
REPORTS OF COMMITTEES 2018–2019

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National Education Association

July 4 – 7, 2019 Houston, Texas

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Foreword

The NEA committee structure provides for:

- Board Strategic Committees that are aligned with the Association’s Strategic Plan and Budget and advance at least one of NEA’s strategic goals or objectives. The Board Strategic Committees provide a structure through which the Association benefits from the expertise and talent of education practitioners, who are also trained as higher-level decision-making leaders. The work of these committees is intended to inform and guide the advancement of NEA’s Strategic Objectives;
- Social Justice and Constituency Committees that make recommendations to the governing bodies on matters of concern to constituencies they represent;
- Special committee established on an ad-hoc basis.

On May 4, 2019, the NEA Board of Directors received and acted on the 2018–2019 committee reports and recommendations. The Board action on recommendations is shown at the conclusion of each of the following committee reports.

Aspiring Educators

COMMITTEE MEMBERS

Rachel Immerman, *Chair*
Liberty Township, KY

Morgan Brown
Norfolk, VA

Bisa Gilchrist
Woodlawn, TN

Price Jimerson
Cheney, WA

Madison Kinney
York, NE

Qohle Martinez
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Guymon, OK

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Dover, DE

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Staff Liaisons:

Blake West

Andrea Prejean

Evette Brown

Charge 1

Actively promote and recommend strategies to increase Aspiring Educator membership and engagement on college campuses while creating a seamless path to active membership, with the goal of creating high quality education leaders and advocates in every school to ensure an exceptional educational experience for every student.

Throughout the year, the Advisory Committee led discussions on chapter and state affiliate leader support and resources, digital engagement and communication strategies, and professional learning supports. The committee proposed an online Aspiring Educator (AE) Leadership Handbook from the input of current AE affiliate leaders. The detailed description of the proposed handbook is included below.

The committee has enhanced digital two-way communication strategies through social media platforms such as Facebook and Instagram. They continue to provide input to the committee chair for updated communications throughout the year.

The committee has reviewed current digital professional learning supports and provides the following feedback:

- Microcredentials. SchoolMe, etc. is geared towards Early Career Educators (ECE), not AE members
- AE Website needs updated information on specific AE professional learning supports
- AE learning supports should be centered around job preparation, interview and resume advice, etc.

Charge 2

In collaboration with the Ethnic Minority Affairs Committee, assist in developing a framework to guide programming and organizing initiatives that support the recruitment and retention of talented individuals into the teaching profession, with a focus on communities of color and other underserved populations.

The committee engaged national conference attendees and state and chapter leaders to gather input for this charge, and held various committee discussions to discuss aspects of an organizing framework. The following were common themes around the recruitment, engagement, support, and transition of aspiring educators of color.

- **RECRUIT- into profession and union as Aspiring Educators**
 - Start early (elementary-middle-high school)
 - Get involved with high school organizations
 - EdRising/Teacher's Academy/Grow Your Own Programs
 - Ensure PK-12 students are informed
 - Education
 - Rewards
 - Benefits (of profession and union)
 - Mentors for HS students
 - Invite HS students to college campus
 - Partner with groups on college/university campus

- National Panhellenic Council
 - Greek Life
 - SJ Advocacy Groups
- Engage with MSI's
- Educate white teachers on teaching students of color
- **ENGAGE- *stay actively involved as an Aspiring Educator/build connection to union***
 - Use active members at MSI's to mentor; alumni to mentor AE members
 - Grant advertisement for NEA opportunities
 - Increase understanding of union
 - Build connections from NEA to chapter members
 - Praxis/EdTPA
 - Support groups
 - Advocacy against high stakes/costly/discriminatory certification exams
 - Intentionally advocate for diverse leadership structures and representatives
 - Increase cultural events on university campuses about education
 - Use younger generations of union leaders to educate older generations on social justice topics
- **TRANSITION- *from AE to active full-time member***
 - Mentorship Programs
 - Intentional, informal and formal programs with current teachers of color
 - Know about available resources
 - Transition to ECE networks (if available) in state affiliates
 - Build valuable connections with locals

and distributed and servant leadership practices. The Aspiring Educators Conference will place members in a professional learning community, where they will focus on team building and union-related activities throughout the conference and be encouraged to continue their communities throughout the school year as a network of support. They will collaborate in an interactive social justice leadership training and experience a mock union activity competition throughout the duration of the conference. Members will further lead discussions on their own experiences with leadership, educator preparation, social and racial justice, and pedagogy skills.

Charge 3

Assist in the planning and delivery of the Aspiring Educators Conference.

The committee has made it a priority to completely renovate and enhance the 2019 Aspiring Educators Conference. Our members are eager to focus on community building, social and racial justice, community coalitions,

To Whom It May Concern,

We, the 2018-2019 Advisory Committee on Aspiring Educators, will not submit any recommendations for the following committee charge:

In collaboration with the Ethnic Minority Affairs Committee, assist in developing a framework to guide programming and organizing initiatives that support the recruitment and retention of talented individuals into the teaching profession, with a focus on communities of color and other underserved populations.

The leaders of the Advisory Committee feel proud to support such an integral part of the education community. We believe our students deserve to be taught, led, and served by professionals that reflect the diversity of our communities. However, with our current capacity, we lack the resources, time, staff, and experiences to accomplish the work this charge and our students deserve. We strongly believe this need requires more than a committee charge. As we recognize the importance of this issue, we respectfully urge the NEA to explore different pathways to lead this very important work.

For at least twenty years the NEA has tasked the Advisory Committee with the recruitment and retention of educators of color and underserved populations, without making significant progress. Our students need to see educators who look like them to feel safe and welcome in classroom communities. Educators of color are imperative for all of our students' emotional, social, and cognitive development.

Alongside the stagnant growth of an ethnically-diverse education workforce, the education profession is alienating entire generations of students. It is imperative that change is made throughout our education system. This work requires more than a charge, but a main priority for the advancement of educators of color and academic success for all students. We are fighting for real and forward change, by not just passing on the responsibility, but rather advocating for the needs of our students and school communities.

As the 2018-2019 Advisory Committee on Aspiring Educators, we will no longer submit recommendations without the necessary capacity and full commitment of NEA's members and resources to recruit and support aspiring educators of color and underserved populations. Our intent is to be actively involved in the change alongside our union brothers, sisters, and siblings in the NEA. We start this today by actively recruiting, engaging, and supporting aspiring educators of color into the education profession and union. The next generation of education activists, union leaders, and students cannot wait. Our students demand the National Education Association be the leading voice to fulfill the promise of public education. As the largest labor union in the United States, this change must be the priority of our three million members. Our core values, vision, and mission require action, change, and justice for all students.

In Solidarity,

The 2018-2019 Advisory Committee on Aspiring Educators

Items listed below, but not limited to, should be included in or created to be in the Aspiring Educators Handbook.

The handbook format would be similar to the NEA Handbook (<http://www.nea.org/home/19322.htm>).

NEA Aspiring Educators Handbook

Table of Contents

NEA Aspiring Educators

- History of the NEA and NEA - Aspiring Educators (NEA-AE)
- Purpose Statement and Core Values of the NEA Aspiring Educators
- Current leadership and biographies of the NEA-AE; Chairperson, Board of Directors, Committee Members (ACAE, SOGI, WIC, EMAC, Resolutions)
- NEA Regions
- NEA-AE Caucus Constitution & Bylaws

Training and Resources

- How to charter a chapter at college or university
- Contacts inside the school
- Constitution and Bylaws Development
- Leadership Development
- Building a distributed leadership model team
- Leadership Competencies
- Advocacy, Communication, Governance and Leadership, Leading our Profession, Organizing, Strategy and Fiscal Health
- The “How Tos” - Meetings and Structures
- Board Meetings
- How to use Robert’s Rules of Order
- How to hold a board meeting
- General Members Meetings
- How to plan a general meeting
- How to hold a general meeting

- Meeting Ideas
- Community Builders
- Mock Meeting Agendas
- Recruitment
- Strategies
- Involvement Fair Preparation
- Elevator Pitch/One-on-One Conversations
- Class Raps
- Call Out Meetings
- Why Union Story
- Resources
- Digital Engagement
- Social Media Strategies
- Website Development
- Communication Strategies
- Financial Information
- Fundraising
- How to budget
- Conference Information
- National Opportunities
- Events
- Awards
- Scholarships
- Leadership
- Trainings, webinars, virtual calls, etc.
- Additional Resources
- Early Ed Webinars
- NEA Handbook
- NEA Today
- NEA Centers
- NEA EdVotes
- NEA EdJustice

Committee Recommendations	Board of Directors Action
<p><i>Charge 1: Actively promote and recommend strategies to increase Aspiring Educator membership and engagement on college campuses while creating a seamless path to active membership, with the goal of creating high quality education leaders and advocates in every school to ensure an exceptional educational experience for every student.</i></p>	
<p>1. The AE Committee recommends that NEA encourage state affiliates to implement a multiyear membership system for Aspiring Educator members that includes a dues discount incentive for multiyear members.</p>	<p>Refer to Executive Director</p>
<p>2. The AE Committee recommends that NEA create Aspiring Educator leadership resources and trainings with the input of AE leaders to include:</p> <ul style="list-style-type: none"> • An online NEA AE Leadership Handbook. • An annual in-person state presidents training focusing on areas such as, but not limited to: the NEA's structure, recruitment and engagement of members, chapter development and support, leadership roles and responsibilities, digital engagement strategies, the NEA Leadership Competencies with the goal of enhancing Aspiring Educator programs in state affiliates. • Resources for state-led chapter leaders training. • Ongoing virtual trainings for chapter and state leaders. 	<p>Adopt 1st, 3rd, 4th points; refer 2nd point to Executive Director</p>
<p>3. The AE Committee recommends that NEA create a communications plan to help engage, recruit, and retain aspiring educators through:</p> <ul style="list-style-type: none"> • Multiple social media platforms • Existing email channels • Professional support webinars for Aspiring Educators • Ongoing chapter and state leader monthly online trainings 	<p>Adopt</p>
<p>4. NEA should update all names and titles on existing social media platforms, NEA websites, webinars and emails channels from student/Student Program to Aspiring Educator(s).</p>	<p>Adopt</p>

Board Leadership Development

COMMITTEE MEMBERS

Marilyn Weeks Ryan, <i>Chair</i> Spotswood, NJ	Anita Kober Little Ferry, NJ	Nandi Riley Tallahassee, FL
Michael Bank Wilmington, DE	Shelly Krajacic Kenosha, WI	Miguel Saldana Kennewick, WA
Suzanne Breaux Abbeville, LA	Kevin LaDuke Grand Junction, CO	Christine Sampson-Clark Trenton, NJ
Enrique Farrera Portland, OR	Russell Leone Baltimore, MD	Candace Shivers Webster, MA
Cynthia Henderson Shreveport, LA	Cheryl Mattern York, PA	Daniel Sobczak Snellville, GA
Mel House Pasadena, CA	Krista Patterson Aptos, CA	<i>Staff Liaisons:</i> Kisha Davis-Caldwell Cory Wofford
Tara Jeane Sacramento, CA	Loretta Ragsdell, Oak Park, IL	

Charge 1

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

The committee's discussion pertaining to charge number one centered around the need for more training and growth offerings for Board of Directors members serving in years two through six. Committee members stated that the onboarding/first-year curriculum is great, but after that high touch year is over, the board-only sessions at the NEA Leadership Summit are pretty much the only offering specific to the Board of Directors. Moreover, committee members expressed a concern with only being able to attend one funded conference each and the potential limit in their opportunity for leadership growth if they choose a conference other than the Leadership Summit. Various committee members shared that there is a need for alumni pathways that encourage current directors to begin to think in the fourth and fifth years about their leadership post term (i.e. running for public office, state leadership, serving as a presenter). Others spoke of the need for more leadership offerings throughout the year for all directors via digital resources and webinars.

The committee decided to recommend that NEA, in its effort to ensure all Board members receive appropriate training throughout their board service, establish board-only strands at the NEA Leadership Summit for year four and five directors that focus on post term leadership (Alumni Pathways). **Suggested Alumni Pathways are listed below. The committee also decided to recommend that NEA work to establish leadership growth offerings for members of the NEA Board of Directors in years two through six. These offerings could include, but are not be limited to, digital resources and webinars addressing such topics as, aspiring educator mentoring, lobbyist training, state organizing, and presenting.

Recommended Alumni Pathways

- I. Public Office
 - a. School Board
 - b. State level
- II. National Level
- III. Presenter Pathway
- IV. State organizing Pathway
- V. State Leadership Training/mentorship/recruitment
- VI. Lobbyist Training
- VII. Aspiring Educator mentoring

Charge 2

Review and update, as needed, the onboarding materials and process for first-year directors who enter the cohort at different times of the year.

- The committee's discussion around charge 2 stemmed from the sharing of a suggestion to formally build out the current "board buddy" program. Members say that the informal program has been a huge help for new directors, but because it is not formalized, it does not ensure that every new director get paired up with a veteran director. Moreover, there is no uniformity in what is shared and when. Thus, some buddies get/give more information than others.
- One committee member said the committee would need to recommend what board buddies would do to be successful. While another suggested group norms and expectation. The committee suggested that board buddies be changed to a Board Mentor Program to reflect a more formal program. A committee member who is also familiar with the Internal Concerns Committee (ICC) said that the Board Mentoring Program would need to differentiate the roles and responsibilities of the program vs those of the ICC. Some committee members suggested particular activities such as True Colors, stating that this might help as people are understanding group dynamics and having discussions with other board members. One board member committed to connecting with the current board buddy leader to gather additional information about the current program.
- Many committee members stated a need for more member to member involvement in trainings in general. A subset of committee members broke out and created a draft calendar that suggests what the Board Mentoring Program's timeline could look like over the course of a new director's first year:

DRAFT Board Mentoring Program Calendar

May - June	Volunteers solicited and Board Buddies assigned
July / NEA Rep Assembly Welcome to the Board!	<ul style="list-style-type: none"> • Introduce yourself to your Buddy (in person, email, preferably both!). • Exchange contact information.
August / Mission Orientation Travel Tips	<p>Call a couple of weeks before Mission Orientation.</p> <ul style="list-style-type: none"> • Share your insider Travel Tips. • Ask for questions.
Sept-Oct / Pre-Super Week Round 1: Getting Ready for Super Week	<p>Call after lobby topics are posted, but before packing.</p> <ul style="list-style-type: none"> • Know your state's process for setting up appointments? • Discuss tips on preparing Lobby Topics. • Share tips on attire (business, weather, walking shoes).
Super Week	<ul style="list-style-type: none"> • Connect with your Buddy. • Drop by Wednesday Night social, if possible. • Have a \$10 gift from your state (optional).
Oct / Post Super Week Debrief	<p>Call a week after Super Week.</p> <ul style="list-style-type: none"> • Debrief first Super Week. • Ask how they are doing on their vouchers. Don't worry! If you don't know answers, point your Buddy to the ICC.
Jan-Feb / Super Week Round Two	<p>Call after lobby topics are posted, but before packing.</p> <ul style="list-style-type: none"> • Questions on appointments or lobby topics? • Discuss Gala (overview of event, getting tickets, attire). • Watch the unpredictable weather!
April-May / Super Week Round Three	<p>Call after lobby topics are posted, but before packing.</p> <ul style="list-style-type: none"> • Questions on appointments or lobby topics? • Chat about Committee Requests and Election Timelines. • Discuss RA and Director Role and Responsibilities (Board Meeting(s), arguing NEA Board Positions vs. State Positions, State Responsibilities, Overview of Events/ HCR/ Caucus dinners/ etc.).
July / NEA Rep Assembly The RA as a Director	<ul style="list-style-type: none"> • Connect with your Buddy. • Answer questions throughout the RA.

As it is described in this calendar, a lot of what is suggested can be addressed with additional, summative communication and through informal processes.

Committee Recommendations	Board of Directors Action
<i>Charge 1: Review, assess, and update as needed the Board curriculum, training model, and schedule to ensure all Board members receive appropriate training throughout their NEA Board service.</i>	
1. The Board Leadership Development Committee recommends that NEA, in its effort to ensure all Board members receive appropriate training throughout their board service, establish board only strands at the NEA Leadership Summit for year 4 and 5 directors that focus on post term leadership (Alumni Pathways).	Refer to President/ Executive Director
2. The committee recommends that NEA work to establish leadership growth offerings for members of the NEA Board of Directors in years two through six. These offerings could include, but are not be limited to, digital resources and webinars addressing such topics as, aspiring educator mentoring, lobbyist training, state organizing and presenting.	Refer to Executive Director
<i>Charge 2: Review and update, as needed, the onboarding materials and process for first-year directors who enter the cohort at different times of the year.</i>	
3. The committee recommends that NEA support formalizing the Board Buddy assistance to new Board members as a mentorship program. By assisting in the board member to board member mentorship, new members will have a consistent message and support network to address needs that new board members have around such topics as; What to bring to meetings, attire, travel tips, where to eat, etc. This will also provide support to the Board Buddy regarding when and how to communicate with new members. It can also facilitate assistance to BOD who start mid-year with supported additional assistance. This mentor program will be Board developed, driven and implemented.	Refer to Executive Director

Educator Voice, Professional Rights and Authority

COMMITTEE MEMBERS

Ashanti Rankin, *Chair*
Bridgeton, NJ

Mary Bowers
Barre, VT

Rachella Dravis
Denmark, IA

Rebecca Gamboa
Naperville, IL

Bernadette Hampton
Beaufort, SC

Robert Hoffmann
Sioux Falls, SD

Rachel Immerman
Liberty Township, KY

Pam Kruse
Olympia, WA

Mindy Layton
Bountiful, UT

Debra Lee
Abington, PA

Rebeka McIntosh
Independence, MO

Brent McKim
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W. Palm Beach, FL

Tim Parker
Fairbanks, AK

Martha Patterson
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George Sheridan
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Staff Liaisons:

Brian Beallor

Donna Harris-Aikens

Elic Senter

Alexis Holmes

Dale Templeton

Committee Discussion

The committee appreciated the opportunity to discuss and gain a common understanding of educator voice, student-centered education, and professional rights/authority. In exploring these terms, particularly from the perspective of educators and leaders, committee members were able to thoroughly explore, examine and identify best practices among affiliate structures and programs. Discussions revealed a number of “a-ha” moments, many of which could be found in two categories – (1) educators need time to explore their voice and (2) all efforts should center on students.

Educators need to define their own voice

The committee described educator voice as consisting of action with a message of unity of purpose. Members believed that it was vital that educators stand up for what they knew was right and be assertive about their knowledge and experience at the table, in addition to shedding light on what is happening in classrooms, schools, and school districts. As a union, they believed that educators’ power came from collective voices.

Committee members also discussed how educator voice should include holding each other accountable; maintaining very high standards for colleagues and the profession; and modeling correct language, particularly when referring to marginalized students. The committee shared surveys, polls, and stories that highlighted their concern about a potentially growing lack of respect of educators. Another important aspect of educator voice was possessing the wherewithal and the ability to speak out, be listened to, and have an impact. Members acknowledged the crucial role that educators have in implementing policies and regulations at the local, state, and national level. They agreed that educators must be involved in more decision-making.

Everything starts with students

The committee was clear in its belief that every child must succeed. They shared examples of how when students are at the center of conversations, educators can become agents of change. Committee members reiterated that educators know students beyond their test scores, and understand that parents need schools to be supportive and develop the whole child. Members

expressed exasperation about policymakers who are more focused on student data and test scores, and they recommended inviting more students to actually be part of goal making.

For the committee, student-centered learning meant that students should be viewed through a strengths lens. Committee members were concerned that in standards-centered education, students are seen from a deficit perspective. One member expressed, “Students are not problems to be fixed, they are opportunities to be realized.” The committee shared the frustration of educators when they are constantly told what they can’t do because schools have to follow so many mandates. They found this stifling and at odds with fostering and/or including educator voice in decision-making. Over time, committee discussions began developing a continuum that began with student centered education, traveled through the experience and knowledge that educators know what students need, and landed on full acceptance of educators’ voices.

According to committee members, it was necessary for educator voice to also include space for conversations around instructional practices. The committee discussed preK to postsecondary developmentally appropriate practices and outcomes, asserting that such practices are critical for developing and producing students who are well-rounded. They also reiterated the importance of differentiated and responsive practices as they relate to trauma informed instruction and culturally informed instruction.

Throughout the committee’s work period, they shared and discussed the following resources to guide their responses to the committee charges:

Charge 1

Examine and identify specific mechanisms, policies, and collective bargaining agreement provisions that can be shared as best practices to increase educator voice around student-centered education and educator professional rights/authority.

For Charge 1, the committee shared stories from their local affiliates and school districts and provided feedback on best practices. They discussed Jefferson County Teachers Association (JCTA) and their efforts to beat back a tea party-led state takeover of the school district; political successes by members of Education Minnesota,

where they elected a former teacher as governor, the former SPFT President as education commissioner, and flipped the House to Democratic control; and explored the 16 strikes that took place in Washington following the increase in new funding from the state. The discussion inspired and enabled the committee to identify other mechanisms, policies, and collective bargaining agreement provisions that can be shared as best practices.

Mechanisms

1. collective bargaining	2. organizing members and community allies; building coalitions
3. meet and confer	4. Strategically planned campaigns, such as Schools Our Students Deserve
5. school board policy	6. NEA grant opportunities
7. local/state/federal legislation	8. Every Student Succeeds Act (ESSA) Local Implementation <ul style="list-style-type: none"> • My School, My Voice • Opportunity scorecards and audits • Educator voice provisions within the law

Policies and Collective Bargaining Agreement Provisions

1. joint labor-management committees	2. education and training during paid work day on specific student needs (e.g. school-wide best practices for students on the autism spectrum)
3. distributive leadership	4. safe and respectful environment
5. shared decision-making and collaborative practices	6. teacher-led schools
7. mentoring	8. peer assistance and review (PAR)

Charge 2

Identify affiliate structures and programs that can be shared as best practices to:

- a. support and promote educator voice;**
- b. identify educators who want to or have become active on student-centered and professional rights/authority issues;**
- c. collect and share success stories in elevating educator voice for student success and professional rights/authority; and**
- d. build and support a public narrative around educator voice.**

The committee organized itself in teams to respond and identify the following affiliate structures and programs as best practices.

Structures and programs that support and promote educator voice (a)	Structures and programs that identify educators who want to or have become active on student-centered and professional rights/authority issues (b)
Open-ended statewide survey (Utah)	Educator on the Hill Plus (Utah)
Hustle (New Jersey)	Action Network (Illinois)
Wide distribution of Many Voices, One NEA Message: A Guide to NEA’s External Message	PoliSPARKS (Washington)
Messaging and framing: positive and student-centered	Ready to run (New Jersey) and Summer Fellows (new leaders, organizing, stipends provided)
Structures and programs that collect and share success stories in elevating educator voice for student success and professional rights/authority (c)	Structures and programs that build and support a public narrative around educator voice (d)
New Jersey Public Education Labor Management Collaborative and related Rutgers Professor Saul Rubinstein research	UTLA Campaign (California) and ABC Unified (Labor/Management Partnership) (California)
Hashtags: #RedForED, #OurJCPS (Kentucky), #StudentSafety (Washington)	ESP national recognition via the RISE Act

Deeper personalized learning initiatives (Louisville, Kentucky)	Bargaining for the Common Good (Minnesota)
NEA Social Justice Cadres (Minnesota)	Partners in Education (Pennsylvania)

Committee Conclusions

The committee affirmed that educator voice is unique as it includes the ability to be a change agent. Educators, who are full of knowledge, experience, and passion, should not stand by as people who do not know students bring forward education solutions. Committee members acknowledged the stress and urgency associated with these political times, and discussed how educators could help given their proximity to students, families, and communities. In keeping students at the center of all of the decisions, the committee also believed that the following areas deserved additional consideration:

- We should use the term “educator voices” and “educator voice” to demonstrate collective action and strength;
- Educators can use their voice through storytelling; and
- Educators need to take ownership at all levels: supporting their union; making sure everyone has a voice within the profession; supporting up and coming leaders, like aspiring educators.

Committee Recommendations	Board of Directors Action
<i>Charge 1: Examine and identify specific mechanisms, policies, and collective bargaining agreement provisions that can be shared as best practices to increase educator voice around student-centered education and educator professional rights/authority.</i>	
1. NEA should work with state affiliates, locals, and members in finalizing and promoting educator created definitions of educator voice, student-centered education, and professional rights and authority. These definitions should be made available as a resource on a living document or platform.	Refer to President for consideration in committees’ charge for 2019-2020
2. NEA should coordinate a listening tour, focusing on education support professionals, retired, aspiring educators, higher education and higher education ESPs to ensure their input in definitions of educator voice, student-centered education, and professional rights and authority.	Refer to Executive Director
<i>Charge 2: Identify affiliate structures and programs that can be shared as best practices to:</i>	
<ul style="list-style-type: none"> <i>a. support and promote educator voice;</i> <i>b. identify educators who want to or have become active on student-centered and professional rights/authority issues;</i> <i>c. collect and share success stories in elevating educator voice for student success and professional rights/authority; and</i> <i>d. build and support a public narrative around educator voice.</i> 	
3. NEA should revive the Empowering Educators Network using current leadership (executive committee, board of directors and Ed voice committee) to support empowering educators voice and voices. NEA shall review existing online and electronic engagement networks accounts, such as edCommunities, YouTube, Vimeo, etc. and create an empowering (early career) and empowered (career educators) network and educational resource; where educators could share content, best practices, stories and foster Empowered Educators who want to empower Educators to empower our students and communities to be “career ready.”	Refer to Executive Director

ESP Careers

COMMITTEE MEMBERS

Andrea Beeman, Chair
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Karen Barnes
Leander, TX

Debby Chandler
Spokane, WA

Nashasta Craig-Pollard
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Kevin Gilbert
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Karl Goeke
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Ellen Olsen
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Western Springs, IL

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Boardman, OH

Staff Liaisons:
Amber Parker
Jennie Young
Lisa Connor

Charge 1

Identify implementation strategies, resources, and meaningful professional learning opportunities aligned to the ESP Professional Growth Continuum (PGC).

To provide a foundation for the work of the committee, Kevin Gilbert welcomed the committee at the September 28 meeting, explained his role as an Executive Committee liaison, and shared how he has collaborated with his school district to implement the Professional Growth Continuum (PGC) and provide ESP professional development aligned to the PGC.

To set the stage for Charge 1, Amber Parker, Director of ESP Quality (ESPQ), emphasized the direct connection of the committee's charges with NEA's growth and strength triangle, particularly the newly added "opportunity" objective of providing professional supports. She reinforced the organization's commitment to implementing the PGC and the convergence of momentum between the expertise of the committee and support in the building. She shared that there was a surge in affiliate and leader requests to engage in conversations around and/or lead sessions on the PGC and that the PGC had recently been translated to Spanish. Amber then shared the recent work of a group of ESP in writ-

ing micro-credentials and a blended learning module aligned to the PGC. Reflections from several committee members who participated in this work (Andrea Beeman, Matthew Powell, Kimberly Scott-Hayden, Margaret Powell) followed. Common themes in their reflections included the difficulty of the work, pride in contributing to the work, and the excitement for the endless opportunities that these resources will offer ESP both professionally and personally.

Committee chair, Andrea Beeman discussed next steps, including implementing, scaling, and spreading the PGC in affiliates. Amber shared that as part of ESPQ's strategic plan, they would develop affiliate adoption guidance to assist affiliates with implementation. She shared a brief overview of the purpose and vision of the guidance and the committee then agreed to devote its time together to informing the development of this resource. The committee broke into small groups to discuss and brainstorm three key areas around affiliate adoption guidance:

1. **Overarching vision statement (the importance of affiliates investing in the professional practice of *all* educators).** This group shared that the vision statement should declare that all educators should receive quality professional

development, state affiliates should implement the PGC to enhance the skills of ESP, and that PGC professional development should encompass equitable and meaningful takeaways and goals.

- 2. How offering PGC professional development can be used by affiliates to recruit and/or retain members.** This group shared that PGC professional development could be used to recruit and retain members by helping to fight privatization, showing the value of belonging to the affiliate, and by demonstrating that the PGC will create opportunities for mentorship and personal and professional growth.
- 3. Options for currency.** Highlights from this discussion included using the PGC as a bargaining tool, as a salary incentive, for promotions/career development, in professional portfolios, and as district approved certification.

Committee members shared what they most hoped to accomplish as a committee to advance NEA's Strategic Objectives. Common themes included the desire to build a strong professional development/growth community for ESP; the need to continue showing the value behind equity, engagement, and professional growth for ESP members; and the need to continue to elevate ESP members with relevant and meaningful professional development.

At the February 6 meeting, Amber Parker provided a brief update on the development of PGC professional supports including the development of a PGC Self-Assessment Guide, the availability of PGC micro-credentials, and the ongoing development of a blended learning course.

Several committee members shared experiences with implementing and/or developing PGC supports at the national, state and/or local levels. This included a report from Ellen Olsen on her involvement in the development of a 2019 ESP Conference pre-conference workshop, which provided an opportunity for participants to learn and apply both the PGC standards and NEA Leadership Competencies in their practice as leaders. Kimberly Scott-Hayden followed with an overview of the GPS Fund grant her local received to provide career-based professional development aligned to the PGC and the subsequent membership growth resulting from the grant. Lastly, several other committee members shared

how they were providing local and state trainings on the PGC. To provide additional context for Charge 1, Stacey Pelika (Research) shared relevant findings from the PK-12 ESP Five-Year Membership Survey with the committee.

At the February 8 meeting, results from a 2018 ESP Conference survey and ECC poll that looked at universal standard importance were shared with the committee. The committee reflected on the results and discussed how they might be used to inform future work around the PGC. Highlights from the discussion included using the findings to identify professional development focus areas including ESP conference sessions.

Andrea reminded the committee of their work at the September meeting to inform the development of PGC Guidance for Affiliate Implementation and then the committee reviewed the draft guidance and shared feedback. Feedback included a suggestion for NEA to codify and rate how schools/districts implement the PGC, the importance of noting its use as an organizing tool, and providing a one-page version of the document in addition to a longer version online. ESPQ incorporated the committee's edits and shared the revised draft guidance document with the committee.

The committee brainstormed who else needed to receive the PGC Guidance for Affiliate Implementation. Highlights included state presidents, ESP state staff coordinators, state board of directors, state ESP councils/committees, state instructional and professional development (IPD) staff, NEA caucuses, school boards, state and local superintendents, university boards of trustees, parent organizations (PTO/PTA), and area vocational centers. A similar discussion followed regarding what else was needed to effectively scale and spread the PGC. Highlights from this discussion included stories of successful implementation, an informational webinar to introduce the PGC, NEA accreditation for district implementation, training-of-trainers at the ESP conference, and a network of trainers.

Charge 2

Review the nomination submissions and recommend to the Executive Committee a recipient for the 2019 ESP of the Year (ESPOTY).

At the September 28 meeting, Lisa Connor reviewed the 2019 ESPOTY nomination package, timeline and

selection process. The nomination package changes from last year’s committee were also reviewed and included: increasing affiliate participation and engagement, exploring different formats for application submission, and modifying the guidelines related to the letters of recommendation and formatting.

The committee participated in a virtual meeting on January 8. The scoring process, timeline, and what the committee should expect at the selection meeting in February were reviewed.

At the February 6 meeting, Lisa Connor reviewed the ESPOTY norms and selection process. Confidentiality and implicit bias were stressed as critical to maintaining the fidelity of the process. The ESPOTY selection process took place and Matthew Powell was selected for recommendation to the Executive Committee (Matthew Powell recused himself and was not present for and did not participate in any selection discussions).

ESPQ staff gave an update on the status of the 2017-2018 ESPOTY action items and then the committee reflected on the ESPOTY process and guidelines. Discussions centered around modifying the process to help avoid implicit bias, tightening the language around recommendation letters, state affiliate participation in the process, and lifting the accomplishments and stories of nominees.

The committee supported the following ESPOTY action item, which was sent to President Eskelsen García via a memo from the committee: *Exploration of redacting identifying nominee information in next year’s NEA ESPOTY process.*

At the February 8 meeting, the guidelines for committee recommendations were reviewed and the floor was opened for committee input. The committee voted on the following 2018-19 recommendation.

Committee Recommendations	Board of Directors Action
<i>Charge 1: Identify implementation strategies, resources, and meaningful professional learning opportunities aligned to the ESP Professional Growth Continuum (PGC).</i>	
1. The committee recommends that NEA develop and provide a PGC training-of-trainers (TOT) pre-conference workshop and strand of sessions at the 2020 ESP Conference.	Adopt

Ethnic Minority Affairs

COMMITTEE MEMBERS

Charmaine Banther,
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Cecily Myart-Cruz,
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Chelsie Acosta
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Alberto Nodal
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Lindsay Peifer
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Tucker Quetone
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Christine Trujillo-Heeke
Henderson CO

Everlyn Ramirez
El Paso, TX

Aspiring Educator Representative

Staff Liaisons:

Harry Lawson Jr.
Tanisha Manning
Pamela D. Rios

Introduction

In addition to its work on specific charges, the 2018-2019 Standing Committee on Ethnic Minority Affairs (EMAC) received reports from NEA staff members and engaged in discussions on a wide range of issues affecting ethnic minority educators. Some of the issues addressed by the committee were the recruitment and retention of ethnic minority educators and specifically a discussion on supporting Aspiring Educators from the four constituent groups represented by the committee. Conversations included the need for NEA to develop a skyway for ethnic minority members and leaders, including a robust discussion on NEA's process for gaining feedback on current language used by the Association to describe diverse communities.

The EMAC also received a report from NEA Human Resources Director, Chaka Donaldson, who shared NEA's Affirmative Action report and discussed NEA's process for identifying potential candidates from underrepresented communities (i.e. American Indian/Alaska Native and Asian Pacific Islander).

The committee feels strongly that NEA continue and increase its commitment to the work on racial justice, social oppression, institutionalized racism, and white

supremacy. The EMAC is very concerned that the history and agreements created from the NEA merger with the American Teachers Association (ATA) are being systemically disregarded. The committee considers the ATA legacy a crucial part of the racial justice work. EMAC would like the merger acknowledged and honored where appropriate and believes a coalition with NCUEA and NCSEA would help to promote a climate of change around this work.

Charge 1

Identify systemic patterns of inequity – racism and educational injustice – that impact educators and students and recommend partnerships and strategies for the organization to consider as opportunities in its racial justice in education work.

Rebecca Pringle, NEA Vice President, discussed several topics with the committee including the language stakeholder group. The committee raised concerns about the urgency and process used to identify a term that only resonated with external partners and not with the EMAC. The committee felt disregarded and excluded from the conversation. Members were included in the language stakeholder group without committee input. White members were included disproportionately.

ately to ethnic inclusion. It was shared with the committee that the language stakeholder group's purpose was to address language discrepancies throughout NEA. The goal is to identify language that may be offensive or damaging to any/all stakeholder/constituency groups, and identify appropriate terms. The language conversations will continue and there are no final decisions on the removal of any terms including "ethnic minority." Rocío Inclán, Senior Director for the Center for Social Justice, shared details regarding the racial justice advocacy work. In addition, the EMAC received a report from Merwyn Scott, Director, Community Advocacy and Partnership Engagement regarding the work with external partners, community engagement sites, and CAPE grants.

Charge 2

In collaboration with the Aspiring Educators Committee, assist in developing a framework to guide programming and organizing initiatives that support the recruitment and retention of talented individuals into the teaching profession; with a focus on communities of color and other underserved populations.

The committee received a report from NEA's Teacher Quality department regarding various Grow Your Own programs/partnerships in several state affiliates. EMAC members share the belief that it is important to discuss and strategize attracting ethnic minority members; it is also equally important to strategize about how to retain those professionals once they enter the profession. The committee also discussed ways NEA can increase opportunities for Aspiring Educators (AE) from diverse communities to add their voice to the recruitment and retention conversation as well as improve AE's access and participation at various NEA events, conferences and trainings. EMAC requests that AE from all four caucuses are represented on the committee not just one person.

Charge 3

Provide input to the Conference on Racial and Social Justice Conference Planning Committee through the four Caucus Chairs.

Harry Lawson, Director of Human and Civil Rights addressed the EMAC regarding the planning of the 2019 Conference on Racial and Social Justice in Hous-

ton, TX. The committee had positive reflections from last year's event and suggested making room to show films/documentaries in their entirety. The American Indian/Alaska Native Caucus was appreciative of the efforts by Center for Social Justice staff to increase the visibility of indigenous communities at the Conference. In addition, the committee held discussions on the structure of the current EMAC hearing with suggestions to make the space more collaborative.

Charge 4

Review testimonies from the EMAC hearings and organize the broad themes that will inform and enhance NEA's Strategic Objectives.

The committee reviewed hearing forms gathered from the Conference on Racial and Social Justice (Minneapolis, MN) and the MLT/WLT West (San Diego, CA) and East (New Orleans, LA). The committee identified many issues/concerns, the top few are: recruitment and retention of educators from diverse communities including Aspiring Educators, micro aggression, trainings on 3-1(g), ally training, restorative justice, a provision to create scholarships for minority members to attend conferences, and a mandate for every state to have an EMAC committee. In collaboration with the Sexual Orientation and Gender Identity (and Women's Issues Committees, the EMAC Chairs have agreed to pilot an inclusive committee hearing that will provide space and help build community amongst the three Social Justice Committees and their constituents at the Conference on Racial and Social Justice in Houston.

Charge 5

Review the goals and objectives for Bylaw 3-1(g) and other racial equity policies within NEA to create and enhance existing strategies to improve ethnic minority involvement at all levels across the organization.

Paul Birkmeier, Senior Policy Specialist from the Center for Governance presented 3-1(g) data from 2018 Representative Assembly. EMAC raised concerns about the lack of enforcement of sanctions for states that repeatedly miss their 3-1(g) goals. Staff shared updates regarding the planning and preparation for the upcoming Race Equity Meeting held annually.

Committee Recommendations	Board of Directors Action
<i>Charge 1: Identify systemic patterns of inequity – racism and educational injustice – that impact educators and students and recommend partnerships and strategies for the organization to consider as opportunities in its racial justice in education work.</i>	
1. EMAC recommends that NEA create skywalks by creating opportunities and access and by communicating, access, and information on how to navigate the current systems in place that are oppressing people who are American Indian/ Alaska Native, Asian and Pacific Islander, Black, and Hispanic.	Refer to Executive Director
2. EMAC recommends that NEA investigate the development of a communication system that will connect NEA EMAC to state and local EMAC’s, HCR Committees, and/or ethnic minority members, to assist with interrupting the inequitable system of gatekeeping.	Refer to President
3. The committee recommends that NEA identify states that do not have EMAC committees and provide a framework and resources to help empower and equip interested ethnic minority members to create their own state level EMAC. The information will include the committee’s scope of the work, bylaws, charges, and contact people that are willing to be mentors to support emerging state EMACs. Through developing this list, find states that do not have state EMACS and begin laying foundations with stakeholders to begin a state level EMAC.	Do not adopt
<i>Charge 2: In collaboration with the Aspiring Educators Committee, assist in developing a framework to guide programming and organizing initiatives that support the recruitment and retention of talented individuals into the teaching profession; with a focus on communities of color and other underserved populations.</i>	
4. EMAC recommends that NEA construct a toolkit that will assist Aspiring Educators from diverse communities on how to navigate entry into the teaching profession. The toolkit will include the following: how to apply for scholarships; college funding opportunities; and provide a list of mentorships and information about Minority Serving Institutions (to include Historically Black Colleges and Universities (HBCU), Hispanic Serving Institutions (HSI), Tribal Schools, and AANAPISIs (Asian American and Native American Pacific Islander-Serving Institutions)).	Refer to Executive Director
5. EMAC recommends that NEA examine the policies and procedures that are in place that may prohibit Aspiring Educators from moving in to the profession.	Refer to Executive Director
6. EMAC recommends that NEA create space for Aspiring Educators at NEA conferences to help build their own skyways of success that the EMAC supports.	Refer to President
7. EMAC recommends that NEA add to their legislative agenda support for tuition free colleges and universities nationwide.	Refer to Legislative Committee
8. EMAC recommends that NEA fully fund four Aspiring Educators--one representative from the American Indian/Alaska Native, Asian and Pacific Islander, Black, and Hispanic caucuses to participate on the NEA EMAC committee in order to honor their voices, provide mentors, and help them build a strong AE coalition.	Refer to President
<i>Charge 3: Provide input to the Conference on Racial and Social Justice Conference Planning Committee through the four Caucus Chairs.</i>	
9. EMAC recommends that NEA create an online system of training that continues to support leaders after training conferences and events that can be shared in-state and help build leaders on all levels.	Refer to Executive Director

Committee Recommendations	Board of Directors Action
10. The committee recommends that NEA investigate live streaming opportunities at the Conference on Racial and Social Justice (CRSJ), to create pathways of training for emerging leaders who are unable to attend the conference. The streaming would include the keynotes and breakout sessions.	Adopt
11. The committee recommends that CRSJ workshops include information about historical trauma, white supremacy, unconscious bias, microaggressions, and how to build capacity in your state or local to interrupt institutional racism at the leadership and decision making levels. Other suggested sessions include cultural competence and culturally relevant teaching/pedagogy; training on the structure of NEA, EMAC, NEA policy (who makes it), governance and staff; training on how to write policies, resolutions and grants; community schools; strategies on how to bargain for the common good; how to run for office (within and outside the Association); know your rights; organizing; restorative practices; peace circles; how to get Ethnic Studies programs in your districts; self-care; Networking 101, Anti-racism and creating white allies (Terry and Lukas); and utilizing social media for the movement.	Refer to President
12. EMAC recommends that NEA include a historical component that shows the merger of ATA and NEA at CRSJ to highlight how unionism is everyone's business. In addition, the video will show how members can get involved locally, within their state, and nationally.	Adopt
<i>Charge 5: Review the goals and objectives for Bylaw 3-1(g) and other racial equity policies within NEA to create and enhance existing strategies to improve ethnic minority involvement at all levels across the organization.</i>	
13. EMAC recommends that NEA review the training provided to state presidents on 3-1(g) in order to provide a deeper historical understanding of the 3-1(g) policy, to include the ATA/NEA merger.	Refer to President
14. EMAC recommends NEA modify requirements for the 3-1(g) plans to include <ul style="list-style-type: none"> a. Data that identifies the numbers of ethnic minority members who run for association delegate, the numbers elected, and funded; b. An outline of measurable growth and attainable targets in which to hold affiliates accountable; c. Strategies for meeting their state goals with fidelity and integrity (i.e. one person who identifies in three groups equals one person, not three). d. A plan on how they will increase leadership opportunities for American Indian/Alaska Native, Asian and Pacific Islander, Black, and Hispanic educators throughout the state including their state convenings. e. Active member engagement strategies to engage American Indian/Alaska Native, Asian and Pacific Islander, Black, and Hispanic educators to show them that they have a place within the NEA. 	Refer to President

Committee Recommendations	Board of Directors Action
<p>15. The committee recommends that NEA enforce sanctions for states not meeting their 3-1 (g) goal with fidelity; to include the following consequences:</p> <ul style="list-style-type: none"> a. The state president for each state that does not show growth in meeting the 3-1 (g) goal will undergo intense training about systemic and institutional racism and be provided support to break the systems of institutional racism down in their state. b. Each state will review the state's 3-1(g) plans, ensure there are attainable targets and SMART goals included that will target and attack the systems in place that are preventing American Indian/Alaska Native, Asian and Pacific Islander, Black, and Hispanic educators from being representatives to the Representative Assembly. c. Each state will include specific goals on how they will increase leadership opportunities for American Indian/Alaska Native, Asian and Pacific Islander, Black, and Hispanic educators throughout the state including their state convenings. d. NEA will help support the development of Ethnic Studies programs within these states. e. State presidents will share data about how many American Indian/Alaska Native, Asian and Pacific Islander, Black, and Hispanic educators are in their state, how many run to be a representative at the RA, and how many are elected and funded. f. Each state will survey member engagement and create strategies to engage American Indian/Alaska Native, Asian and Pacific Islander, Black, and Hispanic educators to show them that they have a place within the NEA. g. Funding will be investigated to provide support to states to meet their 3-1(g) goal. 	<p>Refer to President</p>
<p>16. EMAC recommends that NEA help support the development of Ethnic Studies programs in state affiliates.</p>	<p>Refer to Executive Director</p>

Human and Civil Rights Awards

COMMITTEE MEMBERS

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Staff Liaisons:

Harry Lawson

Alexandria Richardson

Robin Jones

Introduction

The Human and Civil Rights Awards Committee met in Washington, D.C., on September 28th, 2019; held a virtual meeting January 9, 2019; and met in Washington, D.C., again on February 8, 2019.

Charge 1

Review the criteria, process and forms for nomination of candidates for all Human and Civil Rights awards, and make changes as needed. Review the nomination submissions and recommend to the Executive Committee recipients for the 2019 HCR Awards.

During their September 28th meeting, under the direction of the Committee Chair, specific committee members were asked to lead on portions of the agenda to review HCR Awards criteria and process. These activities helped position veteran committee members as mentors and instructional guides for new committee members in understanding the nomination and selection process. In this meeting, the committee discussed and debriefed the 2018 HCR Awards Ceremony and nomination process, given 2018 was the first year of the award in a new format (not as a dinner). They prepared to present to

the NEA Board their vision for soliciting HCR Awards nominations and key issues that the committee wished to work on.

During their January virtual meeting, members of the committee were briefed on the process of accessing, reading, scoring, and selecting Human and Civil Rights Award nominees for the NEA Executive Committee's consideration and approval. They were instructed on the use of the edCommunities site where all nominations and nomination materials were uploaded for 24/7 access. During the meeting, committee members were able to view and access the edCommunities site and all nomination materials.

During and before their meeting on February 8th meeting, the committee reviewed 32 applications for the 2019 NEA Human and Civil Rights Awards, deliberated over them, and chose 12 recipients to recommend to the NEA Executive Committee as Award winners; including one recipient for the NEA President's Award. The NEA Executive Committee approved the 12 recommendations submitted by the committee for the 2019 Human and Civil Rights Awards. Names of this year's award winners can be viewed on www.nea.org/hcrawards.

During their February 8th meeting, the committee considered two recommendations related to and necessitating changes to the current HCR awards categories. The committee was briefed by committee member Ronald “Duff” Martin on altering of the Leo Reano Memorial Award category to include a female namesake representative for the category in alternating years to represent the egalitarian nature of the American Indian/ Alaska Native community. The committee was briefed by committee member Anita Lang on a conversation held in May 2018 to recommend an additional HCR awards category and award for physical, emotional, and mental health rights. The committee held a discussion about of these recommendations and ones previously adopted by NEA President Lily Eskelsen Garcia. The committee discussed how to move forward on these recommendations and what their impact would be to the current awards program.

Charge 2
Assist in the planning and execution of the Human and Civil Rights Awards Ceremony

During its September 28th meeting the committee held an in-depth debriefing conversation about the 2018 NEA Human and Civil Rights Awards, given it was the first time the program was held in its new format. The discussion provided NEA staff some tangible feedback on how to proceed forward with the 2019 Awards.

During its February meeting, the committee selected the theme for the 2019 NEA HCR Awards: **“Respect Our Past, Own Our Future.”** The committee was briefed by NEA staff member Alexandria Richardson on the plans for the 2019 Awards Ceremony. The 2019 NEA Human and Civil Rights Awards will be held July 3, 2019 in the General Assembly Theatre of the George R. Brown Convention Center, Houston, TX. Tickets cost \$35.00 each for general admission, and are available for sale as early as April 1st 2019 at www.nea.org/hcrawards.

Charge 3
Make recommendations for collaboration with HCR award winners to advance outreach to communities and partners in support of NEA’s strategic goals.

During the September 28th meeting, NEA staff Alexandria Richardson briefed the committee on the 2018-2020 NEA Strategic Plan and Budget, shared with the

committee the 2018-2020 NEA Strategic Framework, and held a discussion around the NEA Strategic opportunity objectives/priorities: 1. Increase Educator Voice, Influence, and Professional Authority; 2. Recruit and Engage New and Early Career Educators; 3. Advance Racial Justice in Education and 4. Provide Professional Supports. NEA staff led a discussion around this framework, wherein the committee contributed thoughts and ideas of how the work of the committee and Awards program helped to advance and support the work of Strategic Objective 3 by uplifting NEA members and larger community members doing work in racial and social justice, and sharing their work on a national platform.

NEA staff continue to refer back to and work on implementing the previous suggestions of the committee to incorporate previous award winners into NEA program; including inviting recipients back to NEA events, meetings, observances, and priority work. The committee decided that one of its key issues and priority areas of work in this year would be soliciting and seeking out high-quality, impactful Award nominees whose work would be insightful and meaningful enough to uplift via NEA properties.

Committee Recommendations

Board of Directors Action

Charge 1: Review the criteria, process and forms for nomination of candidates for all Human and Civil Rights awards, and make changes as needed. Review the nomination submissions and recommend to the Executive Committee recipients for the 2019 HCR Awards.

<p>1. The committee recommends that NEA alternate the award name for the Leo Reano Memorial Award (American Indian/Alaska Native community) with a female American Indian civil rights leader. Beginning as early as the process would allow, and in all even numbered years following, the award would be named in honor of female American Indian/ Alaska Native leader Wilma Mankiller.</p>	<p>Adopt</p>
<p>2. The committee recommends that NEA consider adding an additional award to the slate of twelve award categories offered each year. That new award would be called the Helen Keller Memorial Award for Human and Civil Rights and would be given to a nominee whose activities in support of students with physical and emotional challenges have made a significant impact on education and achievement of equal opportunities for individuals with special needs.</p>	<p>Refer to President</p>

Legislation

COMMITTEE MEMBERS

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Amy Biancheri
Batavia, IL

Amanda Curtis
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Dan Kivett
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Bill Lyne
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Jennifer Smith-Margraf
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JoAnn Smith-Mashburn
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Glen Southergill
Butte, MT

Lori Steiniker
Payette, ID

Stephanie Towles
Reading, PA

Kari Vanderjack
Oak Forest, IL

Sandra Walker
Lawrence, KS

Jacob Zebley
Elkton, MD

Staff Liaisons:
Marc Egan
Kim Trinca

Charges:

- 1. Review the NEA Legislative Program and gather feedback from NEA members and leaders. Provide recommended modifications to the NEA Legislative Program to the Board of Directors and present for approval to the annual Representative Assembly.**
- 2. Conduct an open hearing to review the proposed NEA Legislative Program and discuss relevant legislative issues with delegates. Work with staff to review legislative amendment submissions and determine the Committee's recommendation for each submitted amendment.**
- 3. Review, assess, and execute a plan to increase participation in Capitol Hill lobbying and back-home lobbying visits by NEA Board Directors.**

During the 2018-19 cycle, the Board Strategic Committee on Legislation heard presentations to bring members up to speed on NEA's legislative agenda and to elicit discussion of the Association's federal advocacy. The committee received briefings on federal matters and the status of legislation in Congress related to several issues, including funding, Higher Education Act reauthoriza-

tion, immigration, GPO/WEP, and voting rights. Members also received updates on judicial nominations.

The committee continued work on charge three, to increase lobbying participation by the full Board. The committee agreed to pilot a program in which Legislative Committee members would contact fellow Board members in assigned states to answer questions; glean information on what works and what challenges, if any, they have in their outreach to congressional offices; and understand how our committee can encourage back-home lobbying for all members.

The committee reviewed the NEA Legislative Program to ensure it aligns with the Association's governing documents and reflects NEA's current needs. Consequently, the committee adopted changes to align the Program with the recently adopted Policy Statement on Community Schools. Specifically, the committee made two changes in the program, both under "High Quality Public Education." The committee inserted a point about public community schools under "a. Student Learning, Growth, and Development." Under "c. Parental Involvement," the committee inserted "public" before "community schools," and inserted "and integrate" before "the delivery."

On May 3, 2019, the NEA Board of Directors voted to recommend the proposed Legislative Program to the 2019 NEA Representative Assembly.

Committee Recommendations	Board of Directors Action
<p><i>Charge 1: Review the NEA Legislative Program and gather feedback from NEA members and leaders. Provide recommended modifications to the NEA Legislative Program to the Board of Directors and present for approval to the annual Representative Assembly.</i></p>	
<p>1. That the NEA Board of Directors recommend the proposed Legislative Program to the 2019 Representative Assembly for approval.</p>	<p>Adopt</p>

Local President Release Time Grants

Committee Members

Hilda Kendrick-Appiah, *Chair*
Jeffersonville, IN

Dirk Andrews
Casper, WY

Robert Becker
La Palma, CA

Brian Donoughe
Ellicott City, MD

Scott Ellingson
Hudson, WI

Lynn Goss
Hammond, WI

Gina Harris
Oak Park, IL

Robert LaMorte
Hasbrouch Heights, NJ

Charles Larson
Portland, OR

Charlene McCoy
Gadsden, AL

Thomas McMahon
Mahopac, NY

Betsy Preval
Medford, MA

Kim Richards
Novelty, OH

Karen Ridley
Anaheim, CA

Dean Robinson
Amherst, MA

Robert Rodriguez
Riverside, CA

Barb Schram
Lansing, MI

Don Sinner
Lakeville, MN

Julius Thomas
Valley Village, CA

Staff Liaisons:
Evette Brown
Lisa Nentl-Bloom

Charge 1

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

The committee reviewed 15 grant applications. The following locals were recommended as approved for three year grants beginning September 2019: Clarksville-Montgomery County Education Association, TN (\$3,780); Monroe County Education Association, IN (\$24,322); Acalanes Education Association, CA (\$12,500); and Sycamore Education Association, OH (\$12,500). The committee also recommended that, if possible, NEA provide funding for Colonial Education Association, DE (\$25,000).

The committee reviewed 16 grant evaluations from 2017-2018. Overall, the recipient evaluations were positive. However, the committee expressed the need for additional data regarding membership to easily identify locals' growth or membership loss.

Charge 2

Review and make recommendations as needed related to the LPRTP guidelines.

The committee discussed the possibility of increasing the grant budget. Grant committee members are advocating for increased funding since this grant is one of the aspects of NEA

that is going to grow the organization. The grant aligns with NEA's and state affiliates' strategic plans and goals. The committee would like to implement reviewing of metrics to demonstrate the growth of all participants. The grant application and evaluation forms will be updated to include changing the wording of "potential members" to "eligible members" and adding a question to inquire if the local provides release time for the vice president.

Charge 3

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

Twenty participants attended the annual training. The teams were first-year recipients of the grant. Teams were provided with fundamental training on creating/utilizing organizing plans, incorporating NEA's Leadership Competencies in their locals, team building, and conflict resolution. Participants were eager to implement the skills learned in their locals and expressed the need for follow-up training as assistance with their work. The committee discussed past training reviews as well as the importance of additional training for second and third year grant recipients, and getting the locals involved in additional opportunities.

Committee Recommendations	Board of Directors Action
<i>Charge 1: Select recipients of Local President Release Time Program (LP RTP) grants, monitor progress of projects, and review evaluations of selected locals.</i>	
1. The committee recommends that NEA increase funding for continuation of the grant based on its strategic plan.	Refer to Executive Director
<i>Charge 2: Review and make recommendations as needed related to the LP RTP guidelines.</i>	
2. The committee recommends that NEA provide accurate membership data to be used to assist with the review of the grant applications and evaluations; and specific metrics to demonstrate growth of participants.	Adopt
<i>Charge 3: Review and report on the LP RTP’s annual training to ensure that grant recipients are provided the tools necessary to accomplish program objectives and advance a culture of organizing within the local.</i>	
3. The committee recommends that NEA provide additional grant recipients training to include second and third year recipients of the grant.	Refer to Executive Director

Membership Organizing

COMMITTEE MEMBERS

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Charge 1

Identify specific ways in which staff and elected leaders can use NEA's year-round organizing programs to deepen, support, and enhance local and state efforts to engage members as professional practice leaders, racial justice in education activists, and advocates for the necessary tools and resources for every student to be successful.

Review Charges and Discussion

Committee members were asked to review the charge and ask any clarifying questions to help develop recommendations.

Updates from: Center for Social Justice, Center for Great Public Schools, Center for Organizing

Matthew Bennet from the Center for Organizing shared an update on the New Ed Campaign and the Year Round Organizing Framework of the Center for Organizing. Andy Coons, Center for Great Public Schools, shared an update on educator led professional supports. Merwyn Scott, Center for Social Justice, shared an update on CSJ's work on racial justice.

Recommendation Discussion

Members discussed how to begin drafting and finalizing a set of recommendations using the framing questions:

- What would it take for YOUR state or local to make it a priority in their budget?
- How can this be applied to state and local affiliate budgets?

Members were unable to reach consensus on recommendations to bring forward to the Board. A small subcommittee was formed to draft recommendations based on the discussion and notes created during the committee meeting. The final recommendations are provided below.

Committee Recommendations	Board of Directors Action
<p><i>Charge 1: Identify specific ways in which staff and elected leaders can use NEA’s year-round organizing programs to deepen, support, and enhance local and state efforts to engage members as professional practice leaders, racial justice in education activists, and advocates for the necessary tools and resources for every student to be successful.</i></p>	
<p>1. The committee recommends that the NEA use the year-round organizing programs to engage members through professional practice by focusing on:</p> <ul style="list-style-type: none"> a. Developing leadership pathway opportunities (other than administration). b. Advocating for cultural competency requirements for certification c. Using NEA’s micro-credentials as a membership organizing strategy 	<p>Adopt</p>
<p>2. The committee recommends that the NEA use the year-round organizing programs to engage members through racial justice by focusing on:</p> <ul style="list-style-type: none"> a. Creating additional curriculum and resources related to social and racial justice in schools b. Developing implicit-bias, anti-racist, and racial justice professional development that can be used at all affiliate levels c. Identifying resources engaging in authentic partnerships with other racial justice organizations already doing this work 	<p>Adopt</p>
<p>3. The committee recommends that the NEA use the year-round organizing programs to engage members through advocating for tools and resources by focusing on:</p> <ul style="list-style-type: none"> a. Developing better coordination among national, state, and local affiliates b. Scaffolding training in this area to empower members to better engage in advocacy 	<p>Adopt</p>
<p>4. The committee recommends that NEA encourage all affiliates to include year-round organizing as part of their own strategic plan and budget.</p>	<p>Adopt</p>

Professional Standards and Practice

COMMITTEE MEMBERS

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Angelica Castañon

Charge: Build on the report, *Great Teaching and Learning: Creating the Culture to Support Professional Excellence*, by identifying the specific policies and practices necessary to support teachers' growth, development, and excellence throughout an entire career.

The 2018-19 Professional Standards and Practices Committee (PSP) carefully reviewed the recommendations and vision presented in the 2017 NEA report, *Great Teaching and Learning: Creating the Culture to Support Professional Excellence* (GTL). They reviewed relevant research, provided their expertise from across the gamut of educator roles, and also investigated strategies that contribute to great teaching and learning.

Grounded in their expertise and research, the committee's 2019 report discusses specific actions that can serve as a roadmap for transformation of our schools. High priorities for support are identified at each career phase. In addition, areas for continuous professional learning throughout an educator's career are identified along with areas for advocacy and collaboration with all stakeholders.

Finally, the committee reaffirms the conclusions of the GTL report that professional learning programs and strategies will not be impactful without attention to five crucial Keys to Transformation. Engaging educators in

all roles, along with students, families, and community members is also a necessary condition for school transformation. The committee concludes:

1. Transformation of schools does not occur merely as the result of implementing a series of individual tactics. Evidence continues to mount that successful change within schools, our Association, and organizations in general, must be guided by keys to transformation identified within the GTL report. The strategic plan for change must be developed and implemented through an equity lens that guides every decision, priority, and policy.
2. Transforming schools for improved teaching and learning requires more than providing support for professional growth of 'teachers.' In fact, professional learning for all school employees is fundamental to meaningful change of the learning environment for students. The culture of schools identified within the GTL report will only be realized as all educators in all roles are full partners and colleagues, working along with students, families, and communities to transform their schools. In this report, the term "educators" is intentionally inclusive of all school employees, not just teachers.

With these two overarching principles in mind, the PSP supports the important work in which NEA is already

engaged and calls for key stakeholders in our larger communities to join us in support professional growth for educators through each career phase.

Recommendations for career phases:

Note: Some of the career phase recommendations are identified below as applying specifically to the role of teacher, while most of the recommendations apply to all educator roles. The remaining sections of this report contain recommendations applicable to all educator roles.

Potential --

Educators should offer encouragement to individuals who demonstrate skills and show interest in the field of education. School cultures and engaging instructional practices that truly support all students and their families should increasingly make education a desirable career. Promising high school students should have access to apprentice-like experience working with students and introductory courses or workshops that prepare them for success in higher-education teacher preparation programs. Each p-12 student must have access to the gamut of career choices as schools promote success in reaching their potential.

In order to recruit and retain the future generations of excellent educators, educators must also control the narrative about the profession. Messaging about the rewarding nature of education careers should be accompanied with advocacy for the desired culture in schools and the resources necessary to provide a safe and supportive school with the learning experiences each student needs for success.

Aspiring --

A full year of clinical practice (such as with Residency programs) should be implemented for all teacher preparation routes so that aspiring educators have the necessary experiences to be 'profession ready' BEFORE becoming a teacher of record. Field experiences should be infused throughout preparation so that pedagogy is experienced in context and practiced with deeper understanding. Programs should be designed, implemented, and evaluated with PreK-12 schools and educators as full partners with educator preparation providers.

Emerging --

The induction phase for teachers should include mentoring by experienced teachers who are well-prepared for

their role supporting growth of early career colleagues. Educators in all roles should have access to mentoring and induction support that contributes to their success. Through practitioner-led professional learning communities (PLCs), early career educators should be inducted into a culture of lifelong growth and collaboration as all colleagues engage in classroom observation and coaching for teachers and relevant observation and coaching for other roles. Induction activities should model caring and respectful relationships among professionals and with students, parents, and community members.

Note: PLCs throughout all career phases must be enacted with the authentic autonomy and opportunities for collaboration rather than merely serving as committees to implement top-down directives and programs not designed nor embraced by PLC participants.

Professional, Accomplished, and Teacher Leader

Autonomy to chart one's individual plan for professional growth while also collaborating with colleagues through professional learning communities and peer observation/coaching are the two foundational characteristics of exemplary growth systems for all educators during and beyond induction.

Accomplished

In addition to the norm of collegial observation and collaboration, the accomplished educator continues to learn and grow through opportunities to model professional practice and to mentor colleagues. Accomplished educators also assume greater responsibilities to contribute to development of curriculum, instructional practices, programs that support students, and policies for schools.

Teacher Leader

In addition to the norm of collegial observation and collaboration, the teacher leader engages in professional learning to develop skills as a facilitator, advocate, coach, and mentor. Teacher leaders increase knowledge of education policy and expertise with managing difficult groups to strengthen their leadership impact. The role of teacher leader is a significant part of a teacher's professional life and occurs across the entire career continuum. Leadership by educators in all roles is a crucial element for creating and sustaining a school culture that supports student learning and success and contributes to lifelong career development of educators. Collaboration among all educators along with students, families, and commu-

nity members is foundational to school transformation

Professional learning across ALL career phases and educator roles:

Culturally responsive practices – The PSP committee engaged in a study of *Culturally Responsive Teaching and the Brain* (2014, Hammond). Committee members investigated other supporting research, while also implementing selected strategies and techniques in their own classrooms and schools. The committee believes that the ideas contained within *Culturally Responsive Teaching* are an important step toward recognizing the worth of each person (particularly students, their families, and communities) in ways that contribute to student success. Hammond’s work reinforces why a culture grounded in a belief in the worth of each person provides the most positive environment for student academic learning and social-emotional growth and development. The principles it identifies provide a guide for the way in which all educators should interact with students – in classrooms, cafeterias, school buses, libraries, etc. Each educator, regardless of role, contributes in meaningful ways to student learning by building authentic caring relationships that convey a message of “worth” to each student and to the student’s family.

The ability to implement the practices outlined in Hammond’s work is significantly enhanced as all educators deepen understanding of their own cultural identity and how their cultural lens might influence their decision-making. All educators should be included in the professional growth experiences that help them gain greater knowledge and skill in implementing culturally responsive practices in all settings, grounded in understanding of self and of culture, race, and diversity of all kinds.

The PSP recognized the need for all educators to grow in awareness of implicit bias, and to identify and combat systemic racism and bias that may be present in their schools and classrooms. Educators come from varied backgrounds and experiences so it is crucial that their professional learning be matched to their needs for growth with the same sensitivity to culture and history that should be utilized in working with students, community members, and colleagues.

In support of culturally responsive practices, two strategies were identified as particularly important: educators should be engaged in the professional learning necessary so they can implement a) school-wide restorative

practices and b) trauma informed pedagogy to address crucial needs for students.

Educator-led Professional learning including peer observation and coaching

The most impactful professional learning is job embedded and is developed and implemented by colleagues who have deep understanding of needs and challenges facing the educators in their settings. Professional learning should naturally include the development of each educator’s knowledge and skills as an observer, mentor, coach, and facilitator of learning for colleagues.

Reflection on practice and coaching should become the cultural norm for all educators. All educators should grow in their ability to collaborate, contribute to, and lead professional learning communities; provide collegial feedback; and positively impact the growth of both students and fellow educators.

The NEA and its members as change agents

The work of educators to provide learning experiences and a school environment conducive to growth and development of each student does not occur in a vacuum. External factors affect the lives of students and external forces often determine whether schools have the resources needed to fulfill their mission. As a result, all educators must assume greater leadership responsibility and engage in advocacy, applying their understanding of schools and student needs in order to achieve our vision for schools.

Professional learning to enhance leadership skills for educators in all roles is a foundation for school transformation, great teaching and learning, and social justice. The PSP committee noted several areas where their voices as advocates have a direct impact on the quality of learning experiences available to each student. Further, they note the particular role of their union in pursuing the GTL vision.

Educators as Advocates

Many of the transformations identified by the GTL report will be facilitated by changes in policy, statute, and programs in schools. Educators must develop their advocacy skills as well as association leadership skills to realize these changes. Some of the areas of policy that should be targeted include:

- Class size to provide every student one to one support.

- Ending scripted curriculum and lock-step pacing requirements that limit the ability to meet individual student needs.
- Ending zero-tolerance policies for student behavior.
- Ensuring educators have individual autonomy and opportunities to plan their professional learning and participate in leading professional learning communities.
- Ensuring access for all students to a broad and challenging 21st century skills curriculum (www.p21.org).
- Full funding for the programs to meet the special learning needs of each student and the professional learning for educators to meet student needs.
- Access to mental health professionals to support student psychological and emotional needs.
- Providing students with learning experiences that will help them become advocates for their own needs and engage in advocacy as well-informed citizens.
- Replacing standardized testing that limits students' time to learn with meaningful authentic assessments that support student's growth, are embedded within real-world projects, and that align student with needs and interests.

Union-led transformative actions

Culturally responsive practices and the need for members to become advocates for the transformation of school culture highlight the crucial need for NEA and its affiliates to be model learning organizations committed to a mission of achieving racial and social justice. Through strategies such as Community Schools, the union can contribute to the cause of justice as it builds authentic partnerships with parents and communities. Strategies that help our members develop their roles as advocates and leaders (both within the union and within schools and communities) are central in many affiliates and expanding in others and should be considered for implementation even more broadly.

1. Engage in bargaining for the common good, including social justice issues and positive professional relationships as part of bargained agreements.
2. Provide leadership through community partnerships and coalitions, and form new partnerships

and coalitions to advance this crucial work.

3. Recognize the changing role of the traditional "union rep/building rep" to encompass broader leadership responsibilities as "change agent" for the transformation of schools and the profession.
4. Ensure every new educator is provided with engaging opportunities to connect with their union.
5. Provide professional development for members to be change agents by running for office both within and outside the association.
6. Highlight NEA resources available to support professional learning.
7. Publicly promote the education profession through positive external messaging while problem-solving within the profession to address areas for growth.

Conclusion

NEA has a wealth of resources already available to meet many of the learning needs and challenges identified in this report. Sharing NEA's resources broadly with members and serving as a clearinghouse for exemplary practices across the Association are two strategies that support the recommendations delineated in this report.

Finally, the PSP committee concurred with the GTL report that the desired transformation of our schools to meet the needs of our students and communities requires we establish a positive culture to guide each and every decision about professional learning, educational strategy, and community engagement. We encourage readers to revisit the GTL report and its discussion of five Keys to Transformation. Provided here are short descriptions and examples of how decisions about professional learning and all other decisions within classrooms and schools are connected to the Keys to Transformation-

Passion for learning/ Passion for our varied roles as educators – Each educator assumes tremendous responsibilities as they fulfill roles within the system to meet needs of our students. Each educator should embrace their role with passion and vision, understanding how they are crucial to the success of our students, schools, and communities.

Assessment for excellence – Decisions about both student learning and our own effectiveness in each educator role should be based on meaningful measures of performance across the gamut of tasks. Here are just

a few examples of the questions we should ask: Are students safe? Do students have adequate nutrition to be ready to learn? Does the school work with the community to address concerns and needs that impact students and families? Are student needs for health care being met? When student behavior is negative, do they receive support for growth and restoration or are they punished and pushed out? Do students, families, and community members feel welcome and respected in the school? Do students find that learning tasks connect to their interests, concerns, and build on their current level of understanding? Do students demonstrate their learning through meaningful, relevant, real-world performances?

Culture of collaboration – Every educator must be a part of the professional learning community that makes decisions and implements the programs of a school. That community of collaborators must also include students, families, and the community within which the school resides. Educator preparation programs should be collaborative partners to support educators within the school and PreK-12 educators should be partners in the design and implementation of preparation programs.

Authentic autonomy – The natural motivation for excellence of each individual is grounded in her/his ability to make decisions about their work and priorities. Within the context of collaboration and shared goals, every educator should have opportunities for autonomy over the specific work they do and the professional learning they experience. PreK-12 students should also have opportunities to make decisions about their own learning so that it connects with their passions and priorities.

Worth of each person/community – Each of the other four keys to transformation must be grounded in a spirit of caring, respect, and recognition of the worth of each person in every role within the entire school community. There is no higher status or title than simply being a member of the school family – educators in every role, students, families, and members of the community are all valued persons and must be treated as such.

Sexual Orientation and Gender Identity

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The Committee on Sexual Orientation and Gender Identity (SOGI) held a virtual meeting on October 24, 2018. The purpose of this meeting was to introduce members of the committee as well as familiarize committee members with the meeting process, review and discuss the committee charges, and determine information and resources necessary for effectively responding to the committee's charges.

The committee held its in-person meeting on January 11 – 12, 2019 at the NEA Headquarters in Washington, D.C. The committee held a subsequent virtual meeting on February 28, 2019, to complete deliberations and finalize committee recommendations.

Charge 1

Identify specific strategies to enhance NEA's efforts to raise member and affiliate awareness of rights and protections available to LGBTQ students and staff and to counter widespread backlash against individuals who are lesbian, gay, bisexual, transgender or questioning (LGBTQ)

To assist in addressing Charge 1, Human and Civil Rights staff provided an update to committee members on the status of NEA's current work on LGBTQ issues. This included training, resource development, and current partnerships. The update also included a briefing

on the status of NBI 11, passed at the 2018 Representative Assembly, which addressed using existing digital media to have all state and local affiliates encourage K-12 teachers to view a series of films called *Creating Gender Inclusive Schools* and use accompanying study guides of the Youth and Gender Media Project to create inclusive communities for all youth, regardless of where they fall on the spectrum of gender identity and expression. The committee also discussed NBI 2019-121 regarding NEA releasing a public statement in opposition to conversion therapy, reparative therapy, reorientation, or any other process to alter a student's orientation or identity.

With continued problematic actions of the current administration, it was determined that the committee would benefit from briefings from various NEA departments to provide insights into future direction and programming for the organization. To this end the committee heard from Gypsy Moore, Civil Rights Law Fellow, and Eric Harrington, Staff Counsel, from the Office of General Counsel. Amanda and Eric discussed current litigation that will impact the LGBTQ community such as LGBTQ issues in schools and LGBTQ youth, transgender, and sexual orientation discrimination under federal law. They also discussed how the Trump Administration continues to pack the federal courts with extremist, conservative judges—many of

whom have demonstrable LGBTQ bias, and how Federal agencies continue their hostility to LGBTQ rights. There was continued interest in discussing the current administration's actions impacting transgender students, marriage equality, and legal protections for LGBTQ employees. Eric shared that existing guidance and work will continue to support our efforts in supporting and protecting the LGBTQ community.

The committee also heard from Kimberly Johnson Trinca, Government Relations Manager. Kimberly provided an update on the current legislative agenda and how it might impact the LGBTQ community (The Equality Act, Student Non-discrimination, Title IX, Gender Definition Change, the House Education and Labor Committee).

During the meeting, the committee discussed many topics that centered on two main topics. The first topic was understanding the work that NEA is already doing in supporting the LGBTQ community and how these efforts are communicated to members. While there was acknowledgement regarding the quality work occurring within the NEA and affiliates, the continuing challenge is how to disseminate those resources to members. The committee emphasized the need to communicate more effectively with our membership work that is being done. The second theme was ensuring there was adequate LGBTQ representation and participation at NEA events and conferences. There was much concern about the lack of workshops and presenters about LGBTQ at NEA conferences. The committee shared their thoughts that conference planning should proactively court partner organizations for LGBTQ workshops and opportunities to further educational experiences centering on LGBTQ issues. Additionally, they suggested there be a Request for Proposal (RFR) to align proposals to the goals and objectives of the conference by identifying the different intersections

Charge 2
Provide input to the national Racial and Social Justice Conference through the SOGI Chair.

The committee was provided with an update on the status of current planning for the 2019 Conference on Racial and Social Justice. Staff shared the 2018 Conference on Racial and Social Justice not only featured LGBTQ-specific sessions but expressed that there be a heavy focus on the 50th Anniversary of Stonewall

and how the events of Stonewall are important to the LGBTQ community today. The committee reiterated the importance of this conference to continue providing sessions and identifying speakers and presenters who are grounded in intersectionality of diverse identity groups.

Charge 3
Review testimonies from SOGI hearings and organize the broad themes that will inform and enhance NEA's Strategic Objectives.

The committee spent significant time in the review and discussion of the hearing comments received at the SOGI hearing in Minneapolis, Minnesota prior to the start of the 2018 Representative Assembly. In their review of the comments three main areas were discussed:

1. The need to build and deliver LGBTQ curriculum to fellow educators and students that educates and raises awareness of LGBTQ issues.
2. The need to begin discussions and planning for the 50th Anniversary of the Stonewall Riots in conjunction with activities planned for the 2019 Representative Assembly in Houston, Texas.
3. The need for more resources and attention to the address current administration's attempts to curtail and undermine advancements in LGBTQ equality and the negative impact this is having for many NEA members in the workplace.

Committee Recommendations	Board of Directors Action
<i>Charge 1: Identify specific strategies to enhance NEA’s efforts to raise member and affiliate awareness of rights and protections available to LGBTQ students and staff and to counter widespread backlash against individuals who are lesbian, gay, bisexual, transgender or questioning (LGBTQ).</i>	
1. NEA should educate members about LGBTQ issues and the rights and protections available to LGBTQ students and staff using real-time two-way communication, video, and live-streaming.	Adopt
2. NEA should develop a social justice landing page for each social justice committee where members can find an interactive digitized map that includes information relative to each state that includes: partnerships, organizations, legal protections, judicial updates, and legislative initiatives, etc.	Refer to Executive Director
3. NEA should provide a social justice informational booth at all NEA affiliated conferences.	Refer to President
<i>Charge 2: Provide input to the national Racial and Social Justice Conference Planning Committee through the SOGI Chair.</i>	
4. NEA should create a Request for Proposal (RFP) process that requires presenters to align proposals to the goals and objectives of the conference by identifying the different intersections (i.e. race, gender, religion, sexual orientation, etc.) and include recognizable icons on all conference materials identifying the intersectional topics.	Refer to President
<i>Charge 3: Review testimonies from SOGI hearings and organize the broad themes that will inform and enhance NEA’s Strategic Objectives.</i>	
5. To increase organizational capacity and to provide professional support, NEA should form partnerships with medical/mental health providers and advocacy groups to provide resources for educators, students, and families in the transitioning and coming out processes with the LGBTQ community.	Adopt
6. To address educator voice within and enhance the organization’s capacity, NEA should be intentional of the inclusivity of all members by updating all forms to be culturally relevant, i.e. including “family dynamics” in various documents, gender identifiers: male, female, non-binary; and gender modifiers: cisgender, transgender, or not listed/decline to state.	Refer to Executive Director

Women's Issues

COMMITTEE MEMBERS

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Introduction

The 2018-2019 Standing Committee on Women's Issues (WIC) convened for a face-to-face meeting in Washington, DC, January 11 - 12, 2019 and a virtual meeting on February 25, 2019.

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

- Efforts to acquire a living and equitable wage for all educators.
- Recruitment and retention of diverse educators that reflect student populations in an effort to support an equitable and inclusive school community.
- Continue to provide prevention and intervention programs on bullying, sexual harassment, and violence against women and children.

The committee was updated about the invited Women's Observance speaker, Fatima Goss Graves. Ms. Goss Graves is the President and CEO of the National Women's Law Center (NWLC). Her remarks centered on the advancement of women and girls' issues in various spaces, especially education, with a particular focus on preventing the pushout of Black girls.

Charge 1

Identify specific strategies that can be implemented in partnership with allies to address the challenges facing women/girls and the intersection of race, with particular focus on gender equity issues.

The committee engaged in an in-depth conversation on issues and concerns that impact women and girls in education. Adaku Crawford from the National Women's Law Center (NWLC) presented information and resources regarding NWLC's new report on dress code policies in schools that disproportionately impact Black girls. The enforcement of these policies overwhelmingly push out Black girls. The committee was also informed about a current NWLC project regarding the push out of Latinas that will be released later in the year.

Charge 2

Gather information and identify specific strategies and partnerships to help address sexual harassment and intimidation issues in the education workforce that impact the education of women and girls, i.e. #MeToo.

Sabrina Stevens from NWLC spoke with the committee about the current administration's efforts to dismantle Title IX, particularly in regards to sexual assault and harassment on school campuses. Ms. Stevens provided resources and suggestions on how the committee and

NEA can assist partner organizations with preventing the further victimization of women and girls in schools and on college campuses.

Charge 3

Provide input to the Conference on Racial and Social Justice Planning Team through the WIC chair.

The committee was provided an update by Alexandria Richardson, Manager of Business Affairs in the Center for Social Justice, regarding current planning for the 2019 Conference on Racial and Social Justice. Members of the committee raised concerns that a percentage of the participants are still troubled about “women” not being represented in the title of the conference. Suggestions included identifying ways to highlight women in the session titles and descriptions

Charge 4

Review testimonies from WIC hearings and organize the broad themes that will inform and enhance NEA’s Strategic Objectives.

Committee members reviewed forms from the 2018 WIC Hearing held at the Conference on Racial and Social Justice in Minneapolis, MN. WIC noted various themes and emerging challenges that impact women and girls in education. Pay equity, child care, gendered violence, health and safety were some of the issues members raised during the hearing. Where appropriate, the committee incorporated feedback from the hearings into the recommendations.

Committee Recommendations	Board of Directors Action
<i>Charge 1: Identify specific strategies that can be implemented in partnership with allies to address the challenges facing women/girls and the intersection of race, with particular focus on gender equity issues.</i>	
1. The committee recommends that NEA work with external partners to educate members on actions and policies that be implemented to interrupt the pushout of girls of color.	Adopt
2. The committee recommends that NEA advocate for adequate healthcare for women in the United States to include holistic resources and added to NEA’s legislative agenda.	Refer to Legislative Committee
<i>Charge 2: Gather information and identify specific strategies and partnerships to help address sexual harassment and intimidation issues in the education workforce that impact the education of women and girls, i.e. #MeToo.</i>	
3. The committee recommends that NEA work with external partners to promote strategies and actions that recognize domestic violence and trauma as a human rights issue; to protect immigrant women and children at the southern border and nationwide.	Adopt



Great Public Schools for Every Student

