

# REPORTS

## On Implementation of Actions of the 2018 Representative Assembly

### Presented to the 98th Representative Assembly of the National Education Association

**July 4 – 7, 2019  
Houston, Texas**

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The purpose of this publication is to inform delegates to the 2019 Representative Assembly about implementation of the actions of the 2018 Representative Assembly. This publication consists of two parts:

1. Report on the implementation of new business;
2. Report on the implementation of adopted and referred committee recommendations received by the 2018 Representative Assembly.



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## Reports on Adopted New

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### Business

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#### A. Immigrant Families at the Border

*The National Education Association will respond thoughtfully, swiftly, and forcefully in support of and in solidarity with immigrant families who are separated, incarcerated, or refused their legal right to request asylum due to the heartless, racist, and discriminatory zero-tolerance policies of the Trump administration. We will not waiver in our commitment to these families and will take the following actions:*

- 1. Proactively seek opportunities to coordinate and partner with immigration advocates and activists to add our voices to those demanding families be kept together during the immigration process and to prevent families from being incarcerated indefinitely.*
- 2. Inform our members of this racist policy of incarcerating children and families and the physical and emotional trauma that extended fear and stress cause to people, especially children. We will engage members at the local and state levels with resources, alerts, and opportunities to take action on immigration issues and effect positive changes in their schools and communities.*
- 3. Closely monitor legislation on immigration and analyze bills, regulations, and executive orders to determine their impact, intended and unintended. We will prioritize our advocacy for legislation that realizes the DREAM Act, does not separate families, and respects rights to due process. We will fight legislation that harms Dreamers, diminishes asylum claims, violates rights to due process, separates families, or threatens trauma in children.*
- 4. Call for a complete accounting of the children already taken from their families and those who may still be taken.*
- 5. Fight for reunification of children and parents and the immediate placement of families in the least-restrictive environments, including access to free and appropriate public education while awaiting processing.*
- 6. Provide appropriate legal support such as amicus briefs, legal analysis, and consultation with our partners on legal strategy to protect the dignity and human and civil rights of families, many of whom are indigent natives (2018-A).*

*(Assigned to Center for Social Justice)*

NEA, via NEA EdJustice and other communications, continues to highlight the plight of immigrant students, the educators who support them, and collective action to protect them, including several statements and social media conversation to share the impact of separation on education. NEA continues its advocacy for the reunification of families, protection of DREAMers, and safe school zones for all children, regardless of immigration status. NEA EdJustice houses many of the resources for these advocacy efforts on behalf of students and their families. Via NEA EdJustice, NEA has continued to encourage locals to pass Safe Zones resolutions within their local districts (<https://neadjustice.org/safe-zones/>), provided students and educators updated news on DACA (<https://neadjustice.org/dreamers/>), shared stories and actions from partners on child detention/sepa-

rations (<https://neadjustice.org/families-belong-together/>), and uplifted several actions from partners on this important issue.

- Visit: [https://neadjustice.org/2018/03/01/5-ways-light-dreamers/#Immigration\\_Resources](https://neadjustice.org/2018/03/01/5-ways-light-dreamers/#Immigration_Resources)
- Visit: <https://neadjustice.org/families-belong-together/>
- Visit: [https://neadjustice.org/families-belong-together/#El\\_Paso\\_teach-in](https://neadjustice.org/families-belong-together/#El_Paso_teach-in)
- Visit: <https://neadjustice.org/classrooms-not-cages/>
- Read: <http://lilysblackboard.org/2018/06/i-am-going-to-the-border-heres-why>

The Human and Civil Rights department took action to work with Teachers Against Child Detention to support and uplift their Teach-In on February 18th. HCR worked with the partner, various NEA departments, as well as states and locals to target activist in border states to turn out to the Teach-In and take a pledge for action.

The NEA Community Advocacy and Partnerships Engagement (CAPE) Department sponsored and spoke at the Unidos US' national conference session, "The Immigration Battle: A Fight for the America We Aspire to Be" with partners from UnidosUS, the Mexican American Legal Defense and Education Fund, Conexión Américas of Tennessee, and El Centro de Servicios Sociales, Inc. in Ohio. The event involved over 120 Latino and immigrant advocacy leaders, activists and allies from across the U.S.

The above resources and information have been made available to state/local affiliates and members through the distribution of the Center for Social Justice (CSJ) Quarterly Update and [www.NEAEdJustice.org](http://www.NEAEdJustice.org).

The NEA Government Relations department continues efforts to lift up educator voices on the pain and negative ramifications of the Administration's rescission of the DACA Program in September 2017 and increased villainization of aspiring Americans. GR:

- Participated in two Congressional briefings in 2018 that included NEA members as panelists.
- Continues to lead the Immigrant Youth Coalition (60 education and progressive organizations) to educate and expand organizational support for passage of the Dream Act.
- Worked closely with partners and allies and congressional leadership to push for the introduction of immigration legislation including:
  - The American Dream and Promise Act of 2019 (H.R. 6) was introduced by Reps. Roybal-Allard (D-CA), Velazquez (D-NY), and Clarke (D-NY) on March 12 and provides a 10-year pathway to citizenship for DACA recipients and Dreamers, and also extends permanent protections to Temporary Protected Status program participants. This bill is the most inclusive of all Dream bills to date and would provide protections for up to 2.8 million aspiring Americans. 228 democrats have co-sponsored the bill, thus far.

- In the Senate, two bills were introduced on March 26. The first was the Dream Act of 2019 (S. 874), sponsored by Sens. Durbin (D-IL) and Graham (R-SC), who have been joined by Sens. Murkowski (R-AK), Schumer (D-NY), Gardner (R-CO), and Cortez Masto (D-NV). The bill is a reintroduction of the 2017 Dreamer bill and sponsors require bipartisan co-sponsorship (joining as an R/D pair only) to maintain balance. Also introduced was a TPS bill (S. 879), by Sens. Van Hollen (D-MD) and Cardin (D-MD), which now has 15 democratic co-sponsors.
- GR continues to work to grow the number of co-sponsors for these bills to demonstrate urgent and bipartisan support for quick passage.
- Promoted an action alert via the Legislative Action Center to educator activists to write their members of Congress to encourage co-sponsorship of the House and Senate bills and to call for quick passage.

GR and NEA's Office of General Counsel engaged educator voices and filed comments in response to the Department of Homeland Security's proposed regulation on "public charge" provisions of immigration law and how this regulation would upend federal policy and harm children and families. Specifically, GR:

- Serves as education sector lead for the Protecting Immigrant Families Campaign ([www.protectingimmigrantfamilies.org](http://www.protectingimmigrantfamilies.org)) to fight the proposed "public charge" changes.
- Hosted an expert-led webinar for the Immigrant Youth Coalition on how to file comments in response to the Public Charge proposed rulemaking, discussed best practices, and answered questions.
- Worked with NEA OGC to create a draft template comments letter for educators and other education organizations.
- Promoted an action alert via the Legislative Action Center to educator activists to submit their own personal comments, resulting in nearly 4,700 individual comments to the Administration

On October 23, 2018, NEA's Office of General Counsel filed comments objecting to a proposed rule by the Departments of Homeland Security and Health and Human Services that would remove legal protections for immigrant children in government custody. The proposed rule would terminate a court settlement agreement reached in *Flores v. Reno* that provides certain safeguards for children in custody. Those include limits on the period of custody and standards for custodial facilities. Instead, the new regulations could result in the indefinite detention of immigrant children. NEA joined over 100,000 other individuals and organizations in filing public comments on the proposed regulations. NEA strongly urged DHS and HHS to withdraw the proposed rule in its entirety in favor of regulations consistent with the Flores agreement.

On December 6, 2018, NEA's Office of General Counsel filed comments critical of a proposed DHS regulation redefining "public charge," an immigration term referring to a person primarily dependent on public benefits. The pro-

posed rule would expand the definition to include individuals who receive any one of many nutrition, health care, or housing benefits. The public charge designation has a profound effect on immigrant children and their families, as it can bar entry to the U.S. or disqualify an applicant from gaining legal permanent residency. In its comments, NEA strongly urged DHS to withdraw the proposed rule entirely based on the harm it would have on schoolchildren. The NEA comments were distributed as a template for all education advocacy organizations to adapt and file. Over 200,000 parties submitted comments on the proposed regulations.

NEA continues advocacy in this areas via its partnership with and participation with the large coalition of human and civil rights advocacy groups convened by the Leadership Conference on Civil and Human Rights.

### 3. Direct Action at 2019 RA

*NEA will investigate developing a direct-action event to take place at the 2019 NEA RA in Houston, TX (2018-3).*

*Completed (Assigned to Center for Governance)*

NEA's Centers for Governance, Social Justice, and Communications partnered with Stonewall National Museum and Archives to curate and display two traveling exhibits, Stonewall Uprising Exhibit and Out of the Shadows Timeline at the following NEA national events:

- East and West Minority Leadership Training Program/Women's Leadership Training Program Seminar
- Leadership Summit/Higher Education Conference/NEA-Retired Conference
- ESP Conference
- May Board of Directors Meeting

The exhibit will also be displayed at the 2019 Conference on Racial and Social Justice, Aspiring Educators Conference, and Representative Assembly, in Houston, Texas.

Additionally, NEA is partnering with Equality Texas, Human Rights Campaign, and Texas State Teachers Association to participate in a direct-action event in Houston on the afternoon of July 3, 2019 in the Discovery Green park, directly across from the convention center. Details will be provided to delegates via state coordinators, and the RA Delegate Newsletters.

### 4. Black Lives Matter Week of Action

*NEA will promote the Black Lives Matter Week of Action in schools during Black History month in 2019, using existing communication resources, specifically calling for clear efforts to demonstrate support for the three demands of the BLM Week of Action in schools:*

1. *Ending zero-tolerance policies and replacing them with restorative justice practices.*
2. *Hiring and mentoring Black educators.*
3. *Mandating that ethnic studies be taught in preK-12 schools in age-appropriate ways (2018-4).*

*Completed (Assigned to Center for Social Justice)*

The February 2019 Center for Social Justice Quarterly Update promoted and made available resources and information for state and local affiliates and members. Information is also available through [www.NEAedjustice.org](http://www.NEAedjustice.org) via the Black Lives Matter at School Portal <https://neaedjustice.org/>

[black-lives-matter-at-school/](#). On this webpage, members can take a pledge, follow the #BlackLivesMatterAtSchool hashtag to engage educators across the nation and align themselves with specific actions, and find related stories and resources relevant to this cause throughout the nation. The Quarterly Update is sent to national, state and local leadership for distribution to members.

### 5. Charter School Appeals

*NEA will encourage its state affiliates not to submit appeals to petition state governing authorities for a charter school to remain open once a closure decision has been made due to poor performance prior to conducting a needs assessment and community impact study (2018-5).*

*Completed (Assigned to Education Policy and Practice)*

NEA President Eskelsen Garcia sent a memo to affiliate leaders encouraging them not to submit appeals to petition state governing authorities for a charter school to remain open once a closure decision has been made due to poor performance prior to conducting a needs assessment and community impact study.

### 7. Common Enrollment Systems

*NEA will create a brochure for our members and parents on common enrollment systems and their impact on urban school communities (2018-7).*

*Completed (Assigned to Education Policy and Practice)*

NEA Education Policy and Practice collaborated with other NEA departments to produce a brochure titled “Common Enrollment: Issues and Considerations” that addresses common enrollment systems and their impact. The brochure is available online, including in the “Charter Schools—GR” group on EdCommunities.

### 8. Suicide Alertness

*NEA will fund training materials and space for two three-hour safeTALK (suicide alertness) classes for up to 30 delegates per class at an RA event in 2019 (2018-8).*

*Completed (Assigned to Center for Great Public Schools)*

NEA worked with the facilitator to secure a location and print materials for the trainings, which will take place in Houston during the Annual Meeting and RA.

### 9. Confederate Leader Names on Public Schools

*The NEA RA directs NEA to support, in ways it finds appropriate and within the budget, the removal of the names of Confederate leaders from public schools (2018-9).*

*Completed by August 31, 2019 (Assigned to Center for Social Justice)*

NEA has conducted research on local level advocacy efforts towards this issue. Modeling state and local advocacy practices, NEA is drafting model state legislation and a model school board resolution to advocate for the removal of the names of Confederate leaders from public school buildings. Once drafted, that language will be distributed to state affiliates.

### 10. International Adoptees

*That NEA, through existing publications, inform members about the issues faced by international adoptees that were not granted citizenship under the Child Citizenship Act (CCA) of 2000 (2018-10).*

*Completed (Assigned to International Relations)*

NEA published information about the issues faced by international adoptees not granted citizenship under the Child Citizenship Act of 2000 (<http://www.nea.org/home/74787.htm>; <http://www.nea.org/home/61728.htm>).

### 11. Gender Inclusive Schools

*NEA shall, using existing digital media, have all state and local affiliates encourage K-12 teachers to view a series of films called Creating Gender Inclusive Schools and use the accompanying study guides of the Youth and Gender Media Project (visit [youthandgendermediaproject.org](http://youthandgendermediaproject.org)) to create inclusive communities for all youth, regardless of where they fall on the spectrum of gender identity and expression (2018-11).*

*Completed (Assigned to Center for Social Justice)*

Resources and information were promoted and made available to state and local affiliates and members through the February 2019 distribution of the electronic Center for Social Justice Quarterly Update. This Update contained a link to the Film Series ‘Creating Gender Inclusive Schools’ (<http://youthandgendermediaproject.org/films/creating-gender-inclusive-schools/>) and to the Resource Study Guide (<http://youthandgendermediaproject.org/wp-content/uploads/2017/01/CGIS-final.pdf>). The Quarterly Newsletter is sent to national, state and local leadership for distribution to members. See <https://neaedjustice.org/supporting-lgbtq-youth/NEAedjustice.org> for additional resources.

### 14. Career Technical Education and the School-to-Prison Pipeline

*NEA will investigate, using existing committees and the National Vocational and Career Technical Education Caucus (V-CTE), the impact and availability of CTE programs in the reduction of the school-to-prison pipeline. These findings will be made available to all members through existing platforms (2018-14).*

*Completed (Assigned to Education Policy and Practice)*

NEA Education Policy and Practice has prepared an advocacy resource that outlines the benefits of Career and Technical Education (CTE) and its connection to supporting student engagement. It provides: (1) a brief discussion of the school to prison pipeline; (2) information on the impact of student disengagement and motivation; and (3) guidance and links to additional resources that help in advocating for high quality CTE programs. This resource will be available at <http://myschoolmyvoice.nea.org/>, and its content can also be requested and sent directly from Education Policy and Practice. This resource also can be found in the “Career and Technical Education (CTE)” group on EdCommunities.

### 15. Foundation Donor Agreements

*Using existing communication channels, NEA shall publicize the need for transparency and disclosure of donor agreements and funding from foundations or centers to colleges, universities, and other educational programs (2018-15).*

*Completed (Assigned to Office of Executive Director)*

In August 2018, NEA used Facebook and Twitter to publicize and share sites providing detailed information illustrating the problem highlighted in the NBI:

- LittleSis: A grassroots watchdog network connecting the dots between the world’s most powerful people and organizations ([www.littlesis.org](http://www.littlesis.org)).

- UnKoch my Campus: A Cooperative Campaign to Expose and Expel Undue Donor Influence in Academia. (<http://www.unkochmycampus.org/>).
- Not Just Koch Money: The Larger Debate About Donor Clout and Transparency in Campus Gifts (<https://www.insidephilanthropy.com/home/2018/7/16/not-just-koch-money-the-larger-debate-about-donor-clout-and-transparency-in-campus-gifts>).
- Uncovering Koch Role in Faculty Hires (<https://www.insidehighered.com/news/2018/05/01/koch-agreements-george-mason-gave-foundation-role-faculty-hiring-and-oversight>)

### 17. Certified School Counselors

*NEA will communicate, through existing means, the advancement of the role and responsibilities of certified school counselors within their schools (2018-17).*

*Completed (Assigned to Education Policy and Practice)*

NEA Education Policy and Practice provided background information for the Center for Communications to support communications about certified school counselors and their crucial work and support of students. Examples can be found on Lily's Blackboard during September 2018 (<http://lilysblackboard.org/2019/01/school-counselors-key-players-in-students-development/>); and on the [myschoolmyvoice.nea.org](http://myschoolmyvoice.nea.org) website promoting specialized instructional support personnel (including certified school counselors) as critical stakeholders in implementation of the Every Student Succeeds Act. NEA also works regularly on joint initiatives with the American School Counselor Association, and supported and enthusiastically participated in the February 2019 School Counselor of the Year events. Education Policy and Practice also addressed these issues during a March 2019 presentation at the ESP Conference focused on Addressing Behavior Challenges.

### 18. Moratorium on Standardized Testing

*NEA will produce an open letter of support for the Seattle Education Association's moratorium on standardized testing (2018-18).*

*Completed (Assigned to Education Policy and Practice)*

NEA Education Policy and Practice produced a draft of the requested letter that includes language from several solidarity letters supporting a standardized testing moratorium. The support for Seattle Education Association's moratorium on standardized testing was included on EdCommunities.

### 19. Safe Schools

*I move that NEA commends and supports the courageous students fighting for safe schools and that NEA, within its existing budget, ensures the safety of our students and school personnel will: Encourage State and Local Affiliates to Seek:*

- *Separate and additional local and state funding for school districts, colleges and universities that may employ at least one armed or unarmed school resource officer in each school, based upon the local association's agreement, who will work with students, school personnel, and the community.*
- *Separate and additional local and state funding for school counselors (guidance counselors), school social workers, school psychologists, school nurses, mental health providers, school attendance teachers, and similar student support personnel to help students identi-*

*fied as having possible serious mental health problems.*

- *The development of state crisis tapelines/apps that provide students with access to crisis counselors and a confidential means of reporting bullying, violence, and threats.*
- *Additional local and state funding for school districts to provide a system for training school personnel and parents to detect the early warning signs that a student may become violent.*
- *Opposition to arming teachers in schools.*
- *Ensure that those identified with severe emotional problems are provided with support and services and that they do not have access to firearms.*
- *Support a mandated, comprehensive background check to prevent those found guilty of violent crimes and domestic violence from purchasing or having possession of a gun.*

*NEA also urges other organizations, schools, school districts, and concerned citizens to join in a national flag-at-half-staff-for-safe-schools movement until they, too, are convinced and sufficient actions (laws, regulations, funding, programs, etc.) have been enacted to provide a safe environment in our schools for our students and school personnel (2018-19).*

*Completed (Assigned to Center for Advocacy)*

NEA advocates for school safety and gun violence prevention legislation through a variety of channels including letters to Congress, the Education Insider newsletter, the Legislative Action Center, multiple coalition groups, press statements, media appearances by NEA officers, NEA Board lobbying, sponsorship and organizational help for the March for Our Lives and the Student Gun Violence summit in October 2018 (both were student-lead events), NEA web properties, social media, lobbying, and other avenues. This is part of NEA's ongoing work under the Strategic Plan and Budget.

### 20. Voter Registration

*NEA will encourage locals to advocate for voter registration to take place at all public high schools (2018-20).*

*Completed (Assigned to Center for Advocacy)*

NEA created a page on [EducationVotes.NEA.org](http://EducationVotes.NEA.org) with [Vote.org](http://Vote.org)'s tool embedded. The user-friendly page allowed visitors to register or verify that they were registered to vote at their current address. This tool was heavily promoted on email, Facebook, Instagram, Twitter, and the EdVotes homepage – including from the social media accounts of NEA Today, EdVotes, Lily Eskelsen García, and the NEA ESP Quality Department. By the end of the 2018 election, the voter registration page had 25,992 visits. NEA also directed educators to [www.headcount.org](http://www.headcount.org) as a resource for staging high school voter registration drives. Additionally, EdVotes posted a graphic commemorating National Voter Registration Day, directing followers to classroom resources and lesson plans.

### 21. Poor People's Campaign

*NEA endorses (in name only) the Poor People's Campaign: A National Call for Moral Revival, will investigate developing a partnership with the Campaign, and will publicize, through existing digital publications, our endorsement and campaign actions(2018-21).*



*Completed (Assigned to Center for Social Justice)*

NEA is supporting the Poor People's Campaign Poor People's Moral Action Congress convening held at Trinity Washington University June 17th - 19th, 2019 in Washington, D.C. by promoting the event via the May Center for Social Justice Quarterly newsletter and other existing communication channels. The Congress will convene Campaign activists and allies within the campaign to:

- Release and Launch the Poor People's Campaign Moral and Constitutional Budget, which will highlight the federal costs of not implementing the demands of the Campaign and help to shift the narrative from a nation of scarcity to a nation of abundance.
- Convene the Campaign's first National Freedom school to train Campaign members and supports in fusion politics.
- Hold a congressional hearing on Capitol Hill with testimonies delivered by impacted Campaign members and leaders.
- Host an evening 2020 Presidential candidate forum to discuss demands and budget.

NEA will provide communications support to help publicize the event as well as the release of the Moral and Constitutional Budget. Information about the event and NEA support can be found in the May and subsequent Center for Social Justice quarterly newsletters, sent to state and local affiliates.

NEA staff participate in regular meetings with the Campaign and union partners to discuss additional opportunities to partner. As the Campaign continues, NEA will continue to have an ongoing relationship with the Poor People's Campaign to strategically engage and identify additional opportunities to partner.

## **22. Business Advertisements**

*NEA will not accept advertisements from businesses that use profits to privatize public education (2018-22).*

*Completed (Assigned to NEA Member Benefits)*

NEA Professional Services Corporation, a subsidiary of NEA Member Benefits, is the primary originator and facilitator of all advertising for NEA publications. A vetting process is in place to ensure that advertising partners do not conflict with NEA political policies or NEA values. This vetting process includes independent research on the following:

- Political vetting:
  - Whether the corporation/organization or its officers have contributed to or sponsored any anti-public education causes or anti-public education candidates.
  - Whether the corporation/organization or its officers have partnerships with or sponsor anti-public education activities or organizations
- Union Value vetting:
  - Whether there is a pattern or practice of discrimination against groups of employees or consumers, or any other employee relations disputes.
  - Whether the corporation/organization has engaged in anti-union activity.

## **23. Age Discrimination**

*NEA will identify strategies to aid states and locals in fighting age discrimination when senior staff members are targeted through denigrating teacher and education support professionals evaluation processes and identify ways to ensure their rights are not violated (2018-23).*

*Completed June 2019 (Assigned to Office of General Counsel)*

NEA is developing guidance for state and local affiliate counsel on the prohibitions against age discrimination, as well as legal strategies that counsel can use to challenge educational policy initiatives that are being used to denigrate and discriminate against school employees based on their age. As this document went to print, the target date for release of the guidance was June 5, 2019. The guidance will be circulated to in house state legal staff as well as the national network of attorneys who represent NEA, its affiliates and members.

## **24. Trauma in the Workplace**

*I move that NEA, through existing channels, survey state affiliates to determine what resources and practices are in place to support educators experiencing trauma in the workplace. Once the data is compiled, NEA will publish an article in NEA Today, educating members of NEA's ongoing work on educator trauma. This article will include, but not be limited to, ways members can utilize the Schools Crisis Guide, Healthy Futures, and supports available to educators impacted by trauma in the workplace, as well as highlight work being done in Delaware and Illinois creating trauma sensitive schools (2018-24).*

*To be Completed by July 31, 2019 (Assigned to Center for Great Public Schools)*

NEA, in collaboration with the National Council of State Education Associations (NCSEA), is collecting information, both through a targeted survey and a trauma-focused convening, to determine (in part) what resources and practices are in place to support educators experiencing trauma in the workplace. Data collection will be completed May 2019, with a report compiled and released in mid-June. Once the report is available, NEA will publish an article on NEAToday.org in the month of July, sharing with members the ongoing work of NEA and its affiliates on student and educator trauma.

## **26. Graduation Policies for Students with Special Needs**

*NEA will educate members and stake holders, through existing resources (including electronic), about the negative consequences of graduation policies for students with special needs and other vulnerable populations (2018-26).*

*Completed (Assigned to Education Policy and Practice)*

NEA Education Policy and Practice developed a fact sheet on graduation rates related to students with disabilities, English learners, and those from low-income families. The fact sheet is supported by NEA resolutions and provides policy and practice recommendations as each state and/or district determines their guidelines and requirements for earning a high school diploma. It is posted in NEA EdCommunities.

## **27. Flores v. Reno**

*NEA condemns Donald Trump's policy of child separation and the indefinite detention of refugee children and families by publicizing the defense of the 1997 federal court decision in Flores v. Reno that strictly prohibits the indefinite detention of children (2018-27).*

*Completed (Assigned to Center for Advocacy)*

NEA remains active on immigration and family separation. Through coalition work, letters to Congress, the Education Insider, and Legislative Action Center, NEA has worked to end separation of families who have entered the U.S. NEA highlighted *Flores v. Reno* in a June 2018 letter to the House of Representatives ([https://cqrcengage.com/nea/file/jr3RSUUsRjc/Immigration-Ryan-Goodlatte-bill-062618\(final\).pdf](https://cqrcengage.com/nea/file/jr3RSUUsRjc/Immigration-Ryan-Goodlatte-bill-062618(final).pdf)). NEA continues to address this issue as part of ongoing work under the Strategic Plan and Budget.

## **28. Charter School Moratorium**

*NEA will create a charter schools moratorium toolkit to support state and local associations in implementing the NEA Policy Statement on Charter Schools. The primary focus of the toolkit would be section 1b of the Policy Statement: “Public charter schools should only be authorized by the same local, democratically accountable entity that oversees all district schools.” The toolkit will empower state and local associations in pressing for moratoria on charter school authorizations by bodies other than locally elected school boards (2018-28).*

*Completed (Assigned to Education Policy and Practice)*

NEA’s cross-departmental charter schools team developed a password-protected online resource library of materials on charter schools. It may be utilized by affiliates desiring to engage in advocacy campaigns to strengthen charter sector accountability and transparency, and/or slow down or halt the growth of state charter school sectors. In addition, NEA’s Office of General Counsel developed a document released in the spring of 2019, “State Charter Statutes: NEA Report Cards,” that identified how each state with a charter law addresses multiple policy issues. Among the state charter policy questions included was “Are charter schools only authorized by a single local public agency such as the school district?” Using this document, affiliates, and members may easily determine whether their state’s charter law does, or does not, meet the standard established in NEA’s Policy Statement calling for charter authorization only by local, democratically accountable entities that oversee all school districts. Drawing from this information and the argument and considerations set forth in the Policy Statement, they may advocate for any policy or practice changes they deem advisable.

## **29. Standardized Testing for Teacher Certification**

*NEA will identify and share with affiliates principles and/or regulations that remove barriers like the PRAXIS and other standardized tests that prohibit educators from entering the profession. NEA will also write model legislation and/or regulations that can be used by states and affiliates. NEA will promote through existing outlets the issues of abolishing standardized testing as a primary qualifier of teacher certification (2018-29).*

*Completed (Assigned to Center for Great Public Schools)*

NEA is committed to recruiting and retaining diverse and culturally competent profession-ready teachers. Increasing the diversity of the teaching workforce is critical to the NEA’s vision of a great public school for every student as diversity benefits everyone. NEA also recognizes bias in testing, particularly around Praxis and other exams that serve as a barrier to teaching. This was addressed and documented in a brief, *To What Extent Are Ethnic Minority Teacher Candidates Adversely Affected by High-stakes As-*

*essments?* (<https://www.nea.org/assets/docs/Minority%20Teacher%20Candidates%20and%20High-Stakes%20Assessments.%20NBI%2016%202017.pdf>) From the brief:

“Multiple factors contribute to the shortage of teachers of color in public schools. NEA’s research team found that one barrier to increasing the number of teachers of color involves the pipeline of teacher candidates, and disproportionate pass rates for standardized assessments used for completing teacher preparation programs and for certification and licensure. In particular, there have been longstanding differences in performance on the Praxis, SAT, and ACT (and similar standardized state-level assessments) that, on average, place most teacher candidates of color at a disadvantage. Given our understanding of disparities in standardized test performance it seems reasonable to assume that teacher candidates would have difficulties with standardized tests before, during, and after the post-secondary level. If most such assessments measure basic skills, then better preparation prior to college would do a great deal to alleviate the issues students of color encounter in undergraduate.”

To address this NBI acknowledging bias in testing and lack of preparedness and access to programs that prepare candidates of color, NEA has developed a Praxis preparation curriculum. It is a targeted effort to aspiring educators of color to assist them in becoming profession ready teachers.

NEA advocates for high-quality teacher preparation and licensure programs with early intervention. In order to support early recruitment efforts, NEA recommends:

1. Potential teachers should consider taking tests as early as high school. Praxis test scores can be banked for up to five years.
2. Colleges and universities eliminate Praxis I requirements for acceptance into teacher preparation programs. It requires an additional assessment hurdle for potential candidates. Instead, colleges and universities should accept entry into the college or university for entry into programs.
3. Teacher preparation programs should also consider and score candidates portfolios based on criteria used for teacher licensure. Tests should not be the sole deciding factor to ensure teachers are profession-ready.

As states and teacher preparation programs grapple with teacher test bias, as well as supporting organizations that are trying to highlight the bias present many of these tests, model legislation language may be helpful. This should provide support for legislation or changes in code or statute in states trying to recruit and retain educators of color that are facing barriers to teaching. Please request state model language on this issue by emailing [educatorsupports.nea.org](mailto:educatorsupports.nea.org).

## **31. Struggling Readers**

*NEA will use existing resources to:*

1. *Share existing research and finding about struggling readers (students unable to learn to read at an age appropriate rate given appropriate instruction, students considered to be showing pre- dyslexic tendencies, and/or students identified as having dyslexia), their experiences, and the effects of struggling to read on their lives;*

2. *Promote the use of culturally responsive universal screening and early reading intervention in states not currently doing so;*
3. *Promote instructional practices that include existing evidence-based, multi-sensory, explicit, and systematic phonics instruction, in the general education classroom, for early struggling readers (2018-31).*

*Completed (Assigned to Center for Enterprise Strategy)*

NEA drafted a report including information on demographic characteristics, experience of struggling readers in school, identification and assessment of struggling readers, effects of reading difficulties on school performance, and long term effects of lack of reading proficiency. The report focuses on both interventions generally and culturally relevant interventions. It is available at <http://www.nea.org/assets/docs/NBI%2031%20Struggling%20Readers%20CES%20Research.pdf>.

### **32. CDC Resources for LGBTQ+ Youth**

*NEA shall, using existing digital media, share with state and local affiliates a Center for Disease Control and Prevention (CDC) website (visit <https://www.cdc.gov/lgbthealth/youth-resources.htm>) that lists resources, government agencies, and community organizations for the LGBTQ+ youth, their friends, educators, parents, and family members to support positive environments (2018-32).*

*Completed (Assigned to Center for Social Justice)*

The February 2019 Center for Social Justice Quarterly Update promoted and made available resources and information for state and local affiliates and members. In this Update, state and local affiliates were able to access resources for creating and supporting positive environments for LGBTQ youth (<https://www.cdc.gov/lgbtqhealth/youth-resources.htm>). The Quarterly Update is sent to national, state and local leadership for distribution to members. See <https://neadjustice.org/supporting-lgbtq-youth/> for additional resources.

### **33. School Communities and Law Enforcement**

*Using current communication vehicles, NEA will encourage and provide resources to affiliates to help them partner with police unions to encourage training and ethical practices with respect to cultural competency, social justice, and restorative practices, and promote open communication between school communities and law enforcement (2018-33).*

*Completed (Assigned to Center for Social Justice)*

NEA is promoting its “Community Conversation Guide” and “5 Steps for Launching Your Community Outreach and Engagement Program” resources to affiliates. Each provides a pathway to promote communication between educators, the community, and law enforcement. Those resources can be found at <http://www.nea.org/home/74482.htm>. They are beneficial to state and local affiliates seeking to build capacity in community outreach and who are looking to engage various community organizations towards the common goal of great public schools and supportive environments for all students. These guides are available on [nea.org](http://www.nea.org) and were also made available to state/local affiliates in the February distribution of the Center for Social Justice quarterly newsletter.

The Community Advocacy and Partnership Engagement department reached out to the National Organization

of Black Law Enforcement Executives (NOBLE) and the Hispanic National Law Enforcement Association (HNLEA) to explore opportunities for further partnership and conversation. Both indicated they are willing to partner with NEA to seek better outcomes for students and the community with law enforcement at the local affiliate level and where they have capacity. Where there is interest, capacity, and mutual sites between NEA local affiliates and NOBLE/HNLEA resources, NEA is happy to provide our professional development curriculum and trainings in social justice, cultural competence and diversity.

### **34. Homeless Epidemic**

*NEA will use its resources to inform policymakers of the devastating and critical effects of the homeless epidemic plaguing the U.S. NEA will advocate for resources on behalf of students, educators, and families suffering from the impact of homelessness (2018-34).*

*Completed (Assigned to Center for Advocacy)*

NEA is the sole education group in the Opportunity Starts at Home coalition – a group of health care, civil rights, and housing organizations whose mission is to end homelessness, decrease housing instability, and make housing more affordable. As part of our work with Opportunity Starts at Home, NEA has advocated for proven solutions to end homelessness, increase housing affordability, and provide resources to help end housing instability for low-income individuals. NEA sent a letter to Congress on July 24, 2018 (<https://cqrcengage.com/nea/file/4WjhlSbr9CT/Homeless-definition072418.pdf>) urging passage of the Homeless Children and Youth Act (H.R. 1511), which seeks to align Housing and Urban Development’s definition of homelessness with the Education Department’s definition. Doing so would better reflect the housing issues many students and youth face and allow more impacted individuals to access needed resources. This is part of NEA’s ongoing work under the Strategic Plan and Budget.

### **35. National Higher Education Month**

*NEA will designate October as the National Higher Education Month. NEA will work with the National Council for Higher Education (NCHE) to use existing social and digital channels in celebration of the month that will include materials and activities for the members to use. The materials will be developed in collaboration with NCHE (2018-36).*

*Completed (Assigned to Center for Organizing)*

NEA built a webpage with activities and resources on National Higher Education Month (<http://www.nea.org/home/74008.htm>), including activities, resources, and facts about higher education. Higher Education Month was promoted on Lily’s Blackboard (<http://lilysblackboard.org/2018/09/nea-celebrates-higher-ed-professionals-in-october/>) and in a “hot resources” email sent to state affiliate communications directors.

### **36. Business and Same-Sex Couples/LGBTQ Individuals**

*NEA shall, using existing digital media, post a list of known individuals with businesses who are committed to refusing services to same-sex couples and/or LGBTQ individuals. NEA can access a list of these individuals and their businesses from organizations such as THINKPROGRESS ([thinkprogress.org](http://thinkprogress.org)), Southern Poverty Law Center, and Human Rights Campaign, and share it with all state and local affiliates on [nea.org](http://www.nea.org) (2018-36).*

*(Assigned to Office of General Counsel)*

NEA's Office of General Counsel conducted a comprehensive search for the list of individuals referenced in the NBI and has found no such list on existing digital media. In addition, OGC communicated with officials at THINK-PROGRESS ([thinkprogress.org](http://thinkprogress.org)), Southern Poverty Law Center, Human Rights Campaign, Human Rights Watch, and Open to All and has confirmed that none of those organizations maintain such a list, nor are they aware of any other organizations that compile such a list. Given that the NBI was passed by the NEA Representative Assembly on the understanding that such a list existed, but there is no such list, NEA cannot complete the action requested in the NBI as no such list exists for posting.

### **37. Educators of Color**

*NEA, through its current communication and social media platforms, will address the national need to recruit, develop, and retain diverse and culturally responsive community based educators of color (especially males) to help advance the achievement of all students. NEA will use existing programs to pilot a pipeline for male educators (especially those of color) through preK-12 and higher education (2018-37).*

*(Assigned to Center for Social Justice)*

NEA published the following articles that examine and address the lack of diversity within the education (and specifically the teaching) profession and the need to better recruit, develop, and retain diversity and educators of color:

- "5 Key Trends in the Teacher Workforce" <http://neatoday.org/2019/03/13/5-trends-in-the-teaching-profession/>
- "A Growing Recruitment Strategy for a Diverse Teacher Workforce"; examining "Grow Your Own" programs within states and locals <http://neatoday.org/2017/05/24/grow-your-own-teacher-diversity/>
- "Massachusetts Initiative Prioritizes Hiring Teachers of Color" <http://neatoday.org/2018/07/26/massachusetts-initiative-prioritizes-hiring-teachers-of-color/>

NEA is working internally and with partner organizations, such as the Hispanic Association of Colleges and Universities, The Black Justice Coalition, Quality Education for Minorities, Asian Pacific Islander American Scholars, National Council for Asian Pacific Americans, and Black Greek Organizations, in coordination with Minority Serving Institutions to promote the need for more educators of color and advocate for their professional development for retention in the profession. Specific partnership work includes:

- The NEA Community Advocacy and Partnerships Engagement department, in collaboration with the Center for Great Public Schools, presented a recruitment plan to the Aspiring Educators Organizing Committee in Louisville, KY to engage Aspiring Educators around recruitment into the profession, ways their Union can support them, and ways to engage within the Union.
- NEA CAPE attended and presented a recruitment and engagement plan at the Virginia Education Association Minority Teachers Recruitment conference in March of 2019.
- In the summer of 2018, NEA welcomed and addressed nearly 100 high school students, college

interns, and recent graduates participating in the Congressional Hispanic Caucus Institute – emphasizing the importance of pursuing a profession in education and advocating increased representation of educators of color. NEA CAPE also served as a host placement site for a CHCI Fellow in the fall of 2018, who will be going on to work for the U.S. House of Representatives' Committee on Education and the Workforce.

- In September 2018, NEA President Lily Eskelsen-Garcia elevated racial justice in education issues, including the need for more diverse educators, at the Congressional Hispanic Caucus Institute's opening conference session that included Rep. Joaquin Castro (TX) and was broadcast on C-Span.
- In October 2018, to lay further groundwork for partnership efforts with Hispanic Serving Institutions, the NEA CAPE department led a delegation of NEA Latino leaders and the Aspiring Educators Chair to participate in and engage with higher education leaders at the Hispanic Association of College's and Universities' national conference in Atlanta, GA.
- To specifically address and speak to the need of male educators of color entering the profession, the NEA Center for Organizing, CAPE department, and the Mississippi Association of Educators partnered with the Southern Region of Alpha Phi Alpha Fraternity, Inc. The partnership granted NEA and MAE an opportunity to sponsor, join, and participate in the fraternity's Southeast Regional Meeting to engage young males of color specifically around education issues and considering the education profession. There, NEA participated in an HBCU college fair where 17 colleges and universities exhibited, and 600 college students participated. The Mississippi Association of Educators promoted the college fair to drive increased participation and more than 200 attendees from the local Jackson area were in attendance. The college fair specifically addressed the importance of HBCU institutions and the key role they play in producing African American educators.
- As part of Alpha Phi Alpha's professional development of young black males, NEA was involved in their College to Corporate Program, where more than 400 registered participants were exposed to the need for African American males in education. As a result of our participation, NEA was invited to the College Brothers Empowerment Retreat in January 2020 to partner and strategize on building a pipeline of male educators and employment opportunities in education through this work.

NEA is investigating additional information from national/community based organizations that do policy study and work on pipeline resources for educators of color.

### **38. Supreme Court Justice**

*NEA will support a strategy of postponing confirmation of a Supreme Court justice until after the mid-term election, holding Congress to the same standards set forth by the Senate after the death of Antonin Scalia in 2016 (2018-38).*

*Completed (Assigned to Center for Advocacy)*

Immediately following the retirement of Justice An-

thony Kennedy from the U.S. Supreme Court, NEA urged members through the Education Insider and the Legislative Action Center to ask their Senators to delay confirmation of a replacement justice until after the November 2018 election, in accordance with the standard set by Senate Majority Leader Mitch McConnell in 2016. Subsequently, NEA partnered with the Leadership Conference on Civil and Human Rights and a multitude of civil rights, progressive, and issue advocacy organizations to oppose the nomination of Judge Brett Kavanaugh. Through lobbying, briefings, reports, letters, the Education Insider, the Legislative Action Center, press statements, grassroots/tops meetings at home and in DC, and other avenues, NEA opposed the Kavanaugh nomination based on his anti-public education, anti-union, and threatening positions on health care. The Senate confirmed Judge Kavanaugh's appointment to the Supreme Court in October 2018.

### 39. #MeToo Movement

*NEA will use existing publications to salute the bravery of the many individuals who have come forward in the #MeToo movement and declare our solidarity with the struggle against sexual assault (2018-39).*

*Completed (Assigned to Center for Social Justice)*

Steps to address #MeToo in schools are highlighted on the neaedjustice.org website (<https://neaedjustice.org/educational-equity-for-women-and-girls>). In partnership with the National Women's Law Center, NEA posted several resources and information related to sexual harassment and assault. This includes the #MeTooK12Campaign, an initiative to promote awareness and inspire action to counteract sexual harassment and sexual violence in K-12 schools. Instructions on commenting to the Department of Education regarding Title IX regulations, as well as a sample policy for sexual harassment in schools that can be adopted at the state and local level are also available. Additional information will be shared with state/local affiliates and members through the NEA Center for Social Justice Quarterly Update and other existing digital platforms in collaboration with the Center for Communications.

### 40. Family Acceptance Project

*NEA shall, using existing digital media, encourage state and local affiliates to make available a practice brief to families, caretakers, advocates, and providers that provides new research from the Family Acceptance Project (FAP) at San Francisco State University in support of their lesbian, gay, bisexual, transgender, questioning+ (LGBTQ+) children (2018-40).*

*Completed (Assigned to Center for Social Justice)*

The February 2019 Center for Social Justice Quarterly Update promoted and made available resources and information for state and local affiliates and members. In this Update, state and local affiliates were able to access the practice brief and research (<http://familyproject.sfsu.edu/>). The Quarterly Update is sent to national, state and local leadership for distribution to members. See <https://neaedjustice.org/supporting-lgbtq-youth/> for additional resources.

### 42. Arts Programs

*NEA will advocate for the implementation of quality arts programs in preK-higher education (especially those that do not have them) by encouraging states and locals to recruit and retain licensed/credentialed arts educators. NEA will use existing*

*resources to share best practices and strategies with educators, families, and community members (2018-42).*

*Completed (Assigned to Education Policy and Practice)*

NEA Education Policy and Practice has prepared an advocacy resource that outlines the benefits of arts education and its connection to student learning and school climate. It provides a brief discussion of the availability of arts programs to students; information on the importance of ensuring access to programs in high-poverty schools; and guidance and links to additional resources that help in advocating for arts programs and related professional learning opportunities. This resource will be available at <http://myschoolmyvoice.nea.org/>, and its content can also be requested and sent directly from the Education Policy and Practice department. It also can be found in the "K12 Visual Art" group on EdCommunities.

### 43. Affordable Housing

*NEA will advocate for lower interest rates and affordable housing programs for educators (2018-43).*

*Completed (Assigned to Center for Advocacy)*

NEA is the sole education group in the Opportunity Starts at Home coalition – a group of health care, civil rights, and housing organizations whose mission is to end homelessness, decrease housing instability, and make housing more affordable. As part of our work with Opportunity Starts at Home, NEA has advocated for proven solutions to end homelessness, increase housing affordability, and provide resources to help end housing instability for low-income individuals. This is part of NEA's ongoing work under the Strategic Plan and Budget.

### 44. Human Trafficking

*The NEA President shall write a letter to all NEA state and local affiliates, state superintendents, and chiefs about the importance of eradicating human trafficking, which, according to the United Nations, is "modern-day slavery." The letter shall underscore the importance of:*

1. *Providing training, information, and programs to all educational professionals on the nature and traumatic impact of human trafficking on individuals, students' education, and our communities in general;*
2. *Developing local and district or community-wide protocols for reporting/handling actual and/or suspected incidents of human trafficking in schools;*
3. *Providing parents, guardians, and their students with necessary and appropriate information to help them better understand the nature of and threat that human trafficking poses to them; and*
4. *Working with community allied organizations to develop community-wide awareness and protocols for addressing human trafficking (2018-44).*

*Completed (Assigned to International Relations)*

In August, 2018, NEA President Lily Eskelsen García sent a letter to Carissa Moffat Miller, Executive Director of the Council of Chief State School Officers (CCSSO). President Eskelsen García also sent a memo to state affiliate presidents. Both the letter and memo addressed the importance of eradicating human trafficking. Additional information on NEA's work on this issue is available at <http://www.nea.org/home/72037.htm>.

#### 47. Substitute Educators

*Moved that the NEA Center for Organizing actively promote, through existing publications, membership for certified and classified substitute educators in order to form more “wall-to-wall” bargaining units in the aftermath of the Janus decision in the 2018-2019 school year (2018-47).*

*Completed (Assigned to Center for Organizing)*

An article, “What Happens When Substitute Educators Join the Union?” was published on November 16, 2018 – Substitute Educators Day (<http://neatoday.org/2018/11/16/what-happens-when-substitute-educators-join-the-union/>.) An excerpt of this article was published in the March 2019 issue of NEA Today. An additional article will be published in the June edition of NEA Today.

#### 48. National Campaign of Labor Action

*NEA will build on the great teachers’ union victories in West Virginia, Oklahoma, and struggles breaking out in Arizona and other states, to support a national campaign of labor action, including strike action where practicable, to:*

1. *save public services*
2. *fight to improve NEA members’ living and work conditions*
3. *fight for union rights (2018-48).*

*Completed (Assigned to Center for Organizing)*

A cross center team has met to discuss how to standardize data processes for large scale actions. The team has made some initial decisions on the standard fields that should be collected, and the different mediums in which this tool should be available (hard copy, online, and via text messaging). The cross-center team has also created and finalized a best practices / lessons learned document that has been distributed to affiliate leadership teams for large scale actions. The six Red for ED affiliates played an active role in creating these best practices / lessons learned.

Since the passage of this new business NEA leaders and staff have supported Red for ED related activities in the following places:

- Pueblo, CO
- Multiple Locals in Washington State
- Ferris State University (Michigan)
- Los Angeles, CA
- Denver, CO
- West Virginia (statewide walkout)
- Virginia (statewide walkout)
- Oakland, CA
- Indiana (weekend statewide rally)
- Maryland (after school rally)
- Sacramento, CA
- North Carolina

#### 49. Special Education Workload Analysis Model

*NEA will inform members and staff, through existing NEA media platforms/publications (e.g., NEA Today) of the Special Education Workload Analysis Model developed by NEA after direction from the 2017 RA. This will raise awareness and assist guiding collective bargaining teams, disability rights, ESP and Specialized Instructional Support Personnel (SISP) organizations (2018-49).*

*Completed (Assigned to Education Policy and Practice)*

NEA Education Policy and Practice has promoted the existing backgrounder (<https://www.nea.org/assets/>

[docs/19178\\_NBI27\\_Backgrounder\\_v2.pdf](#)) with the NEA Collective Bargaining and Member Advocacy Department, the Center for Organizing, the Center for Communications, and our coalition partners at the National Coalition on Personnel Shortages in Special Education. It has been posted in NEA edCommunities. It also was shared during presentations at the 2019 ESP Conference and the Center for Communications promoted the content during the April 2019 Specialized Instructional Support Personnel Week collaboratively with our partners in the National Alliance of Specialized Instructional Support Personnel.

#### 50. Ethnic/Racial Bullying

*NEA shall create and maintain a web page containing resources and strategies to support educators when they become aware of ethnic/racial bullying. NEA will, furthermore, publish an article in NEA Today informing educators of the existence of this resource (2018-50).*

*Completed (Assigned to Center for Social Justice)*

Resources for educators aware of bullying based on race, ethnicity, or perceived ethnic origin can be found at <https://neadjustice.org/protecting-our-students-civil-rights/>. Resources and information in accordance with this new business item, have been made available to state/local affiliates and members through distribution of the Center for Social Justice Quarterly Update and through existing digital platforms, including NEA Today.

#### 52. English Language Learners Blended Learning

*NEA will use existing publications and electronic media to make members aware of the existence of the NEA’s new English language learners (ELL) blended learning courses (i.e., *Assessing ELLs, Second Language Acquisition Strategies for ELLs, Advocacy Strategies for ELLs, Standards-Based Instruction, and Lesson Development for ELLs*) combining traditional face-to-face meetings with the greatest efficiencies and flexibility of online learning tools (2018-52).*

*Completed (Assigned to Center for Great Public Schools)*

NEA used existing publications and electronic media to make members aware of our new English language learners blended learning courses. Specifically, NEA Offers ELL Blended Learning Courses was published on August 22, 2018. (<http://neatoday.org/2018/08/22/nea-ell-blended-learning-courses/>). The article prompted numerous inquiries from members looking to learn more about ELL blended learning courses and their availability to provide meaningful professional learning opportunities. The article also appeared in the fall issue of NEA Today.

#### 53. Privatization of Jails

*Using existing digital media, NEA will encourage state and local associations to join coalitions prohibiting the privatization of jails, prisons, and immigration detention centers. NEA will urge state and local associations to report their efforts to NEA, local associations, and state leadership (2018-53).*

*Completed (Assigned to Center for Social Justice)*

The NEA Collective Bargaining and Member Advocacy and Human and Civil Rights departments produced a briefing memo that was sent to affiliates, examining and advocating for the divestment of service companies and pension holding funds from private prisons and detention centers. Specifically, the brief was a resource for pension fund trustees entitled “Private Prisons, Immigration, Family Sep-

aration and Investment Risk: Resources for Pension Fund Trustee.” This resource and technical assistance provided to states led a number of state pension fund groups, such as the California State Employees’ Retirement System, the New York City Employee’s Retirement System, the New York State Common Retirement Fund, and the City of Philadelphia Board of Pensions and Retirement to divest in private prisons.

This brief was sent to assist trustees and states in assessing the risk to their funds from private prison holdings. The memo was coupled with a sample letter with questions for affiliates to ask about private prison investments, a list of resources, and further reading to be used as a tool for members and affiliates. The brief is available by contacting the NEA Collective Bargaining and Member Advocacy department.

#### **54. Rights and Equality of Women**

*NEA will add a new category on the NEA EdJustice website (neadjustice.org) with links to resources that specifically address issues that impact the rights and equality of women so that members may use these tools to advocate for educators, students, families, and communities (2018-54).*

*Completed (Assigned to Center for Social Justice)*

NEA created a new category on [www.NEAEdJustice.org](http://www.NEAEdJustice.org) addressing and providing resources on women’s rights and equality (<https://neadjustice.org/educational-equity-for-women-and-girls>). The webpage was promoted and made available to state and local affiliates and members through the February 2019 Center for Social Justice Quarterly Update. The Update is sent to national, state and local leadership for distribution to members.

#### **55. Human Rights**

*NEA will encourage and support the leadership of women and youth, including NEA members, their families, and friends, in building the mass movement to defend human rights, including union rights, and all human progress (2018-55).*

*Completed (Assigned to Center for Advocacy)*

NEA works continuously to defend human rights and workers’ rights. In the 2018 congressional session, NEA was a leader in fighting against family separation at the U.S. boarder, lobbying to restore the protections of Deferred Action on Childhood Arrivals, and rescinding the Muslim travel ban. Further, NEA was the strongest voice on Capitol Hill in protecting the use of “official time” for federal employees to conduct union business and advocating for union rights in a post-Janus environment, including opposing the nomination of Brett Kavanaugh. NEA has been a leader in opposing Secretary DeVos’ privatization agenda, cuts to education funding, and civil rights and social justice roll-backs. NEA also sponsored and supported the student-lead movement to end gun violence in schools and communities. These specific issues and the full legislative program and agenda – which includes positions on student safety and learning, educators’ voice in the workplace, and human and civil rights – are ongoing work under the Strategic Plan and Budget.

#### **59. NEA Vision, Mission, and Values**

*The NEA president will solicit from the membership at a variety of venues changes to the document, “The NEA Vision, Mission and Values.” Prior to the 2019 RA, the president or her appointees will report in writing to the NEA Board on proposed*

*changes to the document and provide recommendations for the Board to consider. The NEA Board will recommend changes to the document to be voted on by the RA delegates (2018-59).*

*Completed (Assigned to Center for Enterprise Strategy)*

President Eskelsen García, in consultation with the Senior Directors for Governance and Enterprise Strategy and in partnership with members of the Executive Committee, designed a process to solicit input from members at a variety of venues through the fall, winter, and spring of the 2018–2019 fiscal year. This process began with the September Board of Directors meeting and continued at all 2018-19 national meetings and conferences. As this document went to print, President Eskelsen García was planning to share aggregated input and resulting recommendations with the Board at the April meeting. If the Board approved, the recommendations would go to the 2019 Representative Assembly for approval.

#### **60. Immigration and Customs Enforcement (ICE) on Campuses**

*NEA will support state and local affiliates as they contend with state and federal legislation that requires districts to comply with U.S. Immigration and Customs Enforcement (ICE) on campuses. NEA will continue to protect immigrant students on public school campuses by providing updated resources and information through existing avenues of digital communication (2018-60).*

*Completed (Assigned to Center for Social Justice)*

NEA continues to share resources with members and affiliates via [www.NEAEdJustice.org](http://www.NEAEdJustice.org). Members and state and local affiliates can visit the safe zones webpage (<https://neadjustice.org/safe-zones/>) dedicated to protecting students from Immigration Customs Enforcement. The page provides resources and information on protecting undocumented students. The webpage was promoted and made available to state and local affiliates and members through the February 2019 Center for Social Justice Quarterly Update, which was sent to national, state and local leadership for distribution to members.

#### **64. Unionism, Solidarity, Justice, and Fairness**

*Using existing resources, NEA will educate its members on — and promote the attitudes, values, and goals of — unionism, solidarity, justice, fairness, and the search for the common good by leaders devoting time in their meetings to show and explain recent and relevant examples of unionism (2018-64).*

*Completed (Assigned to Center for Organizing)*

Using educator feedback from the New Educator Campaign, NEA has produced new materials that talk about the value of membership and celebrate union membership. The materials are available for download, customization, and print through the NEA Communications “Creative Companion” tool. NEA has also launched an online store where states can customize, print, and request delivery of materials and buttons/stickers/flyers about the value of membership (<https://neavm.ordercompanion.com/>). These new resources have been publicized to affiliates at convenings throughout the year. In addition, the NEA Center for Organizing commissioned a four module curriculum to promote the attitudes, values, and goals of unionism, solidarity, justice, fairness, and the search for the common good. The curriculum, which was developed by the University of Oregon and the Western States Center, can be accessed at <http://www.>

[nea.org/home/73608.htm](http://nea.org/home/73608.htm). NEA also continues to write stories on digital media properties featuring the value of union membership.

#### **65. Co-Location of Charter and Traditional Public Schools**

*NEA will use existing media to educate members about the perils of co-location of privately managed charter schools and traditional public schools. In states where there are laws that require co-location, NEA will use existing legislative staff to lobby against it (2018-65).*

*Completed (Assigned to Education Policy and Practice)*

NEA Education Policy and Practice disseminated an article on the co-location of privately managed charter schools and traditional public schools in the “Charter Schools–GR” group on EdCommunities.

#### **67. Seniority**

*NEA will educate members about the importance of seniority using existing media. Years of work experience and years in the classroom count, and seniority should be taken into consideration in transfers, reassignments, and layoffs (2018-67).*

*Completed (Assigned to Center for Advocacy)*

NEA’s Collective Bargaining and Member Advocacy Department gathered research and best practices identified by state affiliates and provided this information to NEA Communications to do a story on teacher seniority. NEA Communications interviewed Emma Garcia, an economist at the Economic Policy Institute, and published the article on [neaToday.org](http://neatoday.org), Experience Matters: The Case for Seniority. (<http://neatoday.org/2019/02/07/the-case-for-teacher-seniority>).

#### **69. School Counselors and Professional Mental Health Practitioners**

*Using available resources, data, and the American School Counselors Association national model for school counseling, NEA will promote and advocate for the hiring of school counselors and professional mental health practitioners to support all students in preK-higher education schools through existing print and electronic resources (2018-69).*

*Completed (Assigned to Center for Communications)*

The Center for Communications published Are Schools Ready to Tackle the Mental Health Crisis in the fall 2018 issue of NEA Today and online (<http://neatoday.org/2018/09/13/mental-health-in-schools/>). NEA also published School Counselors: Key Players in Students’ Development on Lily’s Blackboard in January 2019. (<http://lilysblackboard.org/2019/01/school-counselors-key-players-in-students-development/>)

#### **70. Equal Rights Amendment**

*NEA will contact [equalrightsamendment.org](http://equalrightsamendment.org) and have NEA added to the list of organizations supporting the Equal Rights Amendment as it is published on the website (2018-70).*

*Completed (Assigned to Center for Advocacy)*

NEA staff contacted the curator of [www.equalrightsamendment.org](http://www.equalrightsamendment.org). NEA was added as a supporter, with the NEA logo featured among those of other supporters on the home page.

#### **71. Standardized Assessments Opt-Out**

*NEA will provide state associations information for families, parents, and students on how to opt out of state-wide Common Core and other statewide high-stakes assessments. NEA will publicize this information via its online publications (2018-71).*

*Completed (Assigned to Education Policy and Practice)*

NEA publicized online information on how families, parents, and students can advocate for state or school district policy on opting out of statewide high-stakes assessments online (<http://www.nea.org/home/62527.htm>). The guidance specifically notes that opting out is an act of civil disobedience in most places, and provides sample/model legislation and school board resolutions to facilitate advocacy:

- Model Opt-Out Legislation: Option 1 (<http://www.nea.org/home/62530.htm>)
- Model Opt-Out Legislation: Option 2 (<http://www.nea.org/home/62532.htm>)
- Model School Board Resolutions: Option 1 (<http://www.nea.org/home/62536.htm>)
- Model School Board Resolutions: Option 2 (<http://www.nea.org/home/62538.htm>)

Some state and local affiliates have also adopted opt out resolutions (see model resolution at <http://www.nea.org/home/62540.htm>). Additional resources for educators can be found at <http://www.nea.org/home/67226.htm>.

#### **72. Equal Rights Amendment Call to Action**

*NEA will use existing digital and social media accounts to issue a call to action in states where bills are introduced to ratify the Equal Rights Amendment. This call to action will consist of encouragement to contact state legislators and urge their support or thank them for their commitment to support the bill; NEA may include a link to do so via the existing Action Network account (2018-72).*

*Completed (Assigned to Center for Advocacy)*

NEA has collected data on which states have ratified the Equal Rights Amendment (ERA), as well as information on the current political and legislative landscape surrounding potential effects of ERA ratification on the US Constitution. This information was publicized through the EdVotes Twitter account at <https://twitter.com/edvotes/status/1109193279797641217>.

#### **73. Muslim Ban**

*NEA condemns the Supreme Court decision upholding Trump’s Muslim ban and demands its reversal as soon as possible (2018-73).*

*Completed (Assigned to Center for Social Justice)*

NEA has publicly condemned the Supreme Court decision upholding Trump’s Muslim ban and demanded its reversal. (<http://www.nea.org/home/73641.htm>; <http://neatoday.org/2019/01/08/nea-social-justice-60-years-and-counting/supreme-court-travel-ban-reaction/>).

#### **77. Education Services at Immigration Detention Centers**

*NEA will use existing NEA resources and publications to advocate for quality educational services to be administered, in their first language, by qualified, certified educators for children detained at immigration detention centers (2018-77).*



*(Assigned to Office of General Counsel)*

As part of NEA's ongoing opposition to Trump's inhumane family separation policy, NEA continues to advocate that any children detained receive appropriate education by certified educators in the children's first language.

#### **80. Section 504 of the Rehabilitation Act**

*NEA will publish, through existing resources (including electronic), information detailing the rights and due process procedures for educators in regard to Section 504 of the Rehabilitation Act (2018-80).*

*Completed June 2019 (Assigned to Office of General Counsel)*

NEA is developing Know Your Rights materials regarding Section 504 of the Rehabilitation Act. The materials are being designed for members and will be posted on the NEA website and circulated to both in house counsel with a request that they share the materials at their affiliate as well. As this document went to print, the target date for the release of the materials was June 5, 2019.

#### **82. Endorsement Process for Members Running for Political Office**

*NEA will encourage, through appropriate communications, state and local affiliates to develop a timely endorsement process so that dues-paying members who are running for political office are given the consideration of an interview and an endorsement decision prior to their primary (2018-82).*

*Completed (Assigned to Center for Advocacy)*

According to conversations with state affiliate GR staff, the endorsement process varies widely across state and local affiliates. NEA will provide a congressional level questionnaire for their recommendation process and if the affiliates choose to move forward, the recommendation will come to the NEA PAC Council.

#### **85. Arming Teachers**

*To ensure that no educator, against their will, shall be required to carry or be expected to use a firearm as part of their official duty. NEA will create model contract language that will prevent this from happening. This model contract language will be made available to state and local affiliates (2018-85).*

*Completed (Assigned to Center for Advocacy)*

NEA's Collective Bargaining and Member Advocacy (CBMA) Department created model language on use of firearms in schools and sent it to state collective bargaining coordinators in September 2018. CBMA and NEA's Office of General Counsel provide guidance and bargaining strategies to state affiliates as requested.

#### **88. World Religious Holidays**

*NEA will advise its state affiliates, through existing resources, to inform and educate their local school districts to recognize world religious holidays so that our students are not only excused from school, but are also eligible for attendance awards. In addition, staff that needs to fulfill religious obligations are allowed to take the day off without loss of personal time, sick time, and pay (2018-88).*

*Completed (Assigned to Center for Social Justice)*

NEA's Collective Bargaining and Member Advocacy department collected affiliate model and local collectively bargained contract language for member use in bargaining to address fulfilling religious obligations.

#### **90. Teaching Tolerance**

*Given NEA's policy of fighting racism, and the current state of racial affairs within this great nation, it is imperative that NEA actively support and promote, using existing resources, such as Teaching Tolerance, Facing History and Ourselves, and Rethinking Schools, that describe and deconstruct the systemic proliferation of a White supremacy culture and its constituent elements of White privilege and institutional racism, in order to create equitable outcomes for people of all colors, languages, and ethnic backgrounds. Additionally, the NEA will encourage its affiliates to do the same (2018-90).*

*Completed (Assigned to Center for Social Justice)*

NEA has worked with affiliates and members to educate and expand their understanding about race, institutional racism, and white supremacy through the delivery of the following trainings – Racial Justice in Education, White Supremacy Culture, and Implicit Bias. These trainings were conducted at various NEA, state, and local affiliates sponsored events i.e. NEA 2019 Leadership Summit; MAE Representative Assembly; NEA Retired Conference; South West Union of Vermont; KNEA Racial & Social Justice Summit; NEA Minority Leadership Training/Women Leadership Training; NEA-NM Board Meeting; OEA Bargaining, Organizing & Advocacy Conference; and others.

This work was conducted as a result of this NBI, but also as core part of the 2018-2020 Strategic Plan and Budget, Strategic Objective Three: Advancing Racial Justice in Education. Given our Strategic Plan and Budget priority around racial justice in education, and NEA resolutions on White Supremacy, NEA will continue to promote existing and newly developed resources that describe and deconstruct racism/white supremacy. The goal of this work is to create nurturing and supportive teaching and learning environments for all regardless of race, ethnic background, languages, etc.

In addition to the trainings, NEA disseminated via ED-Justice.org various resources aimed at raising awareness on combating institutional racism and advancing racial justice in education. This includes the - Racial Justice in Education Resource Guide: <https://neaedjustice.org/wp-content/uploads/2018/11/Racial-Justice-in-Education.pdf>. In addition, there is a Facing Hate and Bias at School Pledge at <https://neaedjustice.org/facing-hate-and-bias/>.

The CSJ quarterly newsletter is another resource that members can access to raise their own awareness and build capacity around efforts and information on combatting institutional racism, implicit bias, and white supremacy culture and privilege.

#### **93. Potential Teachers**

*NEA will create an online toolkit promoted through existing resources that explores new ways to help members identify and support students, as identified by the NEA Great Teaching and Learning report, in the "potential teacher" phase, to encourage educators to support ethnically diverse preK-12 students to consider education as an elite career choice (2018-93).*

*Completed (Assigned to Center for Great Public Schools)*

NEA has created an online toolkit that includes information to support ethnically diverse preK-12 students to consider education as an elite career choice. The toolkit was

shared with state affiliates and has been posted to <http://www.nea.org/teacherquality>.

#### **96. Administration of Medication to Students**

*NEA will be the lead author of a letter to the Department of Education to advocate for a simple student identification system to ensure safe administration of medication to students while they are in school. The system should include, at a minimum, a photo ID with the student's name, date of birth, drug allergies, and a parent's or guardian's name and contact information. NEA will seek co-signatures from appropriate groups such as the Center for Disease Control, National Institute of Health, and the National Association of School Nurses (2018-96).*

*Completed (Assigned to Center for Great Public Schools)*

NEA and the National Association of School Nurses sent a letter to U.S. Secretary of Education DeVos advocating for a comprehensive approach to medication administration, including availability of proper student identification systems to ensure safe administration of medication to students at school. The letter advocates for a comprehensive approach to medication administration in the school setting as outlined in the National Association of School Nurses' position statement, Medication Administration in the School Setting (<https://www.nasn.org/nasn/advocacy/professional-practice-documents/position-statements/ps-medication>) and the American Academy of Pediatrics' policy statement, Guidance for the Administration of Medication in School (<https://pediatrics.aappublications.org/content/124/4/1244>). Guidelines for administering medications in school settings is determined by state and/or school district policy. The letter is available at <http://www.nea.org/assets/docs/Letter%20to%20Depr%20of%20Ed%20Administration%20of%20Medication%20to%20Students.pdf>.

#### **99. Trauma-Sensitive Education**

*NEA shall add trauma-sensitive education to the existing NEA Social Justice initiative. Efforts shall combine communication and training for social justice with the associated needs of resiliency to trauma (2018-99).*

*Completed (Assigned to Center for Social Justice)*

NEA convened an internal cross departmental team, including staff from the Human and Civil Rights and Education Policy and Practice departments to research and review resources addressing trauma-sensitive education for inclusion into our existing social justice related professional development modules. NEA also consulted with the State Education Resource Center—Connecticut to investigate editing and revising current NEA professional development modules to include trauma-sensitive education. Utilizing these resources and partnership, NEA added trauma-sensitive education to its existing Social Justice curriculum. Expected completion date will be July 31, 2019. Once it is complete, current Social Justice cadre trainers will be trained on the additions to the curriculum. This new curriculum will be made available to local/state affiliates who request the Social Justice training from Human and Civil Rights, beginning September 2019.

Notification of the inclusion of trauma-sensitive education into the Social Justice curriculum will be made through the Fall 2019 CSJ Quarterly Update and on the CSJ Professional Development website, [www.neacsjpd.org](http://www.neacsjpd.org), beginning September 2019. Local/state affiliates will be able to request

this revised training through CSJ Professional Development website, beginning September 2019.

#### **101. Journalism Courses**

*NEA will publish an article, through existing communications channels that substantiates the importance of journalism courses in schools. The article will highlight the importance of journalism in recording history, how journalists have shaped and changed history, and finally, the danger of allowing journalism programs to be taken out of schools. The article could be used to cultivate discussions in legislatures to add or retain a requirement for journalism courses in schools (2018-101).*

*Completed (Assigned to Center for Communications)*

An article entitled, "With the Free Press Under Attack, Student Journalists Thrive" was published on NEAToday.org in October 2018. (<http://neatoday.org/2018/10/24/student-journalists-thrive-in-trump-era/>) The same article was also included in the January 2019 issue of NEA Today magazine.

#### **102. Puerto Rican Student Rights**

*I move that NEA form an alliance/partnership with AFT to help protect Puerto Rican students' constitutional rights by denouncing the school closures and underfunding public schools in Puerto Rico so that families will not have to be separated, and children do not lose their legal right to an education (2018-102).*

*Completed (Assigned to Center for Social Justice)*

Unfortunately, the plan to privatize and increase charter schools in Puerto Rico is in motion. Due to the unstable economy in Puerto Rico, identifying the best pathway to interrupt an explosion of private charters has been challenging; especially due to the current political climate. Staff continues to collaborate with AFT staff regarding support of legislative actions that will provide Puerto Rico the funding needed to repair and open more public schools on the island. NEA has agreed to support AFT's petition to Congress for the release of funds promised by this administration after Hurricane Maria. In addition, staff continues to explore the development of new partnerships with external groups (i.e. the Luna Jimenez Institute's Puerto Rico Project) that are creating opportunities to assist Puerto Rico residents with keys to creating a self-sustaining island economy that supports efforts to repair and open more public schools on the island.

#### **106. Aspiring Educators of Color**

*NEA will complete an internal audit of how NEA is supporting Aspiring Educators of color, specifically at Minority Serving Institutions — Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), Tribal Colleges, Asian American and Native American Pacific Islander Serving institutions (AANAPIS) — and communicate the results to all Aspiring Educators, Ethnic Minority Affairs Committee (EMAC) leaders, and state affiliate leaders (2018-106).*

*Completed by August 31, 2019 (Assigned to Center for Social Justice)*

NEA's Community Advocacy and Partnership Engagement (CAPE) department has been broadening public engagement and awareness efforts of the need for Aspiring Educators of Color. This engagement includes broadening outreach to all Minority Serving Institutions, as well as reaching out to and engaging external partners within

various ethnic/minority communities that work specifically towards producing and supporting educators of color from their various communities. The department has worked internally within NEA and with external partners to boost the engagement and recruitment of aspiring educators of color via activities like the Virginia Education Association Teachers of Color Conference in Norfolk, VA; The Alpha Phi Alpha Southern Region Conference in Jackson, MS; the U.S. Hispanic leadership Institute conference in Chicago, IL; the Hispanic Association of Colleges and Universities conferences in Atlanta, GA and Washington, D.C.; a briefing for western region Presidents and Executive Directors on data-influenced organizing to connect with MSIs and diverse aspiring and early career educators at the invitation of NV President Ruben Murillo; partnerships with the United National Indian Tribal Youth and the National Indian Education Association (NIEA) Native Teacher Campaign; a CAPE grant to support the AAPI educator pipeline in Canton, MA; an HBCU pilot project in Vermont; and The National Conference on Race and Ethnicity in American Higher Education.

The NEA Center for Organizing, CAPE department, and the Mississippi Association of Educators partnered with the Southern Region of Alpha Phi Alpha Fraternity, Inc. to support the engagement of, recruitment, and retention of Aspiring Educators of color, and particularly black males. The partnership granted NEA and MAE an opportunity to sponsor, join, and participate in the fraternity's Southeast Regional Meeting to engage young males of color specifically around education issues and considering the education profession. There, NEA participated in an HBCU college fair where 17 colleges and universities exhibited and 600 college students participated. The Mississippi Association of Educators promoted the college fair to drive increased participation and more than 200 attendees from the local Jackson area were in attendance. The college fair specifically addressed the importance of HBCU institutions and the key role they play in producing African American educators.

As part of Alpha Phi Alpha's professional development of young black males, NEA was involved in their College to Corporate Program, where more than 400 registered participants were exposed to the need for African American males in education. As a result of our participation, NEA was invited to the College Brothers Empowerment Retreat in January 2020 to partner and strategize on building a pipeline of male educators and employment opportunities in education through this work.

Based on the HBCU Summit of 2017 NEA identified three specific issues that faculty at HBCUs value from belonging to the NEA. Faculty stated that they would like to see HBCUs flourish and grow in overall enrollment and specifically in schools of education, they would like to see increased funding to support the institutions and they need more and better professional development.

NEA is working with Historically Black Colleges and Universities to establish a set of best practices to accomplish the goal(s) that can be easily transferable to other MSIs. We have partnered with Alabama State University and the Alabama Education Association and have trained member leaders from HBCUs in AL, GA, TN, MS, FL, NC and GA on one on one organizing conversations and community outreach. NEA also conducted a praxis boot camp where

NEA member leaders trained 50 HBCU students on best practices for the test, assisted them in preparing for the test, and ultimately successful completion of the test. We will host a second Praxis boot camp at ASU.

NEA will continue to audit and detail its support of Aspiring Educators of color at Minority Serving Institutions.

#### **107. U.S. Census**

*NEA will work with partner organizations to ensure individuals living within the U.S. and its respective territories be counted in the U.S. Census regardless of their citizenship status and ensure that it is done in a manner that does not endanger members (2018-107).*

*Completed (Assigned to Center for Advocacy)*

NEA's Office of General Counsel joined an amicus brief filed in the case of *Department of Commerce v. New York*, currently pending before the U.S. Supreme Court. The brief opposes the collection of citizenship data as part of the census and argues that the district court's injunction should be upheld. NEA joined the Leadership Conference on Civil Rights, the Brennan Center for Justice, and 175 other grassroots, advocacy, labor, legal services, education, and faith-based organizations.

NEA Government Relations advocated for procedures to ensure that every person is fully and fairly counted, and for adequate funding for the Census Bureau. GR participates in regular monthly phone calls as well as regular emails and discussions as a part of the Census Task Force of the Legislative Conference on Civil and Human Rights. The coalition has circulated sign-on letters on Capitol Hill and organized social media campaigns. Sample tweets the coalition circulated among partners include:

- We're proud to be a signer of this amicus brief opposing a new, untested, and unnecessary citizenship question on the #2020Census. 178 groups, including us, are urging #SCOTUS to strike the citizenship question. Learn more and read our brief here: <http://bit.ly/2K27S4g>
- 178 groups, including us, are urging the U.S. Supreme Court to strike the #2020Census citizenship question. Learn more and read the amicus brief here: <http://bit.ly/2K27S4g>

In August 2018, GR submitted comments to the Department of Commerce about the proposed addition of a citizenship question. We urged the Department not to include such a question because of its chilling effect on participation, especially among immigrants and in communities of color, which would, in turn, distort the census data used to draw legislative districts, reapportion congressional seats, and allocate federal funds. We mobilized through our Legislative Action Center to submit 12,740 comments from NEA members and activists asking that the question not be included.

NEA Campaigns and Elections (C&E) worked with affiliates and allies to win elections key to redistricting, realizing substantial gains among both governors and state legislatures in 2018. C&E advocacy continued in 2019 with races such as the Wisconsin Supreme Court and a special election in the Pennsylvania Senate. As part of our state budget and policy advocacy, C&E is seeking to increase funds to im-

prove the count and to address concerns about privacy and security raised by any potential question about citizenship.

NEA partnered with national and local advocates and funders to create the Counting for Democracy conference held in the NEA building in December 2018. Conveners included the Bauman Foundation, Casey Foundation, Carnegie Corporation, and many Democracy Alliance partners. Roughly 250 people attended from nearly 200 organizations, including the Center for Community Change, Campaign Legal Center, America Votes, NAACP, AAJC, MALDEF and the Southern Coalition for Social Justice. Agenda items included increasing the accuracy of the count and fairness of redistricting, ways to stop the citizenship question, and how to handle it if it cannot be stopped.

### **108. Aspiring Educators Program**

*NEA will compile information that shows the benefits of full-time state student organizers to grow the Aspiring Educators Program and promote the findings to state affiliates through existing resources (2018-108).*

*Completed (Assigned to Center for Organizing)*

Over the past decade, state affiliates have been under attack in a variety of ways, leading to difficult decisions, including reducing the time devoted to Aspiring Educator Program (Student Program) organizing. A number of affiliates have chosen to reduce the position of State Student Organizer to the point that now only two states have full-time state student organizers. The rest of the affiliates have combined that work with other work, such as UniServ, teaching and learning, Retired, New Educator work, etc. Based on the data we have analyzed – past research and data trends – there has been a negative impact on the Aspiring Educator program. Over the past decade, our membership numbers have been inconsistent and the chapter program in our colleges/universities is not as strong as needed.

As part of the work of this NBI, the Center for Organizing conducted one-on-ones and surveys with state student organizers, state and local Aspiring Educator Leaders, and state affiliate leadership teams. NEA asked these individuals to determine the impact and benefits of having a full-time state student organizer in their state affiliate. For many state affiliates, this would mean increasing the time devoted to state student organizing from 10-20 percent to 100 percent.

### **Benefits of Full-Time State Student Organizers**

1. Membership will grow.
2. Potential members will see the value and benefit of joining the NEA.
3. Leaders will be strong in organizing and recruiting/engaging members. Leadership Training will be robust.
4. The Aspiring Educator Program will more closely align with the interests of our Aspiring Educators and organizing materials will be aligned with those interests.
5. Leadership identification and recruitment will be a strong focus of the work of the organizer.
6. Campus Advisors will be well-trained and committed to the program, rather than someone assigned to do the work.
7. Chapter development will be enhanced to strengthen existing chapters and to create new chapter opportunities. This includes site visits and building

relationships with college/university staff, regardless of whether they are program advisors.

8. Professional development opportunities will be enhanced at the chapter and state levels.
9. Aspiring Educator Programs will create a better bridge between Aspiring Educators and New Educators that includes tracking of successful transition of these members and support for them as they begin their careers. Development of a robust College Fair approach will be part of this bridge.
10. Communication between the state affiliate and leaders and members in the chapters will be stronger, more frequent, and varied in delivery.

It should be noted there are other barriers to growing the Aspiring Educator program. State affiliate budgets for Aspiring Educator Programs are often based on state dues collected for Aspiring Educator membership. In many cases, this is \$10 per member. Establishing a budget on this amount alone makes it difficult to accomplish the affiliate's organizing needs for the program. If a state student organizer is not full-time, other work sometimes takes attention away from the Program. For example, if the organizer is also a UniServ Director, a bargaining crisis or advocacy issue may take focus away from the Aspiring Education Program at an inopportune moment. Currently, in many affiliates, there isn't clarity on how much time should be spent on the Program. It sometimes appears to be "added on" to do when possible.

As NBI 108 suggests, if we are able to dedicate more resources to the Aspiring Educator Program, including having a full-time state student organizer, a clear budget and clear agreement on the work, the program will grow. This information will be shared with State Affiliate Leadership, Executive Directors, State Student Organizers, Aspiring Education Leadership through existing communication vehicles.

### **116. Red4Ed Wednesday**

*NEA will use its digital resources to promote "wear #red4ed Wednesday" nationally (2018-116).*

*Completed (Assigned to Center for Communications)*

The initial ask was made in August 2018 via email and social media (<http://neatoday.org/redford/>). This site is continually updated with additional promotion, news articles, and action items.

### **117. Task Force on Recruitment of Educators of Color**

*NEA will create a task force that consists of Aspiring Educators from HBCUs, HSIs, MSIs, Tribal Colleges, Asian American and Native American Pacific Islander-Serving Institutions to make recommendations to the Board of Directors regarding the recruitment of educators of color and the resources they need to become lifelong active educators and union leaders (2018-117).*

*Completed (Assigned to Centers for Social Justice and Great Public Schools)*

NEA convened a Taskforce charged with making recommendations to the NEA Board of Directors regarding the recruitment of educators of color and the necessary resources to do so. A timeline of specific actions follows:

- In fall 2018, NEA recruited a task force of aspiring educators from HBCUs, HSIs, MSIs, Tribal Colleges, and AANAPISIs to make recommendations to the Board of Directors regarding the recruitment

of educators of color and the resources they need to become lifelong active educators and union leaders.

- On February 20, NEA hosted an introductory webinar for task force members to review the purpose and goals and the process for developing recommendations. Experts from partner organizations including, Dr. Tim Fong from California University, Alicia Diaz from the Hispanic Association of Colleges and Universities, Amanda Tachine from American Indian College Fund, and Dr. Ivory Toldson from Howard University spoke about the importance of recruiting, supporting, and retaining a diverse educator workforce to frame the conversation for participants. This webinar helped prepare participants to fully participate in the in-person meeting.
- On February 23 and 24, NEA hosted an in-person meeting for task force members to begin developing recommendations for the Board. During this meeting, staff member Erica Seifert presented member research on race followed by a group discussion. Task force members also discussed questions presented by Ivory Toldson on the pre-meeting webinar regarding the role of teachers of color. These discussions helped inform the group as they worked to brainstorm and develop draft recommendations for NEA's Board.
- Task force Chair Eric Brown and NEA staff presented refined draft recommendations during a virtual meeting on March 26. The purpose of this meeting was to review key points of discussion from the in-person meeting and review and further refine the draft recommendations.

The Taskforce's final report is attached to this document as Appendix A. Report recommendations are:

#### **Barriers:**

NEA will update research and best practices with state and local affiliates, with an emphasis on listening to diverse member voices, for the purpose of:

- advocating to both reduce barriers to teaching, and
- increasing union involvement.

NEA will share this information by hosting a convening of intentionally selected diverse state, local, Minority Serving Institution and community leaders to develop targeted action plans for the recruitment of potential and aspiring educators of color in their community.

#### **Communications Strategy:**

NEA will create and roll out a data-influenced communications and outreach plan to facilitate recruitment and support for potential and aspiring educators of color, as well as emerging educators of color, to help them enter and succeed within the teaching profession and within the NEA's national, state and local union structures. The communications plan will target audiences both inside and outside the organization.

#### **Minority Serving Institutions Engagement/Recruitment:**

NEA will partner with Minority Serving Institutions and other organizations with an interest in educator preparation to develop and implement policies and programs that support the recruitment and retention of potential and aspiring educators of color.

#### **Support:**

NEA will work to support the capacity of aspiring educators of color and emerging educators of color to succeed both in the profession and as NEA union leaders by: (1) creating a mentoring/training program for aspiring and emerging educators of color and (2) identifying opportunities within its existing member recruitment, engagement and professional development programs/conferences to increase NEA's representation of -- and support for -- aspiring and emerging educators of color.

NEA will ensure there are staff and member organizers to focus on the recruitment and support of aspiring educators of color at Minority Serving Institution into the profession and union.

#### **118. Flint Water Crisis**

*NEA will continue to address the impacts of the Flint water crisis on students, educators, and the community by taking the following actions to counter this continuing issue:*

1. *Continue to make tools and resources available for identifying the signs and symptoms of students with possible lead poisoning to all NEA members. These materials should be dispersible to classrooms and communities of those impacted by lead poisoning.*
2. *Continue to make materials, resources, and trainings available in order to implement restorative justice practices with students, educators, and community members suffering from the physical and social emotional impacts of lead poisoning-based trauma.*
3. *Continue to make materials and resources available including lessons and activities to discuss and acknowledge the impact of this crisis.*
4. *Continue to reach out to already existing community organizations to provide support to ensure all student needs are addressed and all schools in the Flint Public School System have clean and safe drinking water (2018-118).*

*Completed (Assigned to Center for Social Justice)*

The following resources and information were made available to state/local affiliates and members through the distribution of the Center for Social Justice quarterly newsletter:

- Tools and resources for educators to identify lead poisoning: <https://www.michiganallianceforfamilies.org/lead/>
- Information, tools, and resources for how educators can engage and support students and communities in Flint: <https://www.tolerance.org/magazine/wait-flint-is-still-without-clean-water-how-can-i-help>
- Tools for implementing restorative justice practice: <https://neadjustice.org/ending-the-school-to-prison-pipeline/>

NEA has accumulated resources and information from community organization Flint Rising to understand how NEA and its membership can be helpful to students and families in Flint, Michigan. The community and community organizations are advocating for Americans to reach out to Michigan Governor Snyder and Michigan state legislators to advocate that they craft, draft, and pass a budget that repairs Flint's infrastructure and protects families' health. Members can take action and sign the petition to that effect at [www.flintrising.com/petition](http://www.flintrising.com/petition)

Lastly, NEA continues to provide professional development and training services – in Restorative Practice, Social Justice, Diversity, Cultural Competency, Racial Justice in Education 101 – to all state and local affiliates seeking that training.

### **120. Mascot Imagery**

*The NEA RA directs NEA to support, in ways it finds appropriate and within the budget, the removal of “R-skins, Braves, Indians, and Warriors” mascots and the imagery associated with each from public schools (2018-120).*

*Completed (Assigned to Center for Social Justice)*

NEA through its partnership with the National Congress of American Indians (NCAI) is supporting the work and longstanding opposition to the use of harmful mascots, imagery, slurs, and language in American media, popular culture, and communities, and particularly in school communities. NCAI is the nation’s oldest, largest, and most representative American Indian and Alaska Native advocacy organization. NEA is glad to partner with the organization to lift up this advocacy and follow their lead, appropriately, in this work.

### **121. Conversion Therapy**

*Using existing resources, NEA will release a public statement in opposition to conversion therapy, reparative therapy, reorientation, or any other process to alter a student’s orientation or identity (2018-121).*

*Completed (Assigned to Center for Social Justice)*

NEA has already signed onto a public statement with community partners, such as the Human Rights Campaign, opposing conversion therapy. This resource and information will be made available to state and local affiliates and members through the distribution of the May Center for Social Justice Quarterly Update and through existing digital platforms.

### **122. Voluntary Donation for Statewide Work Actions**

*The RA directs NEA to establish a voluntary \$3.00 (or more) membership donation to establish a fund to support statewide work actions and/or strikes such as in West Virginia, Oklahoma, Kentucky, Arizona, and North Carolina. NEA will work with local and state affiliates to develop and promote a process to transmit these funds to NEA for disbursement (2018-122).*

*Completed (Assigned to Center for Organizing and Center for Innovation and Technology)*

After considerable cross-Center collaboration to ensure protections for members’ confidential information and compliance with all regulatory guidelines for on-line credit card transactions, the donation page was launched on October 4, 2018. President Eskelsen García notified state affiliate presidents and provided a sample e-mail to share information about the voluntary donation page. The donation page (<https://www.neafund.org/stateactionfund>) is linked from NEA’s Red for Ed webpage (<http://neatoday.org/redfored/>), which provides members with information on the #RedForEd movement and multiple action opportunities to support students, schools, and members. As this document went to print, \$910 had been donated to the fund. Requests for grants for state-wide actions will be received by the NEA Center for Organizing and forwarded to the President and Executive Director for review and approval.

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## **Reports on Representative Assembly Referrals**

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

#### **2. Educator Advocacy Strategies**

*I move that NEA encourage state affiliates to listen to members regarding recent educator advocacy strategies and techniques (2018-2).*

*Completed (Assigned to Center for Communications)*

At its September 24, 2018 meeting, the NEA Executive Committee decided NEA would undertake a modified implementation of this item by providing recommended methodologies and vendors for this type of strategic listening and by continuing to model listening engagements in affiliates. The Center for Communications sent this information to state presidents and executive directors in March 2019.

#### **62. School Safety National Week of Action**

*Using existing online resources, NEA will support a national week of action, January 2019, for school safety with particular attention toward securing appropriate gun legislation and comprehensive student mental health care. State and local affiliates will be encouraged to discuss these issues with local, state, and national legislators (2018-62).*

At its September 24, 2018 meeting, the NEA Executive Committee decided that NEA would take no action on this item beyond that already included in the 2018-2020 Strategic Plan and Budget. NEA advocates for school safety and gun violence prevention legislation through a variety of channels including letters to Congress, the Education Insider newsletter, the Legislative Action Center, multiple coalition groups, press statements, media appearances by NEA officers, NEA Board lobbying, sponsorship and organizational help for the March for Our Lives and the Student Gun Violence summit, NEA web properties, social media, lobbying, and other avenues.

#### **63. Corporate Sponsorship of Teacher of the Year**

*NEA will write a letter to the Council of Chief State Schools Officers (CCSSO), which is in charge of the National Teacher of the Year Program, to seek corporate sponsorship or implementation mechanisms to fully fund individuals who do not have the ability to pay thousands of dollars to attend events such as “Washington Week” and other obligations that the position requires (2018-63).*

At its September 24, 2018 meeting, the NEA Executive Committee decided that no action was necessary on this item. NEA staff checked with CCSSO and learned they currently have over 25 partners providing funding and support to the National Teacher of the Year Program, ranging from Corwin Press to the College Board. All Teachers of the Year are fully funded to attend Washington Week and other CCSSO obligations. NEA agrees that educators should not have to provide their own funds to participate in the National Teacher of the Year Program. However, as CCSSO already has a robust program to secure funding and vet sponsorship for the National Teacher of the Year Program, no additional action is needed.

#### **74. Biliteracy**

*NEA will use digital media to inform members regarding the language learning opportunities and programs that will best serve as pathways to biliteracy in our global society. These programs include dual immersion, one-way immersion, transitional bilingual education, developmental or maintenance bilingual/biliteracy, heritage language, Foreign Language Elementary Experience (FLEX), Foreign Language in Elementary Schools (FLES), and Native Speaker courses. Included in this communication should be an article posted online (2018-74).*

At its September 24, 2018 meeting, the NEA Executive Committee decided that NEA would take no additional action on this item beyond that included in the 2018-2020 Strategic Plan and Budget. NEA continues to promote student access to high quality, educator delivered, authentic language programs that lead to biliteracy in listening, speaking, reading, and writing. In partnership with WETA (host of Colorin Colorado's website <http://www.colorincolorado.org/classroom-video/making-dual-language-immersion-work>), members have access to videotaped classroom instruction featuring authentic language programs, dual language immersion programs, and native/heritage language instruction programs. In addition, NEA provides blended learning courses on advocacy and issues of equity and culture that support literacy in multiple languages for educators working with English language learners.

NEA has used multiple vehicles to disseminate information on this topic to members and affiliates.

- Information for member locals about the availability of professional development opportunities/trainings with the newly developed ELL face-to-face and/or ELL blended learning modules – posted on Lily's Blackboard (<http://lilysblackboard.org/2018/03/making-sure-english-language-learners-get-need/>).
- Blended Learning one-pager disseminated at the 2018 RA and to members inquiring about courses.
- Grant Fund Application for local affiliates to launch blended learning courses July 2018.
- Blended Learning Informational Webinar for IPDs on July 12, 2018.
- Blended Learning courses featured in NEA Today <http://neatoday.org/2018/08/22/nea-ell-blended-learning-courses/>.

#### **78. Public Banks**

*NEA will use existing data to help inform local and state affiliates who would like information about public banks, helping members learn how these institutions may better support our schools, communities, infrastructure, and those seeking student loans (2018-78).*

*Completed (Assigned to Office of Chief Financial Officer)*

At its September 24, 2018 meeting, the NEA Executive Committee decided that NEA would implement this NBI by distributing the link [www.publicbankinginstitute.org](http://www.publicbankinginstitute.org) to state and local affiliates. The Public Banking Institute was formed in January 2011 and is a national educational non-profit organization working to achieve the implementation of Public Banking at all levels of the American economy and government: local, regional, state, and national. President Eskelsen García sent a memo to all state affiliates in January 2019 providing information about the Public Banking Institute.

#### **81. ELL Students**

*NEA will encourage its state affiliates, through direct curricular consulting, to support policies and programs to move ELL-identified students who have been continuously enrolled in an American school district and ELL program from kindergarten through 6th grade, to alternate programs of support (i.e., special education, vocational, response to intervention, literacy, speech) for long-term ELL students by the start of 7th grade (2018-81).*

At its September 24, 2018 meeting, the NEA Executive Committee decided that NEA would take no additional action on this item beyond that included in the 2018-2020 Strategic Plan and Budget. NEA continues to encourage its state affiliates, through direct curricular consulting, to support policies and programs to move ELL-identified students who have been continuously enrolled in an American school district and ELL program from K-6th grades. NEA recently published Meeting the Unique Needs of Long-Term English Language Learners: A Guidebook for Educators (2014) (<http://www.ctdev.changeagentsproductions.org/wp-content/uploads/2015/04/LongTermEngLangLearner-NEA.pdf>.) The publication was written for educators, administrators, and policymakers, and provides a research-based overview on the large number of Long Term English Language Learner students who, despite having been enrolled in United States schools for more than six years, continue to struggle without the English skills needed for academic success.

The genesis of this booklet on meeting the needs of Long Term English Language Learners was New Business Item 50, adopted by the 2012 NEA Representative Assembly, which stated, "NEA will work with partner organizations to highlight best practices that meet the unique educational needs of Long Term English Learners, through NEA's existing social network and other electronic media. Long Term English Learners are students who have remained Limited English Proficient for six or more years."

#### **100. Science Education**

*NEA will work with the National Center for Science Education and/or the American Association for the Advancement of Science to increase access to resources for teachers who are criticized when teaching required scientific concepts such as evolution or Big Bang cosmology. This could include linking existing resources in appropriate NEA channels, compiling existing resources in a central location, or other appropriate efforts (2018-100).*

At its September 24, 2018 meeting, the NEA Executive Committee decided that NEA would not implement this item, given the current environment of reduced financial and staff resources. However, NEA did share appropriate resources with the K-12 science educators group on edCommunities ([www.mynea360.org](http://www.mynea360.org)).

#### **104. Healthy Breakfasts**

*NEA will advocate for passing the Healthy Breakfasts Help Kids Learn Act (H.R. 3738) by promoting the bill on the NEA Legislation Action Center urging NEA members to contact their members of Congress and writing letters of support to Congress (2018-104).*

*Completed (Assigned to Center for Advocacy)*

At its September 24, 2018 meeting, the NEA Executive Committee decided that NEA would implement this NBI. NEA Government Relations sent a letter of support for the Healthy Breakfasts Help Kids Learn Act to members of the

US House of Representatives on October 23, 2018 and has had an active Legislative Action Center alert on the bill posted since that date (<http://cqrcengage.com/nea/nutrition>).

#### **110. Administrator Membership**

*NEA, through pre-existing means and channels, will seek to increase administrator membership in NEA. NEA also will provide affiliates with information and support, where appropriate, to consider constitutional or Bylaw amendments to allow for administrator membership and participation (2018-110).*

At its September 24, 2018 meeting, the NEA Executive Committee decided that NEA would not implement this NBI, but would stand ready to assist states interested in opening membership to administrators. NEA supports administrator membership, and also recognizes it is a state affiliate governance decision. NEA Bylaws provide for this membership category, and governing bodies in each affiliate have determined whether or not to allow administrators to join. Providing information and support on Constitutional or Bylaw amendments was not anticipated or planned in the 2018-2020 Strategic Plan and Budget and would require diverting staff attention from the approved Strategic Plan and Budget.

#### **111. Under Representation in Administrative Positions**

*NEA will advocate, by providing information to state and local affiliates, to address the overall under representation of women, people of color, and non-hetero or non-cisgender-presenting people in administrative positions (2018-111).*

*Completed June 2019 (Assigned to Center for Enterprise Strategy)*

At its September 24, 2018 meeting, the NEA Executive Committee decided that NEA would implement this NBI, as it speaks directly to the strategic objective of advancing racial justice in education. As this document went to print, the report was in the final stages of internal editing and was expected to be distributed to state and local affiliates prior to the Representative Assembly.

#### **114. Union Solidarity**

*The NEA president will convene with the national leaders of AFSCME, SEIU, and AFT for the purpose of:*

- 1. Improving and enhancing solidarity among unions;*
- 2. Devising and carrying out a plan for changing the climate and culture to a collaborative mission of union solidarity (2018-142).*

At its September 24, 2018 meeting, the NEA Executive Committee decided that NEA would take no additional action on this item beyond that included in the 2018-2020 Strategic Plan and Budget. The four partner union presidents (NEA, AFSCME, SEIU, and AFT) get together quarterly for a meeting, with each union hosting and planning the meeting (agenda, location, coordination of date, etc.) The unions also continue to look for ways to strengthen and recommit to the partnership agreement in a post Janus world.

#### **115. New Voices Act**

*NEA will urge state affiliates and locals to support the New Voices Act, or similar legislation in their state, through existing communication channels and properties. The Act protects student publications from censorship by school officials and protects publications by teachers from discipline from school officials because of what students publish. New Voices would protect students and teachers from the Hazelwood v. Kuhlmeier (1988)*

*SCOTUS decision and reinstate the standard set by Tinker v. Des Moines (1969) (2018-115).*

*Completed (Assigned to Center for Advocacy)*

At its September 24, 2018 meeting, the NEA Executive Committee decided that NEA would implement this item. NEA Government Relations analyzed the legislative text and determined which states introduced and/or passed similar legislation. GR distributed memos with this information to state affiliates urging them to advocate for passage of similar legislation and to share the information with their local affiliates.

#### **119. Endorsement of Political Candidates**

*The RA directs NEA to make endorsements for political candidates at the national level through direct membership vote only (2018-119).*

At its September 24, 2018 meeting, the NEA Executive Committee decided that NEA would not implement this item. Member voice, education, and engagement are utmost priorities in the presidential process. NEA has a representative democracy, wherein elected representatives on the PAC Council, Board, and Representative Assembly engage in a deliberative process for consideration of national political endorsements. Such deliberations allow PAC Council members, Board members, and RA delegates to listen to shared information and debate each endorsement. Requiring political endorsements through direct membership vote would be extremely costly, as such votes would have to take place via direct mail given that we do not have non-work emails for a great many members. But beyond the cost, such a requirement would eliminate the careful, deliberative process currently used to make endorsements.

#### **123. Survivors of Sexual Assault and Violence**

*NEA will, using existing digital media, provide resources to all state and local affiliates to support survivors of sexual assault and violence within the public school community by providing links to national resources such as the Rape, Abuse and Incest National Network (RAINN) [rainn.org](http://rainn.org) (2018-123).*

*Completed (Assigned to Center for Advocacy)*

At its September 24, 2018 meeting, the NEA Executive Committee decided that NEA would implement this item. NEA compiled resources to support survivors of sexual assault and violence as part of the work opposing the Supreme Court nomination of Brett Kavanaugh. In addition, resources to support women and girls are posted and are updated on an ongoing basis on NEA's [edjustice.org](http://edjustice.org) website (see, e.g. <https://neaedjustice.org/2018/05/23/facebook-live-panel-focuses-on-metoo-at-school/>; <https://neaedjustice.org/educational-equity-for-women-and-girls/>).

#### **125. Standards-Based Health Education**

*NEA will use existing print and digital resources to promote the need for state and local affiliates to advocate for consistent, dedicated time (at least once a month) throughout the academic school year for K-12 educators to teach standards-based health education, which is classroom instruction aligned to the National Health Education Standards (2018-125).*

*Completed (Assigned to Center for Communications)*

At its September 24, 2018 meeting, the NEA Executive Committee decided that NEA would implement this item by drafting and circulating an article that state communicators could use to underscore the benefits of the standards



and how educators can incorporate them into lesson plans. NEA also continued to promote via social media the benefits of students' health and well-being during specific "health awareness" days. As this document went to print, the Center for Communications had reached out to the author of the NBI and health educators for a story slated to appear on neatoday.org in the spring of 2019.

### **127. Special Education Training**

*NEA will advocate and support higher education teaching programs to make mandatory special education training to regular education teachers, and mandatory practicum experience with special education as part of teacher training. Every teacher will have the resources to educate all students. Professional development for existing teachers will be also mandated (2018-127).*

*Completed (Assigned to Center for Great Public Schools)*

At its September 24, 2018 meeting, the NEA Executive Committee decided that NEA would implement this item. Through partnership status with the Council for Accreditation of Educator Preparation, NEA advocated for continued standards that require Aspiring Educators to demonstrate ability to positively impact the learning of each and every student, including students with special needs. NEA also presented at multiple national conferences and meetings (National Staff Association for Improvement of Instruction, Association of Teacher Educators, and Learning Forward) recommending that Aspiring Educators and current professional staff engage in professional learning to enhance skills in working with all students.

### **128. Active Shooter Drills**

*NEA will promote the safety of all schools by advocating for active shooter plans to developed with input from all faculty, staff, and emergency professional. The plan should include adequate training for faculty and staff conducted prior to the beginning of the school year. All faculty and students should perform, or at least discuss, active shooter drills during the first 30 days of school, and continue this on a quarterly basis with as limited strategic information being shared with students and stakeholders as possible to ensure the safety of all students. This shall be done through all forms of existing publications and digital media, as well as any other avenues found to be appropriate by NEA (2018-128).*

*Completed (Assigned to Center for Communications)*

At its September 24, 2018 meeting, the NEA Executive Committee decided that NEA would undertake a modified implementation of this item by expanding the scope of a planned article to further advocate for school prevention efforts in the event of an active shooter incident. The enhanced article, *During Lockdowns, Collaboration Among Staff Helps Ensure Student Safety* was published on neatoday.org on March 11 ([http://neatoday.org/tag/active-shooter-drills/?\\_ga=2.27023037.1472063267.1553621375-76611640.1492019111](http://neatoday.org/tag/active-shooter-drills/?_ga=2.27023037.1472063267.1553621375-76611640.1492019111)), and was included in in the March-B NEA Today Express. The October 2018 issue of NEA Today magazine also featured an interview with a social studies teacher who discusses gun violence, safety, and ownership relative to the Second Amendment to promote student gun safety awareness. The article also appeared in NEA Today Express (e-newsletter) and on NEAToday.org (<http://neatoday.org/2018/08/29/teaching-controversial-issues/>).

## **Referred to the Annual Meeting Review Committee**

### **12. Voting for NBIs**

*NEA will study the feasibility of delegates voting for NBIs with smartphones or tablets. (2018-12)*

At its February 9, 2019 meeting, the NEA Board of Directors approved the Annual Meeting Review Committee (AMRC) recommendation that NEA not implement this NBI. The NBI voting process is very complex, entailing frequent need to confer with the Constitution, Bylaws, and Rules Committee and frequent editing of NBIs. Given the complexity of the current process, the use of smartphones or tablets would only be feasible to cast "yes" and "no" votes. Not all delegates have smartphones or tablets that would be compatible with a smartphone/tablet voting platform. Therefore, NEA would incur the cost of furnishing devices (possibly "clickers") to cast votes. There would be significant administrative costs to distribute and collect the devices. In addition, NEA would have to furnish a separate Wi-Fi network for this platform and address security issues to prevent hacking. Overall, the AMRC found that any advantages gained by allowing votes by smartphone would not justify the added costs and security concerns.

### **87. Delegate Accomplishments**

*In an effort to celebrate the education and/or accomplishment of delegates to the Representative Assembly, NEA will allow delegates to volunteer details about special certifications or advanced degrees they hold. Through the NEA registration process, NEA will ask, "Would you like to add any specific credentials or certifications to your badge?" Menu options would include PhD, EdD, MA, MS, ESP, MEd, MLS, RN, LVN, NBCT, other\_\_\_\_\_ (2018-87)*

At its February 9, 2019 meeting, the NEA Board of Directors approved the Annual Meeting Review Committee (AMRC) recommendation that NEA not implement this NBI. The AMRC considered two ways to implement this NBI. First, the NEA badge system could provide a blank field so delegates could enter whatever credential or certification they wish. This would raise the possibility of made-up credentials or titles. Second, NEA could provide a drop down list. However, there would be a significant potential that the list would not capture all credentials or certifications, thereby leaving out some delegates.

# 2017 – 18 Committee Recommendations

*The NEA Board of Directors received reports of the 2017-2018 committees and acted on recommendations in May 2018. Subsequently, the committee reports and Board's actions were submitted to the 2018 Representative Assembly. This report describes implementation of recommendations adopted by the Board of Directors and the status of recommendations referred to the Executive Director and President.*

## Implementation of Adopted Committee Recommendations

Committee on Aspiring Educators	
COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
<p>1. The committee recommends NEA build intentional leadership development and support pathways for chapter and state leaders. The leadership development and support should be presented at the Student Leadership Conference and implemented digitally throughout the year by the Chair and NEA Staff.</p>	<p>One of the Focus Areas for the 2018-2020 Aspiring Educator (AE) Program is Membership Development:</p> <ul style="list-style-type: none"> <li>• Increase AE Membership               <ul style="list-style-type: none"> <li>– Enhance AE Leadership Development</li> <li>– Improve State/Chapter Affiliate Supports.</li> </ul> </li> </ul> <p>The Aspiring Educator Conference will focus in part on Leadership Development. The RFP for the conference required that all proposals focus on either leadership development or racial and social justice in education. The purpose, as stated by the planning committee is “To provide Aspiring Educators with a venue for participating in professional development, networking, and developing knowledge skills and abilities to enhance leadership capacity so that we have strong thriving NEA chapters and state programs of aspiring educators across the country. To provide additional opportunities for Aspiring Educators to see membership in NEA as valuable as they transition through their professional career.” Chapter and state leaders have been given opportunities to participate in virtual professional learning on leadership development led by both the Chair and staff.</p>
<p>2. The committee recommends NEA invest intentionally into the Aspiring Educator Program, working with the committee chair and committee to build program, supports, and leadership development which help grow the program.</p>	<p>NEA has invested intentionally into the Aspiring Educator Program. The AE Chair is working to promote the program by attending, presenting, and addressing AEs at state conferences and conventions throughout the Association. In addition, the Chair and staff led presentations at the Leadership Summit on the Aspiring Educator program and leadership opportunities. Aspiring Educators were funded and supported to attend and participate at the Women and Minority Conferences.</p> <p>Media opportunity training has been offered to AE leadership and current social media venues have been redesigned to attract and support members (#aspiringedlife). Program supports for chapter meetings have been developed and additional modules will be developed before the end of the fiscal year. The AE Chair holds regular monthly calls with state and chapter leaders, focusing on topics such as recruitment, successful meetings, creating chapter schedules, and distributive leadership. Aspiring Educators will be added to this year's New Educator Digital Journey. A new CREATE grants application was drafted and shared with NEA affiliates (application is now closed for 2018-2019). The AE Chair, NEA officers, and staff hold regular meetings to discuss implementation of the work.</p> <p>ASPIRING EDUCATORS 2018-2020 PROGRAM PLAN:</p> <p>Purpose Statement: We support, develop, and empower diverse aspiring educators to create high quality education leaders and advocates in every school.</p>

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
	Focus Areas: Educator Quality; Increase Recruitment/Supports for Aspiring Educators of Color; Increase Professional Supports for Aspiring Educators; Increase Supports/Development of Career Continuum; Community Engagement; Build Coalitions with Social Justice Advocacy Groups; Support Chapter Affiliates through Grants; Membership Development; Increase Aspiring Educator Membership; Enhance Aspiring Educator Leadership Development; Improve State/Chapter Affiliate Supports; Political Action; Enhance PAC Night @ Aspiring Educator Leadership Conference; Create Online Voter Registration Drive; Increase Number of Action Emails; Social Justice; Provide Professional Supports; Provide State/Chapter Affiliate Supports; Increase Aspiring Educator Involvement in NEA HCR Events/Opportunities

### Committee on Board Leadership Development

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
1. Beginning in May 2019, NEA should explore with a small group of members from the Board Leadership Committee, the feasibility and design of an off-boarding instructional opportunity for seasoned Directors who are ending their term. It is hoped that by providing this instructional opportunity off-boarding Directors will be provided an opportunity to explore ways they can remain engaged with NEA and its priorities.	This work is ongoing with discussions this year in the committee about further instructional opportunities for exiting Board members.
2. The committee recommends that the BOD curriculum continue to incorporate IR and implicit bias training and changing the placement/time of the module in the curriculum.	In August of 2018, all newly elected Board members received Racial Justice in Education 101 on the Monday following Mission Orientation. This reflected a change in the time/placement of the module in the curriculum.
3. The committee recommends the full NEA Board of Directors receive training in implicit bias.	The Center for Social Justice delivered implicit bias training to the full NEA Board of Directors on Saturday, February 9, 2019.

### Committee on Empowered Educators

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
<p>1. The committee recommends NEA consider the three models and critical elements put forth by the Committee as a means to support locally-led ESSA implementation efforts.</p> <p style="margin-left: 20px;">a. Model 1: ESSA must be viewed through the lens of local issues. Recognizing that each state is unique, state affiliates must examine local plans to bring local plans to life. Each local affiliate and school should have conversations around the Opportunity Audit to address ESSA indirectly. The Opportunity Audit will help identify issues and the locals and worksites can attach these to ESSA Opportunities.</p> <p style="margin-left: 20px;">b. Model 2: Students should be the focus with an eye on social justice and equity issues. Prioritization of ESSA should occur at the local level due to close proximity to students. Information can be brought to locals, but engagement must occur at the local site.</p>	<p>This recommendation has been taken into consideration as the overall efforts to support locally-led ESSA implementation efforts continue. The Education Policy and Practice Department is working with staff and leaders to address key takeaways from the models proposed to build a system of locally-based activists focused on this priority work, including:</p> <ul style="list-style-type: none"> <li>• prioritizing ESSA implementation at local and workplace levels;</li> <li>• engaging educators in leading local ESSA implementation;</li> <li>• identifying and training staff to facilitate and support wide-spread, multi-level utilization of resources and translation to local action; and,</li> <li>• engaging local leaders to spearhead efforts in identification, engagement and training educators on ESSA implementation as it relates to locally identified issues.</li> </ul> <p>These efforts are ongoing.</p>

<p>c. Model 3: In order to empower locals to lead ESSA implementation work, national/state and locals must operate in a cyclical manner to support and share information and resources. At the local level, worksites, students and parents must be included in the communications cycle.</p>	
<p>3. The committee recommends that NEA create state and/or local affiliate online sharing space and/or database about professional learning programs (e.g. Aspiring Educator to Early Educator pipeline programs, instructional support programs) to share programs and their successes.</p>	<p>NEA has created groups and shared this information on appropriate groups on edCommunities, which provided online sharing space for members to discuss programs and successes.</p>

**Committee on ESP Careers**

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
<p>1. NEA should create meaningful, career specific professional learning opportunities and micro-credentials for the career pathways outlined in the PGC.</p>	<p>A eight micro-credentials aligned to the ESP Professional Growth Continuum (PGC) were launched in December 2018. These short, competency-based recognition opportunities guide continuous professional learning along the continuum, allowing ESPs to develop and/or demonstrate mastery in one or more of the universal standards. A blended learning course, also aligned to the PGC, is under development with a goal to launch in late summer 2019. NEA developed a “Building Winning Teams: Effective Paraeducator-Teacher Teams” in-person state affiliate training package and stack of micro-credentials, both of which are aligned to several PGC universal standards. These supports are designed for teams of paraeducators and teachers to build stronger, more effective teams to impact student outcomes positively. PGC standard alignment will be communicated in program and promotional materials. The training package will be available for piloting this summer, with widespread availability slated for 2020.</p> <p>The ESP National Conference offered numerous workshops that provided participants with opportunities to further professional goals in the ESP PGC. Workshops were labeled with the PGC universal standard(s) with which they were aligned and attendees were encouraged to complete a PGC self-assessment prior to the conference to identify individual growth needs and workshop selections. In addition, the ESP Quality department partnered with the Leadership Development department and three ESP members (Nicki Belnap, Ronnie Beard, and Ellen Olsen) to develop a 1.5 day pre-conference workshop titled, Becoming a 21st Century ESP Leader. Participants assessed their professional practice across leadership competencies and PGC universal standards, identified strengths and weaknesses, and created individual plans to achieve their professional goals.</p>
<p>2. NEA should create a network of members that will promote and deliver professional learning aligned to the PGC (e.g., train-the-trainer program, affiliate engagement).</p>	<p>NEA ESP Quality will use edCommunities to create a network of members who promote and deliver professional learning aligned to the PGC. ESPQ will track implementation of the PGC and encourage members who are implementing the continuum in their locals and states to join the group. Affiliates can also identify members for the network. The group will be facilitated by an ESP member and will be updated regularly with current resources, training materials and techniques, implementation strategies, and more. Members of the network may be asked to advise on future PGC resources and/or enhancements. The group will be available in summer 2019</p>

3. NEA should partner with other labor unions to intersect learning opportunities and build partnerships.	In February 2019, the committee voted to postpone implementation of this recommendation until complete development of state affiliate PGC supports. This recommendation will be built into future ESPQ work plans at the appropriate time, and will be reassessed at the September 2019 and February 2020 ECC meetings.
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### Committee on Ethnic Minority Affairs

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
1. EMAC recommends that NEA partner with state and local affiliates to acknowledge and address the negative impacts of the ideology of white privilege and white supremacy that perpetuate systemic patterns of inequity.	NEA continues to provide technical assistance to state and local affiliates who have identified racial justice as a priority. Staff will continue to adapt the Racial Justice in Education curriculum to provide resources and training on acknowledging and interrupting the negative impacts of white supremacy and privilege
2. EMAC recommends that NEA ensure in its development and support of Grow Your Own (GYO) programs that seek to recruit students of color (inclusive of high school students) into the professions, that these programs provide culturally relevant content guided by racial justice principles	NEA's HCR department continues to collaborate with the Teacher Quality department in support of local and state Grow Your Own programs. EMAC was provided a report of current strategies and resources and their February face to face meeting.
4. EMAC recommends that NEA develop and issue comprehensive guidance for state leaders to incorporate EMAC/HCR Committees to: <ul style="list-style-type: none"> <li>• Create opportunities for committee chairs and staff to collaborate;</li> <li>• Provide presentations to assist with improving the understanding of 3-1(g) and its impact</li> </ul>	<p>NEA has shared information through a variety of venues with states and members regarding creation of a state or local EMAC Committee. Several states have invited staff to provide technical assistance and guidance on current or newly formed EMACs. Information regarding the creation of an EMAC is still provided in committee hearing folders distributed at all HCR Conferences.</p> <p>The Center for Governance is reviewing state association Bylaw 3-1(g) plans for various functions and responsibilities assigned to state-level EMACs or other comparable bodies to develop a list of best practices as demonstrated by states within their adopted 3-1(g) plans. The Center is also developing slide templates for state affiliate use regarding understanding, meaning, and historical implications for the long-standing Bylaw, and has secured a sample presentation used annually by the California Teachers Association's Race Equity Affairs Committee in communicating policies and practices for Bylaw 3-1(g) at the NEA Representative Assembly. These resources will be made available on the private Bylaw 3-1(g) policy information site—(G)University—on NEA edCommunities.</p>

### Committee on Human and Civil Rights Awards

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
1. The committee recommends that the NEA President consider adding an award category dedicated to honoring a student/youth person every year, rather than every other year. The SuAnne Big Crow Memorial Award is given in even years only and honors a K-12 student that has enhanced students' sense of worth and dignity.	<p>As currently written, K-16 students can be nominated for and awarded in the 14 standing awards categories outside of the Suanne Big Crow Memorial Award. This was evidenced in 2016 by the bestowing of the Leo Reano Memorial Award to high school student Dakota "Kicking Bear" Brown. Despite this fact, the committee has recognized that, due to how the criteria are written, the awards lend themselves more readily to individuals/recipients with greater experience. NEA staff is working with the committee to review and revise language for current awards categories and criteria that would more readily and easily speak to nomination and consideration of k-16 students, aspiring educators, and student organizations leading human and civil rights work.</p> <p>In their February 8, 2019 meeting, the committee reviewed but did not adopt language that would better target and incorporate a younger audience for nomination in current categories. The committee wished to duplicate the SuAnne Big Crow Award in odd years, when it is not currently awarded. Doing so would increase program costs and extend the length of the awards program by giving another award.</p>

	<p>NEA staff recommends incorporating “student-specific criteria” into current standing awards categories and/or criteria language that would encourage nomination of students/student organizations. NEA staff will continue to work with the committee to examine language and find opportunities for incorporation.</p> <p>The 2020 Awards, as scheduled, will bestow the SuAnne Big Crow Memorial Award (awarding a K-12 student). Should this recommendation be implemented and written into the Awards program, the first year the change would take effect is 2021 (an odd year), where a student-specific award is not scheduled to be given.</p>
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### Committee on Legislation

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
1. That the NEA Board of Directors recommend the revised Legislative Program for the 115th Congress to delegates to the 2018 NEA Representative Assembly.	The 2018 Representative Assembly adopted the Legislative Program after adding six amendments.

### Committee on Local President Release Time Grants

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
1. The Committee recommends that NEA makes the following changes to the Local President Release Time Program Grant application: A. Include/identify the number of non-members; B. Request line item budget in application.	The new grant application has been updated to include the number of non-members and the requested line item budget.
2. The Committee recommends that NEA distribute a link to the recorded webinar in the grant application announcement and to locals upon applying for the grant.	Upon distribution of the grant application / announcement, a link to the recorded webinar that assists applicants in filling out the grant application was implemented and will be continued thereafter.
3. The Committee recommends that NEA include a clarifying statement to be written in the grant guidelines that states if a local is “wall-to-wall” with multiple contracts and the local meets all other qualifications, the local can apply for the grant.	The new grant application and guidelines has been updated to include a clarifying statement that states if a local is “wall-to-wall” with multiple contracts and the local meets all other qualifications, the local can apply for the grant.

### Committee on Member Rights, Compensation and Benefits

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
1. NEA should develop a customizable version of “8 essentials to a strong union contract without fair-share fees” and OEA’s “Top 10 Contract Provisions in a Voluntary Membership Environment.”	The Collective Bargaining/Member Advocacy Department and the Center for Communications are in process of compiling these resources and identifying an appropriate platform on which to house them.
2. NEA should create a one-stop-shop for local presidents to access resources, such as the videos that were discussed (possibly edCommunities).	The Collective Bargaining/Member Advocacy Department and the Center for Communications are in process of compiling these resources and identifying an appropriate platform on which to house them.

### Committee on Membership Organizing

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
1. The campaign should work with state affiliate governance to leverage their roles to increase participation by locals in the New Ed campaign.	NEA expanded the role of state governance champions in the New Ed Campaign. They were included in the debrief in November and in the launch in March.

3. NEA should apply the lessons learned, strategies and tactics of the New Ed Campaign to Organizing efforts across all NEA constituencies-both in terms of membership category-ESP, Higher Ed, Aspiring Ed, and across the professional continuum	NEA launched the Winter Worksite Campaign with states who partnered on the New Ed Campaign to target follow up 1-1 conversations with New Ed contacts (Members and Potentials) from January-March. NEA also revamped New Ed, ESP, Higher Ed, and Aspiring Educator cards for the 2019 New Ed campaign.
4. NEA should encourage the expansion of number of Locals who participate in the New Ed Campaign	NEA increased local involvement from 2,985 in 2017 to 4,176 in 2018
6. NEA should improve follow up and data sharing of New Ed Contacts for a continuous cycle of membership engagement and recruitment beyond the back to school period.	Using collected New Ed Data, NEA Affiliates targeted locals for follow up engagement as part of the Winter Worksite Campaign and Early Enrollment Campaign.
7. NEA should create training and networking opportunities for ECE groups and ECE members.	Twenty-three state affiliates sent ECE teams to a New Ed training and strategic planning meeting to support their leadership on the New Ed Campaign. As part of the Winter Worksite Campaign, ECE Members and groups have been trained in follow up 1-1 organizing conversations with New Ed contacts. In June 2019, NEA will host a New Ed training and planning meeting for state affiliates with ECE groups.

### Committee on Professional Standards and Practice

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
1. The Committee recommends that NEA and affiliates make efforts to develop diverse leaders through better promotion of existing opportunities to “first-time” participants and by engaging more Aspiring Educators.	Through the Aspiring Educator (AE) Chair, opportunities were offered to all chapters in the Aspiring Education Program. Aspiring Educators were given opportunities to apply for CREATE grants, and participate in the Leadership Summit and Minority and Women’s Conferences. The AE Chair offers regular leadership development opportunities virtually. In addition, the Facebook Page has been updated to better attract AEs and promote leadership opportunities. Content modules have been developed to support Chapter meetings. The Pre-RA AE Conference has as one of its two foci, Leadership Development. Staff continues to develop with AEs and affiliates additional resources to develop AE leaders.
3. The Committee recommends that the competencies/standards crosswalk and the Sequence of Union-Led Professional Learnings developed by the 2016-2017 PSP Committee should be and advertised in NEA Today, RA Today and on NEA.org and EdJustice.org for member career guidance.	The competencies/standards crosswalk was shared with state affiliates and uploaded to <a href="http://supported.nea.org/">http://supported.nea.org/</a> . Union-Led Professional Learnings have been advertised through a pamphlet and shared with the NEA Board at the Leadership Summit and various other educational conferences. Staff continues to identify opportunities to attach the crosswalk to other virtual venues.

### Committee on Sexual Orientation and Gender Identity

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
1. NEA should provide clear and concise web-based LGBTQ resources using existing social media platforms including NEA EdJustice and the NEA website (Tools/Ideas) to provide access for our members to the following elements: <ul style="list-style-type: none"> <li>• Frequently Asked Questions on LGBTQ issues;</li> <li>• Resources to improve instructional capacity</li> <li>• Resources to increase awareness and improve climate and culture;</li> <li>• Legal protections and lobbying updates;</li> <li>• Responses to current salient issues specific to students, families, and educators;</li> <li>• Resources at the local/state/national levels in the NEA including protocols and UniServ responsibilities;</li> </ul>	The Center for Social Justice continues to share LGBTQ resources and information on <a href="http://www.NEAEdJustice.org">www.NEAEdJustice.org</a> and <a href="http://www.nea.org">www.nea.org</a> . Additionally, resources will continue to be shared with members and leaders through the CSJ Quarterly NEA EdJustice newsletter. CSJ will update these platforms as resources become available.

<ul style="list-style-type: none"> <li>Resources within partner organizations;</li> <li>Sample model language for local/state legislative work, school board policy, HR policy/procedures, and site/school based decision making council policy;</li> <li>Materials of NEA and partner agencies related to current Title IX supports; and</li> <li>Best Practices and guidance for educators to recognize, honor, and affirm the gender identity, gender expression, and sexual orientation of our youth.</li> </ul>	
2. NEA should use social media platforms to highlight issues affecting LGBTQ youth, including but not limited to: Human trafficking, drug/alcohol abuse, suicide, runaway/ homelessness, sexual assault/rape, oppression of undocumented immigrant populations and HIV/AIDS	The Center for Social Justice continues to highlight issues affecting LGBTQ youth by sharing resources on <a href="http://www.NEEdJustice.org">www.NEEdJustice.org</a> and <a href="http://www.nea.org">www.nea.org</a> . Additionally, resources will continue to be shared with members and leaders through the CSJ Quarterly NEA EdJustice newsletter. CSJ will update these platforms as resources become available.

### Committee on Women's Issues

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
2. The committee recommends that NEA promote gender equity and encourage inclusive participation by all members to establish a culture of respect and empathy within the association, schools, and communities – thus engaging members to identify or develop tools that will lead to the awareness of sexual harassment and climate issues. In addition, that NEA support the development of state and local action plans to include professional development and create more effective policies to interrupt the culture of harassment.	NEA Human and Civil Rights staff is in partnership with the Center for Great Public Schools to continue providing information and support on issues of bullying and sexual harassment in schools through micro-credentials. In addition, NEA continues to collaborate with several women's organizations who are leading on this work including the National Women's Law Center and the National Coalition of Women's and Girls in Education. Resources and information remain accessible on NEA Ed Justice.
4. The committee recommends that NEA publicize partnerships, workshops, and STEM/STEAM opportunities with state affiliates and members utilizing existing communication resources.	STEM/STEAM resources will continue to be provided on NEA Ed Justice in NEA Today.

## Status of Committee Recommendations Referred to the Executive Director

### Committee on Ethnic Minority Affairs

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
3. EMAC recommends that NEA review its hiring practices and promotion policies to eliminate those that may perpetuate racial and gender inequity.	Race equity training was included in the NEA Human Resources (HR) 2018-19 budget and work plan. HR also reviewed hiring/work practices this year.

### Committee on Member Rights, Compensation, and Benefits

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
3. NEA should create a video that is customized/localized for each state. Either NEA creates the video or each state. Send a video via text message which includes: <ul style="list-style-type: none"> <li>What is Janus? 8 essentials</li> </ul>	NEA engaged in substantial work to educate members on Janus. This particular item, however, was not implemented, as it would have had significant costs outside of the budget.



### Committee on Membership Organizing

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
2. NEA should invest in new and expand current efforts to recruit, train, develop, and support NEA members as Organizers for New Ed campaign	A decision was made that any proposal to invest in new efforts needed to be considered in light of the budget, and the significant ongoing work already planned in this area. As a result, no additional work was done in response to this item beyond that already contemplated in the budget.
5. NEA should invest resources strategically across NEA centers-i.e., Center for Great Public Schools and Center for Organizing Grants targeting the same locals and states to combine organizing and Professional Development support targeted to early career educators	A decision was made that any proposal to invest in new efforts needed to be considered in light of the budget, and the significant ongoing work already planned in this area. As a result, no additional work was done in response to this item beyond that already contemplated in the budget.

### Committee on Professional Standards and Practice

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
2. The Committee believes that the development of cultural competence should begin with Aspiring Educators during one’s first five years in the profession and then continue throughout one’s career. For those interested aspiring educators, cultural competence leadership development should be provided. The NEA budget should reflect these beliefs.	This item was deemed in need of further study and consideration, and was referred to the Budget Committee.
4. The Committee recommends that access to all existing online NEA resources be available on NEA.org and organized along a continuum of professional growth that is easy to use and relevant for all categories of membership. Additionally, all defunct programs and projects should be removed from NEA.org.	This item was not implemented. The website is often visited by non-members and members who don’t fall in the ESP or K-12 teacher category. NEA should present content in a way that best engages the audience. It would have been extremely labor intensive to reorganize and customize 60,000 pages of content. Staff are looking at incorporating the continuum in future content by tagging and adding copy and design elements to content.

### Committee on Sexual Orientation and Gender Identity

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
4. NEA should compose a campaign that will promote and increase the representation of the LGBTQ community in curriculum, literature and educational resources in our schools.	This item was not implemented, as it would have had financial and staff impacts beyond the budget. Resources that promote such representation are shared using existing platforms at no additional cost.

### Committee on Women’s Issues

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
1. The committee recommends that NEA make NEA leadership opportunities directly accessible to members by utilizing “micro-credentials” to provide online opportunities for leadership and training.	This item was not implemented. There would have been significant cost and a great strain on cost staff capacity. Due to the micro-credential process, it was not feasible to expand the focus to leadership training. NEA continues to investigate credentials for leadership competencies, and believes it would be more cost efficient to build on this work than to create a competing entity.

## Status of Committee Recommendations Referred to the President

<b>Committee on Empowered Educators</b>	
COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
2. Every national and state affiliate event/meeting (e.g. RA, conferences) should include an opportunity to highlight professional issues happening or available (e.g. presentation about work, booth, sessions, discuss example during meeting) and how they're impacting student learning and success.	This recommendation was referred to the Conference Alignment Team (CAT), who decided to implement it by emphasizing supporting professional excellence in the 2018-2019 conference guidance document utilized by all national conference planning teams.
<b>Committee on Membership Organizing</b>	
COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
2. NEA should focus on leadership development of ECE members and create space at local, state, and national trainings, meetings, and convenings. In addition, NEA should support state and locals in creating genuine and varied roles for ECE participation in their association, with pathways to leadership, applying a model of distributive leadership.	This recommendation was referred to the Conference Alignment Team (CAT), who found that the current conference guidance document includes Early Career Educators as a priority and thus addresses this recommendation. The CAT is considering adding additional language regarding diversity to emphasize incentivizing the participation of Early Career Educators.
<b>Committee on Sexual Orientation and Gender Identity</b>	
COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
3. NEA should further advance the number of workshops that focus on inclusivity of the LGBTQ community at all conferences. In the event that Requests for Proposals do not fulfill this advancement, NEA should utilize partner organizations to support the need. NEA should also make attempts to include intersectionality to help lift up often unheard voices in these workshops.	This recommendation was referred to the Conference Alignment Team (CAT), who decided to implement it by partnering with the LGBTQ+ Caucus and SOGI committee to ensure quality RFPs. Additionally, CAT decided to look at revising webinars and letters to presenters to emphasize inclusive language and examples. Executive Committee members will lead on these partnerships and follow-up.
<b>Committee on Women's Issues</b>	
COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
3. The committee recommends that NEA ensure that women's leadership training and gender equity issues are incorporated into NEA events, meetings and conferences throughout the year; encouraging the representation of all gender identities.	This recommendation was referred to the Conference Alignment Team (CAT), who decided to implement it by partnering with the Women's Issues Committee, LGBTQ+ Caucus, and SOGI committee to ensure quality RFPs are submitted. Additionally, CAT decided to look at revising webinars and letters to presenters to emphasize inclusive language and examples. Executive Committee members will lead on these partnerships and follow-up.

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# APPENDIX A: Report of the Taskforce on NBI 2018-117

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## NBI 117 Adopted Language:

NEA will create a task force that consists of Aspiring Educators from HBCUs, HSI, MSIs, Tribal Colleges, Asian American and Native American Pacific Islander-Serving Institutions to make recommendations to the Board of Directors regarding the recruitment of educators of color and the resources they need to become lifelong active educators and union leaders.

### Background:

Of our nation's projected 50.7 million public school students in prekindergarten through grade 12, the National Center for Education Statistics (NCES, 2018) reports that 26.6 million (52%) are students of color. These figures are expected to continue to rise. NCES reports that educators of color<sup>1</sup> are just 19.9% of the more than 3.8 million people working in the teaching profession. The statistics contrasting the increasingly diverse student population with the population of educators of diverse backgrounds are striking across communities:

- While 14 million Latino students make up 27.6% of the preK-12 population, NCES reports show that only 8.8% of teachers are Latinos/Latinas.
- The 7.8 million African American students represent 15.4% of the student population. African American educators are just 6.7% of all educators.
- The 2.8 million Asian American and Pacific Islander (AAPI) students in the U.S. represent 5.5% of the student population but only 2.5% of teachers are of AAPI descent.
- Students of two or more races number 1.6 million students, representing 3.15% of the student population. Educators of two or more races are just 1.4% of all educators
- Half a million Native American students, representing more than 567 sovereign nations, account for 1% of the student population but teachers of American Indian/Alaska Native descent are just 0.4% of all educators.

Diversity in the teaching force has merit on its' own; and the lack of diversity has real consequences for students. The National Bureau of Economic Research found that black students who are exposed to one black teacher by third grade were 13% more likely to enroll in college and those who had two black teachers were 32 percent more likely to enroll in college. The Hispanic Association of Colleges and Universities has documented the rise in Hispanic Serving School Districts (HSSDs). The 3,343 HSSDs (K-12 districts with 25% or more Hispanic enrollment) also serve 75% of all students of color. External groups like the National Indian Education Association are moving forward campaigns to boost the representation of diverse educators, noting that, "Education protects our most precious resource—our youth, those who will carry on our culture, language, and traditions." Researchers like Gloria Ladson-Billings have made the case that it is also important for white students to have teachers of color as well, writing "I want to suggest that there is something that may be even more important than black students having black teachers and that is white students having black teachers! It is important for white students to encounter black people who are knowledgeable. What opportunities do white students have to see and experience black competence?"

In face-to-face and virtual meetings, members of the NBI 117 Task Force organized their work to center around a number of essential questions that stemmed from such statistics, the research, and their own personal experiences within and outside of the association.

### Essential Questions:

- What supports/resources are most critical to supporting Aspiring Educators? (For emerging educators: What supports were most critical in helping emerging educators begin their career and stay in the profession?)
- What is working well in terms of supporting AEoC at the local, state and national NEA levels?
- What are the biggest opportunities for the NEA and its affiliates to better support AEoC?

### Recommendation Areas:

1. Barriers
  - a. What barriers are in place, in both practice and policy, that prevent people of color from entering and staying in the profession?
  - b. What barriers are in place that prevent members of color from engaging and participating in the affiliates' structures?
2. Communication
  - a. How can we use the NEA's communication structure to support recruitment and retention of teachers of color in the profession?
  - b. How can we use the NEA's communication structure to support more members of color engaging and participating in association activities?
3. Minority Serving Institution (MSI) Engagement/Recruitment

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<sup>1</sup> This document uses the phrase "educator(s) or teacher(s) of color". The language was taken from adopted NBI 117.

- a. Given that MSI's have a proven track-record of engaging and recruiting potential and aspiring educators of color, how can NEA strengthen its' partnerships with MSI's?
- b. What programs can be created, strengthened, or expanded to support aspiring and emerging educators of color in both their profession and within the association?

### **Overview of Task Force Work:**

#### *Initial Meeting:*

The initial meeting of the task force was designed to help frame the work and examine the current landscape on the issue. In this meeting the task force reviewed NEA's and its affiliate's policies and programs around the recruitment and retention for educators of color.

Both the Ethnic Minority Affairs Committee (EMAC) and the Aspiring Educators (AEC) Committee 2018-2019 charges reflected NEA's concern on the recruitment and retention of educators of color. The task force reviewed the charges of both EMAC and AEC to identify where their own work dovetailed with these committees.

The Task Force heard from a panel of experts who discussed research, policy, programs and practices related to the recruitment and retention of educators of color and how to support Aspiring Educators. The experts were:

- Dr. Timothy P. Fong, Professor of Ethnic Studies at California State University, Sacramento. He was recently appointed to the position of Director of the Liberal Studies and Social Science Program (LSSSP). Dr. Fong is a Steering Committee member of the [California State University Asian American & Pacific Islander Initiative](#).
- Alicia Diaz, Executive Director of Legislative Affairs for the [Hispanic Association of Colleges and Universities](#). HACU represents more than 470 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin America, and Spain.
- Amanda Tachine (Navajo Nation). Research and Evaluation Associate at the [American Indian College Fund](#). The mission of the fund is to invest in Native students and tribal college education to transform lives and communities.
- Dr. Ivory A. Toldson, president and CEO of the QEM Network, professor of counseling psychology at Howard University and editor-in-chief of [The Journal of Negro Education](#).

#### *February Meeting:*

The discussions and deliberations of the task force started with four presentations to provide additional research and information.

1. **Great Teaching and Learning Report (GTL)** -- The GTL identifies stages across the teaching continuum and provides recommendations for NEA, its members and affiliates, policy makers, and partners on what supports for each stage should be put in place. The task force examined the Aspiring Educator recommendations in the report to identify which recommendations needed further study as they looked at specific recommendations for AE's of Color.
2. **Engaging Partners around the Diversification of the Teaching Profession** -- CAPE staff shared the current state of partnerships with Minority Serving Institutions, advocacy groups supporting students and communities of color, and alumnae networks.
3. **Member Research: Race and NEA** -- NEA data staff shared results taken from four recent surveys that impact the current state of teachers of color and their satisfaction with their schools and jobs, as well as their interaction with their union and association.
4. **Teacher Shortage Online Focus Groups: Illinois Education Association** -- The IEA held online focus groups with high school students and college students to learn more about how they thought about teaching and what would support them becoming teachers.

From those presentations the task force began to outline several overarching themes related to "Things We Must Do Moving Forward" to better include and support aspiring educators of color (AEoCs):

- Counter ageism. Encourage young people to move into leadership, especially those with fire and motivation to create change.
- Create spaces within existing networks for AEoCs to be a meaningful part of local, state and national events and programs. Include AE voice across all NEA work.
- Reach out to policy makers to address the many barriers for AEoCs (i.e. praxis, licensure, access to licensure for Dreamers)
- Continue advocating for better teacher salaries. Salaries are too low to make teaching attractive.
- Hold intentional conversations with AEoCs and AEs as part of the process to make recommendations.
- Think systematically to make changes that can better support AEoCs, AEs and educators of color.

The task force was intrigued by Dr. Toldson's questions that he raised at the initial meeting. The chair facilitated conversations and brainstorming activities with the task force on the following questions:

- What kind of teachers of color do you want? Do you want teachers of color with similar backgrounds, preparation, and perspectives as most of your White teachers? Or are you looking for someone with a diverse background who will challenge existing racially biased views and attitudes at the school?

- Why do you want more teachers of color? Do you want teachers of color to give you relief from students who you don't like teaching? Or do you want teachers of color as a professional resource to help all teachers (regardless of race or gender), teach all students (regardless of race or gender).
- What is the role of teachers of color? Do you see teachers of color as overseers and disciplinarians who can keep students of color in line? Or role models and trailblazers that can help students of color dream bigger?
- Why are teachers of color important? Do you want teachers of color to play the role of a surrogate parents to "troubled" students of color? Or play the role of a surrogate school administrator to ineffective and racially-biased schools?

From this brainstorming session the task force focused on changes that had to be made in order to recruit and retain teachers of color. They spoke of the importance of thinking about teacher diversity as a "skywalk," rather than a "pipeline," issue -- indicating that there may be various fluid paths that students and early career educators take in their career journeys that ultimately lead them into the classroom. The task force brainstormed potential actions that could support aspiring and current educators of color within each phase of their career journey -- from high school student, to college student, to early career educator, to established educator. They also explored who might be best poised to take various actions, understanding that some of this work can be done by a blend of local affiliates, state affiliates, caucuses, and the national NEA organization.

Some of the many specific ideas that surfaced included the following:

- Start recruitment early -- at middle and high school (via programs like EdRising, Grow Your Own, Teacher Cadet, TA, etc.)
- Help high school students transition to college
- Create a rising star program to inform AEs and ECEs of color about the association and organizing opportunities within it
- Make college affordable for people that are underrepresented
- Introduce the various ethnic caucuses at state and local affiliate levels to strengthen support networks
- Create safe spaces for AEOC to connect with AEOC
- Create space to uplift AE voices in meetings, conferences, events, etc.
- Give stipends or signing bonus in "hard-to-staff" schools instead of funding the problems
- Build stronger partnerships with National Panhellenic Council
- Boost access for Native and Indigenous schools
- Need more pathways to teaching for high school students
- NEA should develop scholarship programs for members to attend college and university
- NEA should develop stronger relationships to community colleges
- Authentic mentoring programs should be developed within NEA to support teachers of color and aspiring educators of color
- Educate and empower AEs, AEOCs and early career educators about union leadership tracks
- Examine policies and procedures in place that prohibit entry into teaching, such as Praxis or edTPA, as well as policies that can increase access to teaching, such as state policies increasing access for Dreamers/DACA recipients to get their teaching licenses
- Build a NEA toolkit for AEs to support their successful introduction into teaching and the union
- Leverage AEs, AEOCs, and educators of color for AEOC recruitment and to engage in two-way trainings with veteran educators on social justice issues
- Encourage local and state affiliates to attend and partner with minority-specific events and groups to help recruit AEOCs
- Address importance of white allyship on teacher diversity efforts
- Research and gather data to help better market the NEA to AEOCs and ECEs and to lift up best practices related to recruiting diverse educators
- Explore communication methods to reach students and AEOCs where they are
- Create more user-friendly digital and hard-copy communication products to help students/AEOCs better understand the "skywalk" into the teaching profession
- Develop opportunities for local and state level NEA chapters to work alongside local MSIs to help support AEOCs
- Boost morale within the profession
- Is the word "person of color" the right term or descriptor?

Themes that emerged, as mentioned earlier, ultimately fell into four areas: Barriers, Communication Strategies, MSI Engagement, and Supports for Aspiring Educators of color. These themes were used to shape the draft recommendations. The group then spent time reviewing and polishing the draft language to arrive at the final recommendations for presentation to the NEA board at its May 2019 board meeting.

### **Recommendations:**

#### **Barriers:**

(A) The NEA will update research and best practices with state and local affiliates, with an emphasis on listening to diverse member voices, for the purpose of:

- advocating to both reduce barriers to teaching, and
- increasing union involvement.

The NEA will share this information by hosting a convening of intentionally selected diverse state, local, Minority Serving Institution and community leaders to develop targeted action plans for the recruitment of potential and aspiring educators of color in their community.

**Communications Strategy:**

(B) The NEA will create and roll out a data-influenced communications and outreach plan to facilitate the recruitment and support for potential and aspiring educators of color, as well as emerging educators of color, to help them enter and succeed within the teaching profession and within the NEA's national, state and local union structures. The communications plan will target audiences both inside and outside the organization.

**Minority Serving Institutions Engagement/Recruitment:**

(C) The NEA will partner with Minority Serving Institutions and other organizations with an interest in educator preparation to develop and implement policies and programs that support the recruitment and retention of potential and Aspiring Educators of Color.

**Support:**

(D) The NEA will work to support Aspiring Educators of Color (AEoC) and Emerging Educators of Colors (EEoC) capacity to succeed both in the profession and as NEA union leaders by: (1) creating a mentoring/training program for AEoCs and ECEs of color and (2) identifying opportunities within its existing member recruitment, engagement and professional development programs/conferences to increase the NEA's representation of -- and support for -- AEoC and EEoC.

(E) The NEA will ensure there are staff and member organizers to focus on the recruitment and support of AEs of color at MSIs into the profession and union.

While the task force has 5 specific recommendations, their conversations were rich and encompassed a wide breadth of experiences. The task force did not want that work to be lost, so it is included here in addendum..

**NBI Task Force Members:**

- |                           |                       |
|---------------------------|-----------------------|
| Eric R Brown , Chair – IL | Kierra McKoy – VA     |
| Paul Chillous – AL        | Brian Murakami – MT   |
| Taylor Davila – WA        | CarVaughn Page – TN   |
| Kyle De Jan – MD          | Everyln Ramirez – TX  |
| Jason Fahie – MD          | Homar Rodriguez – DE  |
| Nina Huynh Ly – CA        | Morgan Smith – KS     |
| Rachel Immerman – OH      | Juan Simpson – GA     |
| Mark Jewell – NC          | Caroline Wiseman – KS |
| Justin Johnson – GA       |                       |

**NEA Staff:**

- Andrea Prejean, Director, Teacher Quality (TQ)
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- Melody Gonzales, Senior Policy Analyst, CAPE
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**Definitions:**

- Potential educators of color -- students of color that are K-12 students, or professionals considering a career change
- Aspiring educators of color -- Candidates currently participating in a teacher preparation program - tpp)
- Emerging educators of color -- new educators of color who have completed an educator preparation program and hold an initial license
- Minority-Serving Institutions -- Institutions of higher education that serve high concentrations of minority students who, historically, have been underrepresented in higher education. MSIs include, but are not limited to, American Indian Tribally Controlled Colleges and Universities (TCCUs); Alaska Native and Native Hawaiian-serving institutions (ANNHs); predominantly Black institutions (PBIs); Native American-serving, nontribal institutions (NASNTIs); Asian American Native American Pacific Islander-serving institutions (AANAPISIs), historically Black colleges and universities (HBCUs), and Hispanic-serving institutions (HSIs). (<https://fas.org/sgp/crs/misc/R43237.pdf>)

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National Center for Education Statistics, National Teacher and Principal Survey, Table 1. Total number of public school teachers and percentage distribution of public school teachers, by race/ethnicity and selected school characteristics: 2015–16 [https://nces.ed.gov/surveys/ntps/tables/ntps\\_1t\\_051617.asp](https://nces.ed.gov/surveys/ntps/tables/ntps_1t_051617.asp)

Hispanic Association of Colleges and Universities, PreK-12 and Higher Ed Collaboration Map Visualizations: <https://cqrengage.com/hacu/titleVpartC?1>

National Indian Education Association: <http://teach.niea.org>

Teachers of Color: In High Demand and Short Supply What’s Needed to Spur Recruitment and Retention?

Research Spotlight on Recruiting & Retaining a Highly Qualified, Diverse Teaching Workforce NEA Reviews of the Research on Best Practices in Education

To what extent are ethnic minority teacher candidates adversely affected by high-stakes assessments?

Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color <https://learningpolicyinstitute.org/product/diversifying-teaching-profession-report>

White Supremacy Culture  
[www.dismantlingracism.org](http://www.dismantlingracism.org)

Time for a Change: Diversity in Teaching Revisited  
[http://www.nea.org/assets/docs/Time\\_for\\_a\\_Change\\_Diversity\\_in\\_Teaching\\_Revisited\\_\(web\).pdf?ga=2.120508864.991232352.1552056116-2026306170.1455808999](http://www.nea.org/assets/docs/Time_for_a_Change_Diversity_in_Teaching_Revisited_(web).pdf?ga=2.120508864.991232352.1552056116-2026306170.1455808999)

Florida Registration Fees Cut for Controversial Teacher Test  
<https://www.wtxl.com/news/local-news/i-team-investigates/fl-dept-of-education-proposes-lower-fees-for-examinees-taking-state-teacher-certification-exam>

Safety, belonging, and humanity: Black teachers need strong school climates, too



## Addressing Barriers

- Financial
- Loan forgiveness
- Testing fees
- Opportunity awareness
- Licensure
- Reciprocity
- Support - prep courses, test anxiety
- Assessment
- Prep
- Intervention
- Lack of incentives - make it sexy
- Money
- Positive Images
- Engage students at earlier age
- Loan forgiveness - make it more frequently used and provide support
- Dual enrollment - take college credits at high school level
- Helps ease college experience
  - Ex - if I complete this pathway, I get a voucher to take a licensure test or voucher to take Praxis

## Support

- Early Recruitment
  - High school curriculum
  - Dual programs
  - Prep courses
- Financial
  - Testing
  - Scholarships
  - Loan forgiveness
  - Salaries
- Mentorship
  - HS
  - College
  - ECE
- Online Job Fair/Postings for MSI
- Skywalk toolkit/pipeline
- University and state Associations - bring together people who have jobs and those who need jobs - roundtable discussions
- Create a framework for state and local leaders



*Great Public Schools for Every Student*