School of Education. (2016-78)*

At its September 27, 2016 meeting, the NEA Executive Committee decided that NEA would not implement this NBI beyond what might be appropriate as part of our ongoing work in educating members about the impact of charter schools and teacher preparation. NEA has no

partnership with the Relay Graduate School of Education, making item #2 moot.

Secure Rural Schools and Communities Self-Determination Act

NEA write a letter to all state affiliates asking for help in identifying NEA members living in federal forest communities/counties that could help the NEA in advocating for the renewal of the Secure Rural Schools and Communities Self-Determination Act. (2016-86)

Completed (Assigned to Center for Advocacy)

At its September 27, 2016 meeting, the NEA Executive Committee decided that NEA would implement this NBI. NEA sent a letter to state affiliates requesting their help in identifying members whose stories will aid in our advocacy efforts to renew the Secure Rural Schools and Communities Self-Determination Act in the 115th Congress. The letter is available from NEA Government Relations.

Public Education in Mexico

The NEA will take three specific actions in support of striking teachers and communities defending public education in Mexico. First, the NEA will immediately provide \$7,500 to the legal representatives chosen by union leaders Ruben Nunez and Francisco Villalobos, the two highest ranking imprisoned leaders of the Mexican teachers' union in Oaxaca known as Coordinadora Nacional de Trabajadores de la Educacion (CNTE) Section 22 who are currently incarcerated far from their homes and families for organizing protests against corporate-driven education reforms. These monies must be quickly sent directly to the lawyers chosen by these leaders of CNTE-Section 22, because the Mexican government has frozen, and apparently seized, all the bank accounts of the teachers' union in Oaxaca, Mexico. Second, news (including photos if possible) of this NEA solidarity donation will be included in all NEA digital properties when NEA President Lily Eskelsen Garcia's letter demanding an end to violence against educators and the oppression in Oaxaca, Mexico, is released. Third, at some time during this 2016 RA, this body will grant our president a moment of special privilege to explain why she was moved to write this blog about the violence in Oaxaca, Mexico and to urge everyone at the RA to add their names to her powerful letter now available at: <http://lilyblackboard.org/2016/06/condemn-violence-educators-oxacaresiste/>. (2016-87)

Completed (Assigned to International Relations)

At its September 27, 2016 meeting, the NEA Executive Committee decided that NEA would implement part of this NBI consistent with its continuing engagement on this situation. On the advice of legal counsel, NEA will not provide funds for legal defense of the Mexican education unionists. See NBI 61 above for additional information regarding NEA actions on this issue.

State Use of High-Stakes Testing in Accountability Systems

Working with its state affiliates, NEA will research and inform its members about the variety of ways states are using high-stakes testing in their accountability systems. (2016-88)

Completed (Assigned to Center for Great Public Schools)

At its September 27, 2016 meeting, the NEA Executive Committee decided that NEA would implement this NBI.

NEA has shared information online about ways states are using high-stakes testing to keep affiliates and members informed. Resources have been shared on the "Assessment for Student Learning" group on edCommunities (www.mynea360.org) Posted resources include webinar notices on "Implementing Performance Assessment" and resources created by FairTest, such as its report titled "Assessment Matters: Constructing Model State Systems to Replace Testing Overkill," which can be found online at: <http://www.fairtest.org/assessment-matters-constructing-model-state-system>. NEA's Time to Learn campaign is designed to inform and engage NEA members and affiliates to organize, collaborate and inform members on the issues of over-testing and alternatives to high stakes testing. We are also responding to state requests for support on state decisions to perform audits, whether formally or informally. This spring testing window will provide further insight on what members need in order to make the most of the testing system under ESSA.

Framework for Physical Education Programs

The NEA will develop a framework for elementary, middle, and high school students, setting time and frequency for physical education programs. This framework will be based on available scientific information intended to keep our students fit, healthy, and ready to learn. The NEA will publish the framework on the NEA website. (2016-90)

Completed (Assigned to Center for Great Public Schools)

NEA finalized a policy brief that addresses physical education time and frequency. The issue is also covered in the Great Public Schools Indicators Framework. Since the RA, those resources have been posted on edCommunities (www.mynea360.org) in the Health and Physical Education group.

Links to Documents Created in Carrying out NBIs

NEA will include in the NEA RA Report on the Implementation of Actions of the 2016 RA, a listing and links to documents created in carrying out NBIs. (2016-93)

Completed (Assigned to Center for Governance)

At its September 27, 2016 meeting, the NEA Executive Committee decided that NEA would implement this NBI to the extent possible, by providing links, when available, to all materials produced in implementing each NBI. NEA has provided all such available links in the *Implementation of Actions* distributed to delegates at the 2017 Representative Assembly. In addition, NEA included in this booklet the Center to which each item was assigned, so that RA delegates can more easily identify the appropriate staff to answer any questions or provide additional information. NEA also provided makers of NBIs with three reports throughout the year updating them on the status of their NBIs—a preliminary report in October, an interim report in February, and a final report in May.

Elective Courses

NEA President shall compose and send a letter via email to all U.S. Chief State School Officers to promote the funding of elective courses, taught by live teachers (such as drama, art, music, world languages, etc.). The letter shall include an explanation of the benefits students receive by taking such courses. (2016-104)

Completed (Assigned to Center for Great Public Schools)

At its September 27, 2016 meeting, the NEA Executive Committee decided that NEA would implement this NBI. A letter was drafted that shared the concept of a broad 21st century curriculum and shared with each state president to share with their state chiefs. A copy of the letter may be requested from teacherquality@nea.org.

Merida Initiative

NEA will send a letter to the U.S. President and Congress urging the U.S. government to end support of the Merida Initiative and all entailed forms of institutional violence and, instead, invest our tax monies on education here at home. The letter should further specify how U.S. money for military equipment, training, and support is actually being used to attack teachers, student teachers, students, and indigenous peoples throughout Mexico. The letter would augment our voice to ensure that our own government hears from us as well. (2016-105)

Completed (Assigned to Board Strategic Committee on Legislation—Center for Advocacy)

The NEA Executive Committee referred this NBI to the Board Strategic Committee on Legislation. The committee received counsel from NEA International Relations on the issues described in the NBI, including feedback received from the U.S. State Department, and determined that there is no credible evidence that the Merida Initiative or the associated funding is responsible for instances of violence in Mexico. The Legislative Committee recommended no further action be taken on this NBI.

Public Goods

The NEA President will write a letter to the appropriate parties at the Executive, Legislative, and Judicial Branches of government to readjust their fiscal priorities to appropriately maintain our “public goods,” so that they are available for posterity. This letter should be made available to the membership through existing NEA electronic media. (2016-107)

At its September 27, 2016 meeting, the NEA Executive Committee decided that NEA would not implement this NBI. As outlined in the NEA Legislative Program, NEA supports federal legislation to preserve historically significant lands and structures, or “public goods” as referred to in this NBI. This ongoing work is part of the Strategic Plan and Budget. Currently, however, there is no active legislation addressing this issue, nor does it fit with our current organizational priorities under the 2016–2018 Strategic Plan and Budget.

Sponsorship or Affiliation with Public Education Reform Movement/Privatization of Public Education

NEA will not accept monetary sponsorship or be affiliated with any foundation, corporation or politician that is linked to the negative public education reform movement and/or has participated in the privatization of public education. (2016-109)

At its September 27, 2016 meeting, the NEA Executive Committee decided that NEA would not implement this NBI, but would continue the practice of thoroughly vetting all potential partners and sponsors to ensure that there is no conflict of interest. NEA’s external development team only engages with and accepts funding from foundations and other philanthropic organizations whose interests and priorities align with those of the NEA. When evaluating a

potential sponsor or partnership, NEA employs a rigorous process to vet the organizations or people, which involves review by the Chief Financial Officer, senior staff from NEA Member Benefits, and the head of NEA’s Strategic Alliances department in the Office of the Executive Director. This process weighs the benefits of potential relationship and/or sponsorship; examines the interests, activities and positions of the potential sponsor; vets the proposed sponsorship for any pecuniary conflicts of interest; and determines whether significant alignment between NEA goals and the proposed sponsorship exist. We also employ the services of an outside research firm to conduct in-depth scans and research about potential sponsors. At no time is a sponsorship accepted if it is conditioned upon any change in NEA policy or positions.

National Boycott of Walton-Owned Businesses

The NEA will call for a national boycott of all Walton-owned businesses, including Wal-Mart, Sam’s Club and Arvest Bank, until they cease to seek profit by investing in the creation of competitive charter schools and the takeover of traditional public schools through the Walton Family Foundation. (2016-116)

At its September 27, 2016 meeting, the NEA Executive Committee decided that NEA would not implement this NBI. Given the scale and scope of the Walton family enterprises, we do not believe that a boycott organized by NEA of those enterprises would serve to counter effectively or stem the activities of the Walton Foundation around charter school promotion and education privatization.

Republican Candidates

The NEA and NEA affiliates will make every effort to identify and reach out through digital media to pro-public education Republican candidates, educate them about our endorsement process, and encourage them to participate. (2016-117)

At its September 27, 2016 meeting, the NEA Executive Committee decided that no additional action was necessary on this NBI as the work was already being done under the Strategic Plan and Budget. NEA engages in outreach to Republican candidates through our strategic relationship with such groups as the Republican Main Street Partnership, a coalition of more than 70 members of Congress, and the Tuesday Group, a caucus of approximately 50 moderate Republican members of the House of Representatives. In addition, NEA continually seeks opportunities in which we, in alliance with state affiliates, can support Republican pro-public education candidates.

Political Action Committees Endorsements

NEA will encourage its affiliates’ Political Action Committees not to endorse any candidate for local or state office who accepts Charter School PAC money. (2016-123)

At its September 27, 2016 meeting, the NEA Executive Committee decided that NEA would not implement this NBI. Decisions about candidate endorsements are made at the local or state level. If a local or state association decides to endorse a candidate who has also received money from a charter PAC, it may well be because the candidate’s position on issues unrelated to charters align with those of the Association. To supplement local knowledge of candidates and their financial backers, NEA encourages local and state associations to use online tools to determine if candidates have accepted charter school PAC money. Links

to two tools—Follow the Money and Open Secrets—are listed below.

- <http://www.followthemoney.org/entity-details?eid=40811993>
- <https://www.opensecrets.org/pacs/lookup2.php?strID=C00576215&cycle=2016>
- <https://www.opensecrets.org/pacs/industry.php?txt=W04&cycle=2016>

Referred to the Annual Meeting Review Committee

Additional Background for NBIs

The NEA shall investigate the cost and logistical feasibility of allowing the makers of New Business Items to submit an additional 100 words of background information or rationale that would be made available to delegates only in digital form. Such material could be made available to delegates interested in such additional material when they are accessing RA delegate materials online. (2016-53)

Completed

At its February 10–11, 2017 meeting, the NEA Board of Directors approved the recommendation of the Annual Meeting Review Committee that NEA not adopt NBI 53. NEA practice has been to provide the same information to all delegates regardless of the platform they are using. This NBI would provide a different level of information to delegates accessing a digital platform. Monitoring such a site would require significant staff time at the RA.

Pre-Conference Child Care

NEA will extend free childcare to the pre-conferences, such as the Joint Conference on the Concerns of Minorities and Women, directly prior to the RA. (2017-70)

Completed

At its February 10–11, 2017 meeting, the NEA Board of Directors approved the recommendation of the Annual Meeting Review Committee that NEA provide childcare for the pre-conferences based on pre-registration numbers. (That is, services would be available for those who pre-register for childcare at the pre-conferences.)

On-Line Availability of Amendments

When amendments to NEA RA items are made in advance, they will be made available online in real time to the delegates. Moreover, amendments made from the floor will be made available online in real time whenever possible. (2016-89)

Completed

At its February 10–11, 2017 meeting, the NEA Board of Directors approved the recommendation of the Annual Meeting Review Committee that NEA not adopt NBI 89. Publishing or otherwise providing delegates with access to all proposed amendments would likely lead to considerable confusion. Delegates would see many amendments online that never come up for debate. Amendments would not necessarily appear in the same order online that they are considered on the floor.

On-Line Forum for New Delegates

NEA will establish a digital means of communication for new delegates attending the NEA Conventions; e.g., a private Facebook page, conference call and a forum for Q&A and concerns. (2016-91)

Completed

At its February 10–11, 2017 meeting, the NEA Board of Directors approved the recommendation of the Annual Meeting Review Committee that NEA not adopt NBI 91. The estimated cost of implementation would be \$15,000–\$25,000.

Interview Rooms for At-Large Candidates

The NEA will provide interview rooms/spaces for state affiliates that conduct these interviews for At-Large Board of Director candidates. The interviews will be conducted prior to the RA. (2016-96)

Completed

At its February 10–11, 2017 meeting, the NEA Board of Directors decided to test in 2017 the provision of one interview room on candidate interview day that will be accessible to all At-Large candidates who wish to meet with state delegation representatives. In addition, a room will be available the evening of the first day of the Representative Assembly.

Accessibility for Physically Challenged Delegates

NEA will work with individuals with physical challenges and the state affiliates to ensure that the NEA RA is accessible to all delegates in a nondiscriminatory manner. NEA will coordinate physically challenged registration between the state affiliates and NEA in order to provide seating and transportation as identified on the registration form. NEA will provide point of contact information before and during RA to those delegates registered as physically challenged. (2016-110)

Completed

At its February 10–11, 2017 meeting, the NEA Board of Directors approved the recommendation of the Annual Meeting Review Committee that NEA not adopt NBI 110. NEA Conference and Facilities staff met with the maker of this motion during the RA to hear her concerns first hand. Staff will work to address the maker's specific concerns, and will also look at other areas of the RA in an effort to ensure that unintended discriminatory practices are not occurring.

Referred to the Charter Schools Task Force

(See the Report on the Task Force on Charter Schools for disposition of these items.)

Impact on Funds for Traditional Public Schools

- 1) *NEA will gather evidence and inform its members of the impact that charters have had on funds available for traditional public schools.*
- 2) *NEA will urge its members to not use the term “public charter schools” and NEA will cease to refer to them as such. (2016-74)*

Informational Report on Privatization

NEA shall create an informational report by collating existing information published in reputable sources on the extent, avenues, trends and impacts of privatization in public education. For the purpose of this informational report, "privatization" is defined as ways in which public education dollars are spent on private products, services, and organizations, as well as commonly noticeable ideological impacts of corporate interests on public perception and political landscape in education. Results shall be published to state and local affiliates using existing communication channels as well as in a press release. (2016-92)

Referred to the Human and Civil Rights Committee

Human and Civil Rights Annual Awards Dinner

Move to bifurcate the Human and Civil Rights Annual Awards Dinner so that they are presented on a biennial basis. (2016-65)

Completed

The Human Civil Rights Awards Committee considered this NBI at its February 2017 meeting. After careful deliberation, the committee voted not to implement this NBI.

Implementation of Adopted Committee Recommendations Received by the 2016 Representative Assembly

The Board of Directors is required to present to the Representative Assembly a status report on recommendations in committee reports received by the previous Representative Assembly, including actions of the Board on those recommendations. The NEA Board of Directors received reports of the 2015–2016 committees and acted on their recommendations at its April 2016 meeting. Subsequently the committee

reports, including the recommendations referencing the Board’s action, were submitted to the 2016 Representative Assembly. This report describes implementation of those recommendations adopted by the Board of Directors and implemented during the 2016–2017 program year. Below is the status of 2015–16 recommendations that were referred to the Executive Director.

COMMITTEE ON BOARD LEADERSHIP DEVELOPMENT	
COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
1. Conceptualize and develop an onboarding packet for first-year Directors who enter the curriculum track at different times of the year.	A set of video-shorts were developed as well as accompanying email templates to support the onboarding of first-year Directors. These tools and a more formalized internal process have helped in supporting our new Directors.
2. Encourage presenters to consider activities that are actionable in nature that Directors can implement into their work and consider a capstone project that is relevant to each Director (i.e., a project they would develop and implement utilizing the content they are introduced to throughout the year).	Prior to each instructional session, NEA communicated to presenters the desire to have actionable instructional sessions. This proved to be beneficial and will be part of our ongoing presenter-prep discussions. As for the capstone project, most committee members were not in favor of asking new Board members to produce a capstone. However, it was pointed out, that if a new member wants to create a project/tool then they should be encouraged to do so with support.
3. Leverage seasoned Directors to help facilitate sessions for first-year Directors and, when possible, utilize in lieu of vendors.	This year, a team of committee members led a breakout session for Board members at the NEA National Leadership Summit. This session was well attended and received. Moving forward, Board members will be invited and encouraged to lend their experience and insight by leading or participating in a session. In FY 2017–18 there is potential for Board members to lead a session that is currently facilitated by a consultant.
4. When implementing the curriculum, continue to leverage existing meetings and be conscious of the number of sessions delivered at each meeting.	Instructional sessions in FY 2016–17 utilized September and February Super Weeks and the NEA National Leadership Summit. The committee will continue to leverage these existing meetings.
5. Work with NEA’s Department of Human and Civil Rights to gain suggestions for how best to integrate institutional racism into the Board track and present “Institutional Racism: Racial Justice in Education” at the beginning of track.	With the conclusion of the sessions offered at the September and February Super Weeks and the NEA National Leadership Summit, along with participant evaluations, NEA staff will schedule a meeting prior to the start of the FY 17–18 instructional sessions to discuss these issues. This is particularly timely with the upcoming adjustment to the NEA Leadership Competencies.
6. Implement an optional advanced curriculum for second-year (and beyond) Directors.	Four instructional sessions were delivered for Board members at the NEA National Leadership Summit. They covered Advocacy, Communications, Business—Finance, and Governance and Leadership (session led by committee members). These sessions were well attended and received. The Summit proved to be an excellent venue for these sessions.

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
7. To better understand the impact of the curriculum and training model, develop a more robust evaluation tool.	This year, surveys for instructional sessions were more consistent and thorough. This proved beneficial in understanding the experience of the participating Directors. Per the committee's recommendation, NEA staff met to discuss development of an evaluation tool to measure short- and long-term impact. A subsequent meeting has been scheduled with the intention of developing a strategy for FY 2017–18.

COMMITTEE ON EMPOWERED EDUCATORS

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
2. That NEA make the catalog and the resources more readily and easily accessible to NEA members and affiliates through the development of a communications plan. The plan should focus on individual member categories (e.g. early career teachers, higher education, ESPs, nurses etc.)	NEA has begun the process of developing a Resource Catalog by doing a full audit of resources available. In addition, we have curated content for the NEA New Educator Campaign and there are now hundreds of resources uploaded onto the portal accessible to all educators and particularly relevant to early career educators. Finally, we just launched a new online Learning Management System called the Professional Practice Center. Beginning in the fall of 2017, there will be a catalog of learning resources and blended learning courses available for members many targeted to specific member categories.
4. That NEA further define specifically what is meant by the term “Empowered Educator.” The phrase should specifically refer to activities, programs and methods used by NEA members that result in identifiable improvements to student learning.	While NEA has not formally defined “Empowered Educators,” we have made progress in creating clear resources and pathways that help educators develop empowerment skills and strategies. Often referred to as either Empowered Educators or Professional Practice Leaders, NEA has developed two competency models to help identify and grow the leadership skills of educators. The Teacher Leader Competencies are developed to identify to skills and knowledge educators need for a full range of instructional, policy and association leadership roles. The NEA Leadership Competencies are developed to support the skills and knowledge educators need to take leadership in local, state and national association roles. The competencies focused on “Leading our Professions” provide a great definition of what Empowered Educators do and how they contribute.

COMMITTEE ON ESP CAREERS

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
1. Conduct Participatory Action Research (PAR) with the following: <ul style="list-style-type: none"> a. A lead workgroup that consists of representatives from each of the nine career families (e.g. Elevating ESP Careers – EEC); b. A specific subgroup for each of the nine career families; c. Other stakeholder groups such as, teachers, NEA affiliate staff (UniServ, collective bargaining and professional development staff), and administrators. 	<p>NEA conducted participatory action research with NEA’s Elevating ESP Careers Workgroup (EEC) in December 2015 in Washington, D.C.; and with EEC and the ESP Careers Committee (ECC) in January 2016 in New Mexico to begin the development of the NEA ESP Professional Growth Continuum (PGC). Outcomes included: the identification of the model and terminology for the PGC, the universal standards for the nine ESP Career Families, the levels for each universal standard and the competencies for the three levels of each universal standard for the nine career families.</p> <p>A third PAR meeting took place in August 2016 in Virginia. At this meeting, subgroups of leaders from each of the nine ESP career families met to build out the competencies for the three levels of each universal standard for the nine career families.</p> <p>PAR was also conducted with the Utah School Employees Association, Colorado Education Association and Maryland State Education Association to develop professional development opportunities and pilot implementation of the universal standards. Lastly, NEA engaged ESP State Staff Coordinators to solicit feedback on the PGC model.</p>
3. Research what other professional growth continua exist through other unions and external organizations.	NEA researched professional growth continua offered by other unions and external organizations only to reveal that very few standards for all nine ESP career families existed and that many of the standards that did exist were outdated. Research was conducted using internet research and interviews of leaders, state affiliate staff and other union staff.

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
<p>4. Assess NEA national, state and local strategic engagement (including social media, publications and professional development) around the whole student strategy for the purposes of identifying baseline data to illustrate progress and plan expansion of NEA ESP whole student career elevation.</p>	<p>NEA is in the processing of reviewing and updating all publications and professional development offerings to ensure they include whole student strategy engagement messaging. In addition, NEA assessed strategic engagement around the whole student strategy through its ESP K-16 Professional Supports Survey. This survey identified ESP attitudes toward their education association/union and their specific professional support needs, allowing for comparisons between early career and more experienced ESP.</p>
<p>5. Develop a professional development track providing foundational communications and technology skills for rank and file members in order to help members more effectively advocate for their careers and their students.</p>	<p>NEA has developed a curriculum that consists of in-person training offerings and online training modules that can be completed on-demand. Online module training topics include: Social Media 101, Facebook, Twitter, SMS Basics (text messaging), Constructing a Digital Campaign Plan, Digital Advertising and more. The online training modules will be available in May.</p>

COMMITTEE ON ETHNIC MINORITY AFFAIRS

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
<p>5. That NEA establish a formal process and guidance for building state teams attending the 3-1(g) fall planning meeting. For example, state teams should consist of at least one officer, one ethnic minority member and be given background information prior to the convening.</p>	<p>NEA developed a process and guidance—in conjunction with and through input received by the NEA Vice President, the Executive Committee liaison for Bylaw 3-1(g) and the EMAC—for state planning teams that are eligible for and invited to participate in the annual Bylaw 3-1(g) workshop. The policy will be shared with each eligible state affiliate so a state president is provided a range of guidance when considering the selection of members to comprise the state’s 3-1(g) team. This guidance will emphasize NEA’s longstanding practice to encourage the formation of teams that include:</p> <ul style="list-style-type: none"> • At least one state officer— <ul style="list-style-type: none"> – President; – Vice President; – Secretary-Treasurer; – Executive Director; and/or – NEA state director with direct responsibility for 3-1(g) work. • At least one team member who self identifies as a racial/ethnic minority. <p>The guidance will further recommend that states consider how best to match team member strengths to specific topics that will be discussed at the workshop. NEA will additionally expect states to review provisions within their state 3-1(g) plan that designate person(s) expressly responsible for the plan’s development, monitoring of implementation and so forth. State affiliates should consider such designees for the state’s 3-(g) team. Lastly, NEA will ask state affiliates to consider the professional and demographic make-up of their 3-1(g) teams, including factors such as:</p> <ul style="list-style-type: none"> • Education position (classroom teacher, ESP, etc.) • Gender • Age (e.g., veteran and new leaders, early career educators) • Region (e.g., urban, suburban, rural)
<p>7. That NEA investigate best practices nationwide on the recruitment and retention of ethnic minorities into the profession including outreach to Tribal Colleges, HBCU’s, Hispanic Serving Institutions and Asian Serving Institutions and publish advocacy guidance.</p>	<p>NEA has a robust program with HBCU’s and other minority serving institutions on the recruitment and retention of minority educators. NEA released a report and provided recommendations on how to encourage the recruitment and retention of educators of color.</p>

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
8. That NEA develop strategies to increase the opportunities for training and leadership development of early career educators of color.	NEA has expanded opportunities for early career educators to participate in a variety of opportunities via the Leadership Summit, Leadership Institutes and other trainings and conferences. In regards to educators of color NEA adjusted current Minority and Women's Leadership Training Conferences (East and West) programs to engage early career educators in the conference process.
9. That NEA publish on-line social justice and cultural competence resources for state/local affiliates to utilize.	Currently articles and resources are located on the NEA Ed Justice website (www.neaedjustice.org). We are currently in the process of identifying additional information and resources to be provided on the website for affiliates to utilize.

COMMITTEE ON LEGISLATION

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
1. That the NEA Board of Directors recommend the revised Legislative Program for the 114th Congress to the delegates to the 2016 NEA Representative Assembly.	The 2016 Representative Assembly approved the Legislative Program after adopting 16 amendments.

COMMITTEE ON LOCAL PRESIDENT RELEASE TIME GRANTS

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
1. That the grant evaluation be updated to include the reporting of membership numbers.	The grant application has been updated to include membership numbers.
2. That the online grant system be updated to make the upload of the signature page required.	The online grant systems has been updated to make the upload of the signature page required.
3. That NEA provide sample evaluations to recipients and on the NEA grants webpage.	Samples of successful grant evaluations from 2016–17 will be distributed during the next evaluation cycle (2017–18) and will be posted in the grant webpage during the Fall of 2017.
4. That the LPRTP Grant Brochure be updated to show photos that are inclusive of Higher Education, K–12, and ESP.	The grant brochure will be revised for distribution in Fall 2017. The updates will include photos to show inclusiveness of all NEA constituencies.
5. That NEA hold a webinar in the fall (prior to the application deadline) to enable prospective applicants the ability to hear specific expectations of grant recipients.	NEA held a grants application webinar in November 2016. A link to the recorded webinar will be posted on the grants website for future reference.

COMMITTEE ON MEMBER RIGHTS, COMPENSATION AND BENEFITS

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
<p>2. Compile stories where NEA has intervened successfully in the areas of member rights, compensation and benefits.</p>	<p>Throughout NEA, we have intervened successfully on a number of issues. Examples include:</p> <ul style="list-style-type: none"> • Beating back the repeal and replacement of the Affordable Care Act • Lobbying to make sure that educator rights are strengthened or maintained and our member voices are heard through the passage of ESSA and the development of state plans and implementation • Working with our allies and partners through the National Public Pension Coalition to protect and strengthen our members' retirement benefits • Providing a tremendous amount of tools, resources, training, and support state and local affiliates in their advocacy, such as; OGC's sample resolution to create safe zones for immigrant children in public schools.
<p>4. NEA, through existing communication vehicles, should share updates on student-centered grantees' progress, challenges, and successes.</p>	<p>NEA featured several Student-Centered Advocacy grantees in NEA Today including HSTA (http://neatoday.org/2016/10/12/implementing-essa/), NEA-Dallas (http://neatoday.org/2016/08/25/restorative-discipline/), and Sacramento City TA (http://neatoday.org/2017/02/14/sacramento-destination-district/). We are also working with the Center for Social Justice to include stories on the www.neaedjustice.org site. We are also working to develop case studies for some of the locals. This is connected to our Bargaining for the Common Good and Empowered Educators work.</p>
<p>5. Provide opportunities for grantees to share their stories with other affiliates on local, state and national forums (i.e. leadership summit).</p>	<p>NEA staff partnered with affiliate staff, leaders and activists from a number of Student-Centered Advocacy (SCA) grantees to share their stories with other affiliates. All of the SCA grantees were invited to a convening at NEA, where they shared their local stories and discussed successes and challenges they faced. NEA staff were invited to attend portions of the convening to learn about the grantee initiatives. NYSUT was represented at the NSAI Conference; the Colorado EA talked about their work at the SERSA/NABP Conference; and the Hawaii State TA, Greece TA and Milwaukee Teachers EA held sessions at the NEA Leadership Summit. NEA shared stories and details about individual grantee work in multiple presentations and trainings and also invited current grantees to participate in trainings and other events.</p>

COMMITTEE ON MEMBERSHIP ORGANIZING

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
<p>2. Given the tremendous opportunity of the Every Student Succeeds Act (ESSA), the committee recommends that NEA and affiliates prioritize ESSA implementation and do so in conjunction with member outreach and recruitment.</p>	<p>ESSA at the local level is focused on by NEA's ESSA organizing team, with ESSA regional organizers across the country to increase awareness on the new federal policies and include educator voice in state and local implementation. Several locals have adopted testing audits, school board advocacy and resolutions, coalition building with parents and community allies on opportunities provided within the new law and advocating at the state level.</p>
<p>3. Given that NEA affiliates and locals regularly win for our members and for our students, the committee recommends that NEA assist in telling victory stories and promoting "bragging rights" about the union, so that worksite leaders and local leaders have the tools and stories to inspire non-members to join and inactive members to become active.</p>	<p>The New Educator Campaign was highlighted with an internal video. The video promoted organizing work across the country and highlighted members leading their unions and welcoming new hires into the profession and Association. NEA Super Weeks this year have included presentations and stories on organizing wins and growth in our membership. Organizing victories are also echoed at the national level through social media and blog posts.</p>

ADVISORY COMMITTEE ON STUDENT MEMBERS

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
<p>1. That the first word in the grant name be changed to “Chapters Redefining Education Advocacy Through Empowerment” to focus more on funding for chapter-based projects/activities.</p>	<p>The CREATE grants have been updated to reflect the change in name and focus.</p>
<p>2. That the video component of the application be moved to a required component of the evaluation for all grant recipients.</p>	<p>A video component was moved from the application to a required component of the evaluations beginning with the spring 2017 semester.</p>
<p>4. That the following be used to increase visibility on campuses: signage, newsletters, pamphlets, flyers; general presentations to local chapter leaders; involvement with community organizations, UniServ, and local associations; communication with college/university Education programs and other students outside the program to gain potential members and to make early connections with Freshman/Sophomores; relationships with professors; Listening Tours; discussions with conference attendees to increase members’ knowledge and encourage participation; tabling at orientation/organization/career fairs; and co-sponsoring other events on campus.</p>	<p>The NEA Student Program (NEASP) has implemented changes to existing program materials to include updated banners, pamphlets, flyers, presentations etc. To date, the NEASP is scheduled to participate in 37 Career Fairs. Beginning fall 2017, the NEASP will begin to expand its work with community organizations, local associations, college education programs, college orientations, college summits and fairs and potential members. The NEASP plans to continue its current partnerships with other organizations (such as Educators Rising) and create new partnerships with community organizations.</p>

Status of Committee Recommendations Referred to the Executive Director Received by the 2016 Representative Assembly

COMMITTEE ON EMPOWERED EDUCATORS	
COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
3. That NEA place on the nea.org website an interactive map and catalog of the best resources and tools to help educators improve within their professions (e.g. GPS indicators, GPS grants, edCommunities links, foundational documents, partnerships and programs). The map would focus on the places in the country that are demonstrating excellence in using the best tools and implementing top strategies. The listing would sort the ideas into readily identifiable categories.	This concept is already under consideration by the GPS Oversight Committee and similar projects are underway in the Center for Communications. No additional action was needed in response to the recommendation in order to move forward with the work.
5. That NEA personalize the Empowered Educator Day experience for the delegates who attend, providing them with sessions, information and connections based on their job category and interests	Funds for Empowered Educator Day were removed from the 2016–2018 budget. The intent is to pursue a broader Empowered Educator engagement plan with activities and information woven into the main RA agenda.
6. That Empowered Educator Day be organized more like an “expo” with many booths, sessions or table talks for members to choose from. Members from the appropriate areas will lead the sessions and staff the booths (i.e. ESPs leading sessions on ESP topics).	
7. That NEA create a special and compelling Empowered Educator Day ribbon (such as a Superman-type logo)..	
COMMITTEE ON ETHNIC MINORITY AFFAIRS	
COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
1. That NEA work with the U.S. Department of Education (DOE) to include at least one NEA representative at all DOE meetings, panels and conferences.	This recommendation was not implemented. NEA participates in a variety of hearings, meetings and conferences with the DOE. Decisions about participation and collaboration with the DOE are determined by NEA’s current focus and direction.
6. That NEA work with state affiliates to better publicize the UniServ-Affirmative Action Program and engage in efforts to recruit members of under-represented ethnic minority groups (i.e. Asian Pacific Islander, American Indian/Alaska Native and Hispanics).	Work is already ongoing to publicize the program, and reach out to under-represented groups. No additional action was needed in response to the recommendation in order to move forward with the work.

COMMITTEE ON MEMBER RIGHTS, COMPENSATION AD BENEFITS

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
1. Compile strategies that affiliates are utilizing for member engagement.	This work is occurring already in many forms throughout the Association. No additional action was needed in response to the recommendation in order to move forward with the work.

COMMITTEE ON SEXUAL ORIENTATION AND GENDER IDENTITY

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
2. NEA should generate a dedicated location on EdJustice.org, NEA.org, or NEA.org/hcr to list and annotate resources for LGBTQ education/inclusivity. This would include layouts that are easily utilized and laid out within the current system so it is easily accessed. For easy access, digitize and make searchable/linkable any items possible. It is also critical that this site be indexed and key-worded to make it more visible on Internet searches. The location should be easily accessible within the NEA site and from internet search methods to maximize user friendliness.	LGBTQ resources are posted on the NEA Edjustice website (http://educationvotes.nea.org/neaedjustice/social-justice-issues/lgbtq/).

COMMITTEE ON WOMEN’S ISSUES

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
4. That NEA research existing toolkits for biographies and absent narratives of strong women from diverse cultures, religions and ethnicities. Additional toolkits should be available that will provide historical information to empower women to cultivate leadership and another that has information about suppressing or interrupting voting rights. The toolkits should be used as a resource for educators and be placed on HCR media so they will be available to all educators.	This recommendation was not implemented. The work was not covered in the budget and was not within the expertise of current NEA staff. Other organizations have a greater capacity than NEA to not only research, but maintain and store the information requested.
5. That NEA include in its policy on adult bullying, language and strategies for dealing with retaliation for union activism, involvement and ageism.	This recommendation was not implemented. NEA does not currently have a policy on adult bullying. Adult bullying issues were addressed through an NBI at the 2012–13 RA, under which model language for collective bargaining contracts was recommended and provided to state affiliates.

Status of Committee Recommendations Referred to the President Received by the 2016 Representative Assembly

COMMITTEE ON EMPOWERED EDUCATORS	
COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
<p>8. That the NEA determine ways to bring Empowered Educator ideas into the main Representative Assembly and not solely as a pre-RA activity.</p>	<p>This recommendation will be taken into consideration as the annual agenda for each RA is put together.</p>
COMMITTEE ON HUMAN AND CIVIL RIGHTS AWARDS	
COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
<p>1. Based on the nominations received for HCR Awards recipients, the committee recommends altering the criteria for the NEA Social Justice Advocate Award, so that candidates for that Award do not have to be NEA members.</p>	<p>This recommendation was not implemented. The criteria for the Social Justice Activist Awards require that nominees be NEA members and that each nominee has been a member of the Association for two years. The purpose of the award is to highlight activism work by NEA members and to inspire other NEA members for leadership roles in social justice activism.</p>



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