Aspiring Educators

Board Leadership Development

Educator Voice, Professional Rights, and Authority

ESP Careers

Ethnic Minority Affairs

Human and Civil Rights Awards

Legislation

Local President Release Time Grants Membership

Organizing

Professional Standards and Practice

Sexual Orientation and Gender Identity

Women’s Issues
Foreword

The NEA committee structure provides for:

- Board Strategic Committees that are aligned with the Association’s Strategic Plan and Budget and advance at least one of NEA’s strategic goals or objectives. The Board Strategic Committees provide a structure through which the Association benefits from the expertise and talent of education practitioners, who are also trained as higher-level decision-making leaders. The work of these committees is intended to inform and guide the advancement of NEA’s Strategic Objectives;

- Social Justice and Constituency Committees that make recommendations to the governing bodies on matters of concern to constituencies they represent;

- Special committee established on an ad-hoc basis.

On May 1, 2020, the NEA Board of Directors received and acted on the 2019–2020 committee reports and recommendations. The Board action on recommendations is shown at the conclusion of each of the following committee reports.

NOTE: Due to the COVID-19 pandemic, some committees were unable to complete work on all of their charges by the publication deadline. Work will continue in the 2020-21 cycle as appropriate.
## Aspiring Educators

### COMMITTEE MEMBERS

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<th>Name</th>
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<tr>
<td>Rachel Immerman</td>
<td>Liberty Township, KY</td>
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<tr>
<td>Jessica Bailey</td>
<td>Shenandoah, Virginia</td>
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<td>Amy Lo</td>
<td>Santa Ana, California</td>
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<td>Tevin Middleton</td>
<td>Augusta, Georgia</td>
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<td>Kaitlyn Montcrieff</td>
<td>Orlando, Florida</td>
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<td>Arianna Nelson</td>
<td>Spearfish, South Dakota</td>
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<td>Brittany Perreault</td>
<td>East Lansing, Michigan</td>
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<td>Heydi Quintanilla</td>
<td>Dover, Delaware</td>
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<th>Name</th>
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<tr>
<td>Robert Rodriguez</td>
<td>Riverside, California</td>
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<td>Dylan Toth</td>
<td>Normal, Illinois</td>
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<td>Roman Trejo</td>
<td>Chicago, Illinois</td>
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<td>Andrea Prejean</td>
<td>Sonia Jasso Yilmaz</td>
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**Staff Liaison:**

Andrea Prejean
Sonia Jasso Yilmaz
Committee Charges:
1. Identify and compile promising strategies and/or practices that can be shared with and utilized by NEA affiliates and members to increase Aspiring Educator membership and active participation in the Aspiring Educator program, and support the transition of Aspiring Educator into full active membership.
2. Provide input to the Aspiring Educator Conference Planning Team through the Aspiring Educator Advisory Committee Chair.

Committee Overview:
The Advisory Committee on Aspiring Educators (AACE) is divided into sub-committees and work teams to address both committee charges.

Work Teams:
The work teams addressed Committee Charge 1, which works to build and enhance national, state, and chapter program development.
- **Chapter Supports** - Amy Lo, Dylan Toth, Roman Trejo
- **Professional Learning Supports** - Jessica Bailey, Tevin Middleton, Heydi Quintanilla
- **Roadmap from Aspiring to Active** - Kaitlyn Montcrieff, Arianna Nelson, Brittany Perreault

Sub-Committees:
The sub-committees addressed Committee Charge 2, which makes recommendations to the AEC Planning Team and helps to implement the Aspiring Educators Conference.
- **Awards and Elections** - Amy Lo, Brittany Perreault, Heydi Quintanilla
- **Community Builders** - Jessica Bailey, Kaitlyn Montcrieff, Roman Trejo
- **PAC/GOTV/Self-Care** - Tevin Middleton, Arianna Nelson, Dylan Toth

Work Team Reports: Chapter Supports
The Chapter Supports Work Team reviewed existing membership resources and identified new opportunities for chapter communication, digital engagement, and social media platforms. In addition, the work team reviewed the Council for Accreditation of Educator Preparation (CAEP) Standards and the NEA Leadership Competencies in relation to aspiring educators at local chapters. The Chapter Supports Work Team identified the many variances of chapters and leadership structures across the nation, and
therefore concluded that the resources utilized may vary as well.

**Chapter Resources:** The following are resources that Aspiring Educators have used to develop their chapters. The Work Team has provided usage recommendations regarding each tool.

- **Communication**
  - **Remind:** Remind is a beneficial program for mass communication. The Work Team suggests that chapters use Remind for quick and easy text communication to each member’s cell phone. Chapter Leaders can send reminders before meetings, trainings, NEA webinars, and other Aspiring Educator events and each member will receive an SMS text with the message from their organization.
  - **Band:** Band is a social communication tool for organizations. While Band is efficient for distributing files, sharing calendars, and storing documents, it is difficult to connect and communicate with other members. The Work Team believes there are other resources that more adequately provide a communication venue.
  - **GroupMe:** GroupMe has proven to be a valuable resource for national, state, and local communication. A very straightforward and simple group messaging app, users are able to send pictures, files, and polls to communicate with one another. This app does not require a phone number or any other personal information. Compared to SMS messaging, the committee strongly encourages chapters to use GroupMe for leadership team communication.
  - **MailChimp:** This service provides chapters the software to create emails, build websites, and setup automations creating an effective database to communicate with members. Uniquely, this resource allows leaders to see insights on their messages including how many recipients clicked links, viewed messages, and responded to data.

- **Chapter Organization**
  - **Google Drive:** Google Drive remains one of the most used resources among chapters. Allowing leaders to store files, images, and links, there is unlimited storage and its capacity can be viewed from any device using only a Google login. It goes without saying that chapters could benefit greatly from a Google account and Drive.
  - **TeamUp:** This program provides chapters and other teams a free, helpful, and organized calendar where members of a chapter can view upcoming events in a visually appealing
calendar format. State affiliates are already using this program and the committee feels very positively about TeamUp for chapter’s organization and event communication needs.

● **Digital Design**
  ○ **Canva**: Canva is a free design tool where Aspiring Educators have designed event announcements, professional development posters, and other necessary graphics. We implore chapters to utilize this resource to engage members with creative resources relevant to the chapter.
  ○ **Adobe Spark**: Adobe Spark is a free design and videography tool. The committee does not advise chapters to use Adobe Spark for their video creating needs, however some chapters have had success using it to design graphics and flyers. This platform also provides users the opportunity to create videos and presentations but because of its outdated software, it is not ideal for these functions.

● **Social Media**
  ○ **Facebook**: Facebook provides an easy way to make pages, groups, and events and get your message across to those around you. However, being a social media platform, chapters must acknowledge that not all members have accounts to this resource. The committee concludes that this be used as a supplemental resource but never as the sole communication platform for chapters.
  ○ **Instagram**: Instagram provides an opportunity to create a profile with images, highlights, a regularly updated 24-hour story reel, and links in the biography. Chapters can also upload IGTV videos, go live for chapter events and meetings, and have an interactive story to promote two-way communication with their members.

● **Virtual Conferencing**
  ○ **Zoom**: The committee suggests Zoom for all virtual meetings and events. National and state leadership teams have utilized Zoom for regular meetings connecting members from all geographical locations. Zoom also has a feature to utilize breakout rooms, which allow for more interaction and smaller group planning online. This is a very efficient method to keep members engaged when unable to meet in person.
  ○ **Cisco Webex**: There are few other platforms besides webex meetings - webex training and webex events. Training has break out rooms, a Q&A function, and the trainer has full control over muting and unmuting participants. It is a bit more complex - The events platform is up to 3,000 people and is very limited in terms of videos and interaction. It may seem like it is just for a presenter or panel.

● **NEA Resources**
  ○ **CAEP Standards**: The committee suggests that chapters utilize the Council for Accreditation of Educator Preparation Standards to understand the accreditation of their own universities and how to improve education programs at their own institution and in collaboration with Aspiring Educators across the nation.
  ○ **NEA Leadership Competencies**: A strategic framework of traits to exhibit by leaders in the NEA; the competencies were reevaluated by the work team to apply existing resources to Aspiring Educators’ roles throughout their chapter. This resource is valuable to all NEA members, however, chapters should consider the varying needs across chapters.

*Indicates that the Work Team suggests the NEA further develop the resource to be more relevant to Aspiring Educators. While we do advise chapters to use these resources, we acknowledge it may be difficult for leaders to understand them due to the jargon and lack of specificity to Aspiring Educator chapters.
Work Team Reports: Professional Learning Supports

The Professional Learning Supports Work Team reviewed a selection of professional supports provided by NEA that could be helpful to Aspiring Educators. The selected professional supports include webinars, podcasts, micro-credentials, and grants that aid in delivery of professional development at the local level. Feedback for each is detailed below:

- **Webinars:** The School Me and New Educator Webinar content did not appear to be geared for Aspiring Educator members, although the information is of value and interest. We suggest an additional webinar series for AE members. Furthermore, access to and registration for the webinar as it is can be difficult to navigate. Specifically, locating where and how to register for the webinars as well as a full list of past recordings. It would be helpful to provide a link to the webinars on the AE social media pages or newsletters and give clearer directions as to where participants could locate the webinars.

- **Micro-credentials:** The webpages for the micro-credentials were easy to locate and navigate. The topics available could be very useful for AE as well as educators currently in the field. However, the available micro-credentials presented to be extremely demanding and time consuming with the rigorous course loads, student teaching responsibilities, employment, and other reasons that many AE members encounter. A modified or alternative route for micro-credentials could be beneficial. If time is available, they provide substantive professional support to improve the work of educators in and out of the classroom in addition to being offered free of charge.

- **Podcasts:** The SchoolMe podcast was easy to access via both the Internet and iTunes. Upon review of the SchoolMe podcast landing page, it appears that new episodes are produced 2-3 times per month. Further exploration of the SchoolMe podcast webpage provides users the opportunity to peruse the podcast episodes that have been airing since what appears to be the podcast’s inception in January 2018. The episodes are great nuggets of insight and provide information on additional support offered by NEA to its members. Suggested changes are listing the podcasts on the AE portion of the NEA website, expanding to offer the podcast on additional platforms (i.e., Facebook, Instagram), clustering the podcasts in categories to help users quickly identify relevant recordings, and adding a description box for each episode to include links to resources for mentioned NEA benefits.

- **Grants:** The CREATE grant application is long and rather daunting for AE members. Furthermore, the language used on the application is rather foreign to most AE members. Providing a resource guide or training for applying for grants could be helpful to AE members and stimulate use of grants on both local and state levels. As for the CAEP grant, there is much opportunity around educating chapter leaders on its purpose and usefulness; many may not know its purpose or how to use it.

Work Team Reports: Roadmap from Aspiring to Active

The Aspiring Educator to Active Educator Work Team assessed the needs of Aspiring Educators in the following areas as they transition into their careers: 1) educator-specific knowledge and 2) union involvement. Through our lived experiences as aspiring educator leaders, survey data collected on current needs [see Committee References and Resources] that aligns with previous findings in NEA’s 2016 Professional Supports survey [see Committee References and Resources], we identified areas of growth within our local and state Aspiring Educators programs to assess similar needs in other local and state programs across the country. We identified a gap in knowledge of, and available support for, the transition period from an aspiring educator to an active educator and active union member.
There are two pathways in which Aspiring Educators are in need of further support from our association: in their professional career as an in-service educator and in their involvement in their local, state, and national union. As Aspiring Educators bridge their college campus to their prospective classroom or workplace, they are faced with challenges that prohibit their ability to transition smoothly, reduce first year anxiety, and prevent educator burnout in the early career years. Aspiring Educators also transition from their membership in the NEA Aspiring Educator Program as college students to professional active union members, where they might face issues such as getting involved in local activities, knowing what union resources are available, or running for leadership positions.

Through the lived experiences of our work team as aspiring educator leaders at local, state, and national levels of NEA, qualitative and quantitative assessment of our members’ needs identifies opportunities for improvement in available supports for the transition period from aspiring educator to active educator and active union member.

As we began discussions about areas of growth within our own programs, we decided to administer a survey that would seek to better understand the areas of growth in other states and aspiring educators. The results from this survey indicate that aspiring educators across the country are in need of similar support and resources that can provide guidance and a clear pathway to transitioning from an aspiring educator to an active educator, as well as aspiring educator union members to active educator union members.

**BARRIERS TO THE PROFESSION**
The Work Team also recognized specific barriers to educator recruitment and retention, which has an impact on the transitional phase we focused on, especially for aspiring and early career educators of color. Because of this, we chose to use some of the findings from the NBI 117 Taskforce Report (see Committee References and Resources). This report includes key details on how to address recognized barriers for educators that we also believe to be true.

- Counter ageism. Encourage young people to move into leadership, especially those with fire and motivation to create change.
- Create spaces within existing networks for aspiring educators of color (AEOc) 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.

**IDENTIFIED AREAS OF NEEDS**
Aligning with findings from our survey and the data from NEA’s 2016 Professional Supports Survey (see Committee References and Resources), our findings are as follows:

**Educator-Specific Knowledge Needs**
- Professional learning opportunities
- Salary and contract information
- First year educator support and mentoring
- Career preparation- interview skills, resume advice, job availability, etc.
Certification Requirements
State laws/statutes regarding education policy

Union Involvement Needs
Calling on union support
Union dues and requirements
Connecting with your school's union representative
Details on joining local associations,
Membership benefits
Opportunities for involvement and leadership
Current advocacy issues

CONCLUSION
Aspiring educators do not currently have, or do not know how to obtain comprehensive knowledge about transitioning from aspiring educator to active educator nor active professional membership. Aspiring educators require resources and support as they transition into their career to offset educator burnout, promote the profession, and encourage the confidence to lead inside and outside the classroom. Early career educator support is extremely important, but it is essential that aspiring educators are able to comfortably navigate the “first year educator shock.” Field placements and internships (i.e. student teaching, classroom observations, etc.) are vastly different than being full-time in a professional career. Ensuring aspiring educators are supported in their educator and union related transitions is essential in the retention of educators, especially educators of color, in the profession and in the union.

It is essential that NEA provide a comprehensive roadmap of state-by-state supports for the transition period from aspiring educator to active educator and union member in order to promote involvement of early career educators in union leadership, advocacy, and growth. To invest in the profession means to invest in incoming educators and prepare them for a career in education and union involvement.

Sub-Committee Reports: Awards and Elections
The Awards and Elections Sub-Committee initiated a reconstruction of how aspiring educators and aspiring educator programs are rewarded and recognized for their hard work. As a way to revamp the awards section of the Aspiring Educator Conference, the ACAE chose to create new award categories that showcase the work our members are doing for our association and for the community. We also decided to change the way our awards are presented at the Aspiring Educators Conference. Instead of presenting awards throughout the conference, the ACAE will host an Awards & Recognition Dinner where all of the submissions will be recognized and award winners will be presented.

The Awards and Elections Sub-Committee also reviewed and revised the Aspiring Educators Elections Procedures. The ACAE reviewed applications and voted to appoint an Elections Chairperson. The ACAE will provide resources for the Elections Chairperson and Elections Committee, as well as give guidance on the process of conducting elections during the Aspiring Educators Conference.

To view the final products, see Committee References and Resources.

Sub-Committee Reports: Community Builders
The Community Builders Sub-Committee approached the task of reviving the union communities’ activity at the Aspiring Educators Conference. The team assessed last year’s feedback as well as
examined engagement strategies, relevance of projects in contemporary context, activities that establish purpose, and authentic resources and experiences for aspiring educators to share with their local and state chapters.

The Sub-Committee worked diligently to develop activities that build community through application of the Aspiring Educators Core Values. **Icebreaker** suggestions are flexible and introduce the various core values and realistic applications for aspiring educators. The **Take Action! Challenge** combines the collaboration of the previously used Mock Chapter Activity and purposeful, authentic application of the core values to contemporary issues in education. Through this project we challenge aspiring educators to navigate social justice issues and advance their advocacy skills to find a diverse solution to a problem, rationalize their approach, and present findings to other attendees. Our sub-committee continues to revise details to ensure the efficiency of the project.

One of our additional focuses addresses connecting to the **host state’s history,** incorporating allies into the **Take Action! Challenge** as well as networking and growing **support systems for alike aspiring educators** – career path, level of education, purpose for becoming an educator, etc. We also took state needs into consideration and have coordinated two designated time slots for **state planning.**

In conclusion, the Community Builders sub-committee continues to establish connections to the Aspiring Educators Core Values, by planning purposeful and authentic activities that are relevant to current issues, and organizing decompressive discussions to build a community coalition of advocates.

**Activities:**
1. Icebreakers | Core Values
2. **Take Action! Challenge | Social Justice and Advocacy**
3. Role-Alike Activity | Networking and Educator Quality
4. Atlanta Social Media Scavenger | Connection to host state
5. State Planning | Addressing state affiliates’ needs

**Goals/Focus:**
1. AE Core Values
2. Authentic engagement and activities
3. Discussion and decompression to connect relevance
4. Advocacy
5. Address contemporary issues
6. Participants take home something of value
Sub-Committee Reports: PAC/GOTV/Self-Care
The work of the PAC/GOTV/Self-Care Sub-Committee consisted of a mission to increase conference attendees’ awareness of and activism around the Get Out to Vote (GOTV), the NEA Fund for Children & Public Education, and the beneficence of self-care strategies. In efforts to ensure that all attendees become aware of each avenue, the sub-committee has worked to embed engagement opportunities throughout the agenda of the conference.

To promote engagement, attendees will be incentivized to participate via a token-reward system. As activities related to PAC, GOTV, and self-care are completed, attendees will receive tokens, which would allow them to participate in a raffle for items designated by the Advisory Committee to alleviate the stress of being an Aspiring Educator. This approach to awareness and engagement ensures access to all participants. We were determined to ensure that all attendees are to be able to participate in GOTV/PAC related activities regardless of their ability to make monetary donations to the PAC.

Using feedback from attendees of the 2019 AEC, the sub-committee was able to plan for time in the agenda for self-care. This includes but is not limited to brain breaks, body movement activities, and flexible state planning time.

Summary from Chair
The 2019-2020 Advisory Committee on Aspiring Educators (Aacea) began our work in October, where we met for the first time in Washington, D.C. at NEA Headquarters. With most of our work continuing throughout the year in a virtual format, during this initial convening we focused most of our time on community building activities and getting acclimated with our year-long projects. We heard the perspectives of our NEA officers during their visits. The committee also met with various staff departments in a lunch-and-learn format; during this session, each committee member engaged with various staff members at NEA to broaden our scope of partnerships across NEA Centers and Departments. Later, whole group discussions relating to dismantling white supremacy culture from a leadership perspective as well as incorporating distributive leadership practices in our work was shared. Throughout our time at NEA, we intentionally used group community norms that encouraged giving positive feedback, contributing to the betterment of our program and aims, as well as a question or something we were curious about for every small group share-out. These norms served the group well as we saw those community norms continue with every decision and share-out we had throughout the year. For the evening portions of the initial weekend, we organized two social events for the committee members after the long workdays to help build community and trust for our team. These included group dinners, an Escape room challenge, and a monument walking tour. The face-to-face meeting served as a great initial team building meeting to establish ourselves and our work for success for the remainder of the year.

To address both charges, the Advisory Committee was broken up into sub-committees and work teams based on their initial interest selected on their application. The Work Teams (Chapter Supports, Professional Supports, and the Roadmap from Aspiring to Active) addressed Committee Charge 1, which works to build and enhance national, state, and chapter program development and the bridge to active union membership. The Sub-Committees (PAC/GOTV/Self-Care, Community Builders, and Awards and Elections) addressed Committee Charge 2, which makes recommendations to the AEC Planning Team and helps to implement the Aspiring Educators Conference.

Their work of this committee referenced in detail in the reports above, but unfortunately it cannot show the many deliberations, debates, evaluations, and reflections that this group of leaders went through each week when making the hard decisions asked of them. They never hesitated to speak up and speak out on issues that mattered to them or to those they have interacted within the program, even if their perspectives were in the minority. That kind of courageous leadership does not come often, but it became part of our culture as we encouraged each other together. This team also led some often mentally and emotionally exhausting work on helping to dismantle white supremacy culture within our own chapter, state, and national organizations. This is often work that many leaders
either choose to ignore or do not have the privilege to see, yet we knew we had both the power and the obligation to. In times of feeling overwhelmed, drowned, or stuck and not having the strength to even move forward, we relied on each other and leaned into the work. Through the hardest of tribulations and the most rewarding of projects, we became a family of deliberative, inclusive, thought-provoking, and proud union leaders.

Throughout the entire year, the Advisory Committee functions as one of the Aspiring Educators Program’s critical leadership groups, out of a leadership team with 25 other NEA Directors, Committee Representatives, and Caucus Leaders. The Advisory Committee is necessary to address urgent issues from members, advise the Aspiring Educators Chairperson on their role and work, and steer the direction of the program and our priorities for the year. The balance of advising and leading, building and implementing, and listening and sharing is a challenging one, but this group never lost sight. This incredible team of leaders stepped in when needed and brought other emerging leaders in with them when called upon. For a program that has constant turnover in leadership, it is critical that we prioritize a distributive leadership culture. This team of leaders understood this, and always centered our responsibility on lifting others, not on holding a title or certain powers for ourselves.

As Chairperson of the committee, I had hopes of bringing together hard-working individuals that represented a broad range of backgrounds, were not afraid to challenge the status quo, and felt a pure passion and love for our union family above all else. Our membership comes from many walks of life and while our leadership team might never fully represent everyone, we must do our part to represent a wide variety. I was searching for a team to lead our program and our members for the year, while also doing the behind the scenes program development and conference planning work we’re asked to do.

What we found in our team was more than that, they came together as a true union family, even with our many differences. They came together to be visionary, justice-focused, student-centered activist leaders that even on the most challenging of times, intentionally chose to be bold, courageous and never forgot that togetherness is our most important family value. Jessica, Amy, Tevin, Kaity, Arianna, Brittany, Heydi, Dylan, and Roman built an amazing bench for our next generations of aspiring educators leaders and I am so humbled and proud to have served with this team this year. Yet, the best part, and likely the part that makes me most proud, is that I have absolutely no doubt that all nine of them are just beginning and their best is yet to come.

-Rachel Immerman
NEA Aspiring Educators Chairperson

Committee References and Resources

- **Barriers to the Profession- NBI 117** ([https://drive.google.com/open?id=1ajmQRWoNuRYehVnk8-hLv7qPf-61r1NX](https://drive.google.com/open?id=1ajmQRWoNuRYehVnk8-hLv7qPf-61r1NX))
- **Work Team Data Report 2019-20.pdf** ([https://drive.google.com/open?id=1zEpvfP7DgUQOzCI5YoKPhQTP_J6P4k](https://drive.google.com/open?id=1zEpvfP7DgUQOzCI5YoKPhQTP_J6P4k))
- **NEA’s 2016 Student Professional Support Survey.pdf** ([https://drive.google.com/open?id=1Qbo8hQce7soRipSDvydA_4vyc9bwW-F](https://drive.google.com/open?id=1Qbo8hQce7soRipSDvydA_4vyc9bwW-F))
- **CAEP Standards** ([https://drive.google.com/open?id=14YavlaGyB82LP824KgV3viQEH2bEVQv0](https://drive.google.com/open?id=14YavlaGyB82LP824KgV3viQEH2bEVQv0))
- **NEA Leadership Competencies** ([https://drive.google.com/open?id=1EVXT1z1ZeGwSLHDZeEN5_t5Y-NmTrTOp](https://drive.google.com/open?id=1EVXT1z1ZeGwSLHDZeEN5_t5Y-NmTrTOp))

Sub-Committee Final Products

- **NEA Aspiring Educator Awards Application** ([https://drive.google.com/open?id=1h1ZkXBxuVEMCbxkwwtwdLZhC6ycNW7e7](https://drive.google.com/open?id=1h1ZkXBxuVEMCbxkwwtwdLZhC6ycNW7e7))
- **NEA Aspiring Educator Election Procedures** ([https://drive.google.com/open?id=1BFUTsSVdr4sZ5l159JDRmH08zdJ6p34V](https://drive.google.com/open?id=1BFUTsSVdr4sZ5l159JDRmH08zdJ6p34V))
## Committee Recommendations

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<tr>
<th>Charge 1: Identify and compile promising strategies and/or practices that can be shared with and utilized by NEA affiliates and members to increase Aspiring Educator membership and active participation in the Aspiring Educator program, and support the transition of Aspiring Educator into full active membership.</th>
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<tr>
<td>1. The Committee recommends that NEA provide training and a resource guide to Aspiring Educator leaders and members to stimulate the use of grants (i.e., CAEP grant, CREATE grant) on local and state levels.</td>
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<td>2. The Committee recommends that NEA provides support to Aspiring Educators on the CAEP standards. This should include, but is not limited to, understanding the standards, advocating for stronger educator preparation programs, organizing local chapters around the CAEP standards, and educating chapter leaders on the resources provided by CAEP and NEA relating to the educator preparation programs.</td>
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<tr>
<td>3. The Committee recommends that NEA collect available state-by-state early career supports regarding the transition process to both active educator and union membership pathways and formats it into an interactive national map on a website or webpage. This should include, but not be limited to: interview and resume tips, certification requirements, job availability, professional development training, details on joining local associations, membership benefits, opportunities for involvement and leadership, state laws/statutes, salary and contract information, current advocacy issues. This will be updated regularly using existing resources.</td>
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# Board Leadership Development

## COMMITTEE MEMBERS

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<tr>
<td>Marilyn Weeks Ryan</td>
<td>Spotswood, NJ</td>
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<td>Michael Bank</td>
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</table>

*Staff Liaisons:*
- Annelise Cohon
- Kisha Davis-Caldwell
- Cory Wofford
**Charge 1**  
_Review, assess, and update, as needed the Board curriculum and schedule to ensure alignment with the NEA Leadership Competencies._

**Committee discussion:** Committee members created course offerings based on the leadership competencies to be offered at the NEA Leadership Summit. Additionally, committee members provided feedback regarding what they were hearing from new Board Members about the curriculum and schedule.

**Charge 2**  
_Review and update, as needed, the onboarding materials and process for first-year directors who enter the cohort at different times of the year._

**Committee discussion:** Recommendation: this charge should continue into the 2020-2021 NEA Board of Directors year. The committee had a variety of discussions about possible ways of generating feedback from the new board members, but this charge is not complete. Also, the committee welcomed new members of the board at the September meeting by working with the Board Buddies mentoring program and giving small tokens of appreciation to board members.

**Final Products as Produced by The Committee Related to Charge 1:**

Members of the committee worked to create three Board-Only Sessions for the 2020 NEA Leadership Summit. Sessions were created with the goal of providing competency-based skill development specific to the roles and challenges of serving as a member of the NEA Board of Directors. Topics for sessions were identified by committee members in February 2020 and included the following: self-care, the Representative Assembly, and issue-based organizing. All sessions aligned to the NEA Leadership Competencies and were targeted at either a Level 2 (Mobilizing and Power Building) or Level 3 (Agenda Driving) progression to continue building upon Board Members leadership growth and skillsets.

Session presentations and handouts were created and prepared by committee members. They can be viewed in their totality by clicking on the One Drive link [here](https://neahq-my.sharepoint.com/:f:/g/personal/acohon_nea_org/Epfx5f_807JLu7ff1jZ-DVw8HiM5hFFsibtFWKOcToHgVg?e=JecHQd). Outlines of presentations can be viewed below for each session. Given the cancellation of the NEA National Leadership Summit due to COVID-19, the committee recommends that the Board-Only sessions be presented at the 2021 NEA Leadership Summit.

**BOARD SESSION #1**

<table>
<thead>
<tr>
<th>Session Title: Leaders, Take Care of Yourself: Work Smarter Not Harder</th>
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</thead>
<tbody>
<tr>
<td><strong>Session Description:</strong></td>
<td>As a leader in the organization, one of the greatest pitfalls is allowing too much of your time to be consumed in Union business. By reflecting on what continues to bring you personal fulfillment, you can create a balance that will allow you to be a stronger and more effective leader. Leaders have a responsibility to model effective ways for members to advocate for themselves.</td>
</tr>
<tr>
<td>Session Length:</td>
<td>2 Hours</td>
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</tr>
<tr>
<td>Presenters:</td>
<td>Russell Leone, Suzanne Breaux, Robin Brown, Candace Shivers, Anita Kober, Kevin LaDuke</td>
</tr>
<tr>
<td># of Participants:</td>
<td>20-30 Participants (Designed for NEA Board of Director leaders)</td>
</tr>
<tr>
<td>Session Format:</td>
<td>Interactive discussion</td>
</tr>
<tr>
<td>Session Outcomes:</td>
<td>By the end of the session, participants will:</td>
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<tr>
<td></td>
<td>• Develop strategies for self-care</td>
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<td></td>
<td>• Learn to navigate resources to ease the demands of your Association role</td>
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<td></td>
<td>• Empower members to be self-advocates</td>
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<td></td>
<td>• Effectively utilize time management</td>
</tr>
<tr>
<td>NEA Leadership Competencies, Themes and Progression Level(s)</td>
<td>Organizing</td>
</tr>
<tr>
<td></td>
<td>Governance</td>
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<tr>
<td>Follow-Up Opportunities:</td>
<td>• Establishing an EdCommunities Group for your state or local</td>
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<td></td>
<td>• Participate in activities that bring you joy</td>
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<td>• Encourage people to stand up and participate</td>
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</table>
### Session Title: The RA Delegate ... REMIX!

### Session Description:
This session will answer the question: How do NEA Directors support RA Delegates to use their individual voice and local work within the collective voice and national work of the NEA? It will specifically focus on how NEA Directors can support and train RA Delegates on their responsibilities as the decision making body of the Association. This predominantly Level 3 session connects multiple leadership competencies and is designed to move board members from mobilizing and power building to agenda driving.

### Session Length:
120 minutes (2 hours)

### Presenters:
Executive Committee Members, NEA Board Steering Members, or NEA Staff??

### # of Participants:
30-40

### Session Format:
Workshop

### Session Outcomes:
Essential Question: How do we as NEA Directors develop and support RA Delegates to connect the work that they do at the local level to the work of the association at the national level?

*By the end of the session, NEA Directors will be able to ...*

- Implement strategies that utilize NEA’s vision, mission, and core values to drive the work and culture of the Representative Assembly.
- Effectively communicate the RA’s business items (Budget, Legislative Agenda, Resolutions, Policy Statements, Constitutional Amendments, Elections, NBIs) and clearly delineate the importance of each to both the local and national work of the NEA.
- Develop an orientation that will train RA Delegates on delegate responsibilities as the decision making body of the NEA.
- Build relationships with RA Delegates to create a culture that reflects NEA’s vision, mission, and core values.

### NEA Leadership Competencies, Themes and Progression Level(s)

<table>
<thead>
<tr>
<th>Competency / Theme</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governance &amp; Leadership</td>
<td>Advances the organization by internalizing its vision, mission, and core values (Level 3)</td>
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<td>Sets strategic objectives to guide long-term goals and priorities (Level 3)</td>
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<tr>
<td>Strategy &amp; Fiscal Health</td>
<td>Acts strategically to align the Association’s work with member needs (Level 2)</td>
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<td>Adopts financial best practices that support and strengthen Association fiscal health (Level 2)</td>
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<tr>
<td>Leading Our Professions</td>
<td>Expands and elevates the Association’s role by developing members leadership capacity and collaborating with innovative allies to ensure the success of all students, educators, schools, and campuses (Level 3)</td>
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<tr>
<td></td>
<td>Builds strategies to ensure sustained, organizational support for the implementation of equitable policies that positively impact our professions and the learning of all students (Level 3)</td>
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</tbody>
</table>
## Session Title: We’ve all got issues. Pick one and ORGANIZE!!

### Session Description:
Do you have a community issue that is close to your heart? Have you noticed similarities or connections between that issue and your association work? This workshop will give you opportunities to make connections, and form an action plan. Your action plan will have the potential to create lasting partnerships, or even change legislation! NEA Board Members will use immigration and homelessness as examples, while navigating the process together.

### Session Length:
120 min

### Presenters:
*Enrique Farrera, Mel House*

### # of Participants:
30

### Session Format:
Large group then split group, self-selecting either:
- Enrique: Immigration
- Mel: Homelessness

### Session Outcomes:
Participants will:
- identify a community issue
- identify stakeholders and possible allies
- identify possible mobilization points
- identify possible resources, such as financial
- identify possible legislative pathways
- create an organizing template, including an action plan and possible resources.

### NEA Leadership Competencies, Themes and Progression Level(s)

<table>
<thead>
<tr>
<th>Competency</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizing</td>
<td>Builds meaningful community partnerships: Transforms the relationship with the community to harness the power of collective action</td>
<td>Level 2: Mobilizing and Power Building</td>
<td>Level 3: Agenda driving</td>
</tr>
<tr>
<td>Advocacy</td>
<td>Organizes a collaborative mobilization plan around shared interests of union, educational communities, and legislative bodies.</td>
<td>Level 3: Agenda driving</td>
<td></td>
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</tbody>
</table>

### Follow-Up Opportunities:
Create networks that have union and education support values.
Retain and add members to locals with community engagements
Community ally membership outreach
Charge 1: Identify and compile promising strategies, specific mechanisms, policies, and collective bargaining agreement provisions or practices that can be shared with and utilized by NEA affiliates and members to:

a. support and promote educator voice around student-centered issues and educator professional rights/authority;

b. identify and support educators who want to or have become active on student-centered and professional rights/authority issues;

c. collect and share success stories in elevating educator voice for student success and professional rights/authority; and

d. build and support a public narrative around educator voice.

Charge 2: Gather input from a variety of sources across our NEA membership to use in the development of definitions of educator voice, student-centered education, and professional rights and authority that can be shared with and utilized by NEA affiliates and members.

In response to its charges, the Committee on Educator Voice, Professional Rights, and Authority produced the following document, which provides definitions, examples of professional practices, and links to examples.
STUDENT CENTERED LEARNING

Definition: Student Centered Learning is an approach to teaching and learning in which educators make student needs, interests, and abilities the primary focus of education—seeking to equip students with the tools needed to engage in life-long learning.

Input/Examples from members:
- “Progressive practice”
- “Student-centered, systemic change for an equitable education for all students.”
- “The student has to be at the center of the all decisions that are made regarding education.”
- “Students can be part of goal making, making success more impactful.”
- Student-centered learning should mean that we look at students through a strengths lens. In a student-centered education approach, students represent strengths and opportunities to be realized. In standards-centered education, students are seen from a deficit perspective.”
- Pre-k to postsecondary – developmentally appropriate practices that develop or produce students that are well-rounded – use practices that are sound that create citizens.”
- “Differentiated and responsive –student centered means that practices can’t be sound in general – they have to be sound in particular for individual students – different talents different experiences, i.e. trauma informed instruction or culturally informed instruction.”

Promising strategies, mechanisms, policies, contract provisions, or practices:
- Replacing lectures with active learning, integrating self-paced learning programs and/or cooperative group situations, ultimately holding the student responsible for his own advances in education.
- Jointly developing rubrics with students
- Blended and/or hybrid learning
  - Blended and/or hybrid learning is an integrated instructional approach in which a student learns, at least in part, at a supervised physical location away from home and through online delivery where the student has control over at least some aspects of the time and place of accessing the curriculum. Such practices should support maximizing student learning by using both technology and real life educators in the process. It rejects the idea that effective learning can take place completely online and without interaction with certified teachers and fully qualified faculty.
- Deeper personalized learning initiatives

Success Stories:
- [Meet John Hudson - NEA-Alaska](http://www.ceaalaska.org/stories/john-hudson/)

PROFESSIONAL AUTHORITY

Definition: Professional Authority is the right and responsibility of educators to make decisions based on their professional expertise, including knowledge of child development and learning theory as well as subject matter.

Input/Examples from members:
- “Professionals who are highly qualified, effective, and lifelong learners.”
- “Respected as decision makers for the best interest of all students.”
- “Being respected as experts in the field.”
- “So much frustration from members when they as professionals know what students need and are being told ‘you can’t do that’ – have some kind of mandate have to follow instead – student centered education starts with what we as professionals recognize as needs of students – voice comes from the fact that we know – matters when we’re there with students in learning environment.”
- “Holding each other accountable; maintaining very high standards for colleagues and the profession.”
Promising strategies, mechanisms, policies, contract provisions or practices:

- Labor Management Collaboration (http://myschoolmyvoice.nea.org/%20collaborating-for-student-success/) is a research based approach within the education community to foster a culture of learning and joint problem solving within schools and districts.
  - NEA Center for Enterprise Strategy
    - Collaborating in a Crisis Guide 2020
    - Quick Start to Collaborating in a Crisis
  - Teacher Voice in Corona-Norco - the power of educator voice in decision making (https://www.youtube.com/watch?v=i2VWz8KhH2c)
  - Labor Management Collaboration: Rockford’s Journey - collaborative processes and relationship led to improved community support and morale, higher AP class enrollment, fewer suspensions, and a narrowed graduation gap (youtube.be/-35kk1Xndog)
  - Peoria High School: A Case Study - structures like a Partnership Council, PLCs, and scheduled student "Pride" time led to improved reading and math performance, more college applications, higher AP class enrollment, and fewer suspensions and discipline referrals (youtu.be/In6qKtbdYog)
  - California Labor Management Initiative - a short introduction to collaboration by Dr. Saul Rubinstein (vimeo.com/212780880)
  - The Impact of Labor-Management Collaboration - a more comprehensive presentation from Dr. Saul Rubinstein, discussing his research results (youtu.be/keUP7JDuBi4)
  - Teacher Union Reform Network (TURN) - union-led effort to strengthen the nation’s teachers unions by promoting progressive reforms that will ultimately lead to better learning for all students (https://www.turnweb.org)
  - Consortium for Educational Change (CEC) Labor Management Partnership - delivers long-term, sustainable impact for schools and districts by building collaborative relationships between labor and management, building capacity to effectively implement initiatives, and helping schools and districts make the best choices about how to allocate resources to improve education for students.
    - IL-Empower (https://www.isbe.net/ll-empower)
    - On the Same Page/On the Same Page 2.0 (https://www.cecweb.org/on-the-same-page/)
  - Massachusetts Education Partnership (MEP) - works to improve student learning and success through collaborative labor-management-community relations in school districts (https://www.renniecenter.org/initiatives/labor-management-collaboration)
  - Community Schools - collaboration and opportunities for shared leadership extend beyond staff to include students, families, community members and leaders of community-based organizations, local government agencies, and university partners. These expanded collaborations can take a range of forms, including: 1) school governance and program planning, such as responsibility for assessing school context and needs, resource distribution, and continuous improvement; 2) the coordination of services and supports; and 3) practices and systems to maintain constructive relationships between school staff and members of the community. (http://www.nea.org/home/66157.htm)

- Peer coaching
- Peer mentoring
- Peer Assistance and Review
- Professional development, education, and training on specific student needs (e.g. school-wide best practices for students on autism spectrum)
• Distributive leadership
• Safe and respectful environments
• Shared decision-making and collaborative practices
• Teacher-led schools

EDUCATOR VOICE

Definition: Educator Voice is the use of collective action and political power to influence decisions, policies and laws that impact public education.

Input/Examples from members:
• “Ensuring we use our power to influence the decisions that will make a positive impact for our students and our public schools.”
• “Educators effectively advocating for student needs and success by amplifying their voices to impact policy and decision-making.”
• “Standing up and speaking out to advocate for positive, student centered change at the local and state level. By using our collective voice, we can shape policy, engage our communities and stakeholders, and address the profound funding gap that exists in our state.”
• “Educators lead the work at the local state and national level.”
• “Being a part of the common good and being part of the solution when issues impacting students or members arise.”
• “Educator voice creates space for student voice.”
• “ESP + Teachers + Community as ONE voice = Victory”
• “Voice means rejecting rules made by those who don’t actually know students and teaching.”
• “Claiming our voice expands the subjects we can talk about – like SCTA negotiating for restorative practices.”

Promising Strategies, mechanisms, policies, contract provisions or practices:
• Bargaining for the Common Good
• Student-Centered Bargaining and Advocacy Toolkit/Grant (http://www.nea.org/grants/63562.htm)
• Collective bargaining
• Organizing and engaging members, parents, and community organizations, stakeholders, and allies
• Building coalitions
• Developing partnerships
• Meet and confer
• Strategically planned campaigns
  o Schools Our Students Deserve
  o Red for Ed
• School board policy
• NEA Representative Assembly (RA)
  o Resolutions/NBIs
• Aspiring Educators
• NEA-retired
• NEA caucuses and committees
• NEA grant opportunities (http://www.nea.org/grants/grantsawardsandmore.html)
  o Center for Great Public Schools
  o Student-Centered Bargaining and Advocacy
  o Community Advocacy and Partnership Engagement (CAPE)
  o Organizing partnerships
  o NEA Foundation
  o Legislative Crisis Fund
• Local/state/federal legislation
  o Lobbying
  o Running for office
• ESSA implementation
  o My School, My Voice (http://myschoolmyvoice.nea.org/)
  o Opportunity scorecards and audits
  o Educator voice provisions within the law
• Open-ended statewide survey
• Hustle
• Wide distribution of Many Voices, One NEA Message: A Guide to NEA’s External Message
  • Messaging and framing: positive and student-centered

Success Stories:
• WEA_Momentum_Full_v04_(YouTubeKH.mov)
• WEA McCleary video: https://www.facebook.com/watch/?v=589705008046661
• My School My Voice Integrated Organizing Campaign: Tennessee Education Association (TEA) -- An Integrated Organizing Campaign is a sustained, authentic engagement of members at the school, district, and state levels in achieving wins on demands identified members’ priorities. TEA developed a 20/20 Vision (http://www.teateachers.org/2020vision), to drive their organizing and policy agenda, including organizing the Rally at the Capitol (http://www.teateachers.org/rally). The two big goals in this vision are:
  o Eliminate high stakes decisions based on standardized tests that affect Tennessee’s educators, students, and schools by the year 2020, and
  o Increase Tennessee’s investment per student to the Southeastern average by the year 2020.
• Educator on the Hill Plus
• Action Network
• PoliSPARKS (https://www.washingtonea.org/ourvoice/post/wea-members-learn-how-to-lobby-their-legislators/)
• Ready to Run and Summer Fellows (new leaders, organizing, stipends provided)
• Hashtags: #RedforEd; #OurJCPS; #StudentSafety
• NEA Social Justice Cadres
• ESP national recognition via the RISE Act
• Bargaining for the Common Good
• Student-Centered Bargaining and Advocacy
• Illinois Educators Applaud Starting Salary Boost Likely to Ease Teacher Shortage (https://educationvotes.nea.org/2019/10/11/illinois-educators-applaud-starting-salary-boost-likely-to-ease-teacher-shortage/)
• How Higher Salaries Could Save the Teaching Profession (https://insidenea.nea.org/Pages/StaffHomepage.aspx)
• 40K minimum Salary: A big win for Maine teachers, and the profession (https://educationvotes.nea.org/2019/12/19/40k-minimum-salary-a-big-win-for-maine-teachers-and-the-profession/)
• The 3 big Reasons Thousands Rallied for Public Schools in Indiana (https://educationvotes.nea.org/2019/11/21/the-3-big-reasons-thousands-rallied-for-public-schools-in-indiana/)
• Educators Rack up Wins with Student-Centered Advocacy (http://neatoday.org/2019/10/28/educators-win-with-student-centered-advocacy/)
• Educators Flexed Their Muscles in 2019, Look forward to 2020 (http://neatoday.org/2019/12/18/educators-ready-to-flex-muscles-in-2020/)
• Little Rock Educators Fighting for Equity, Local Control (http://neatoday.org/?s=Arkansas)
### COMMITTEE MEMBERS

<table>
<thead>
<tr>
<th>Name</th>
<th>City, State</th>
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<tbody>
<tr>
<td>Andrea Beeman, Chair</td>
<td>Maple Heights, OH</td>
</tr>
<tr>
<td>Karen Barnes</td>
<td>Leander, TX</td>
</tr>
<tr>
<td>Terry Burlingame</td>
<td>Gilmanton Iron Works, NH</td>
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<tr>
<td>Nashasta Craig-Pollard</td>
<td>Mobile, AL</td>
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<tr>
<td>Karl Goeke</td>
<td>Bloomington, IL</td>
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<tr>
<td>Brenda Johnson</td>
<td>Minneapolis, MN</td>
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<tr>
<td>Vin Levcowich</td>
<td>Wind River Junction, RI</td>
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<td>Rae Nwosu</td>
<td>Austin, TX</td>
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<td>Ellen Olsen</td>
<td>Saint Paul, MN</td>
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<td>Margaret Powell</td>
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<td>Matthew Powell</td>
<td>Mayfield, KY</td>
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<td>Mary Ann Rivera</td>
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<td>Sampson-Clark, Christine</td>
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<td>Kimberly Scott-Hayden</td>
<td>Union, NJ</td>
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<tr>
<td>HaSheen Wilson</td>
<td>Boardman, OH</td>
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*Staff Liaisons:*
- Kimberly Bertocci
- Lisa Connor
- Amber Parker
- Jennie Young
**Charge 1**

*Provide input into the development of a guide for affiliate leaders and staff to understand the Professional Growth Continuum (PGC) and how it can be used to support the professional excellence of ESPs and grow and strengthen our association.*

At the September 27, 2019 meeting, Kimberly Bertocci (ESPQ) shared feedback on the PGC, gathered informally from state and local affiliates. Affiliate staff expressed a need for assistance on where to start with the document because it can be intimidating, exercises to start using the Universal Standards in professional learning, and information on how it is being used by their peers. Committee members shared reactions to the new charge and expressed support for the creation of a guide that will help affiliates understand the PGC, develop plans for how to use it with members and potential members, and make the case for relevant professional learning given the roles that ESPs have in creating the conditions and experiences for student success.

When asked how the committee thinks the PGC impacts the growth and strength of the association, they responded that the PGC, 1) provides useful and relevant professional development that will help ESPs meet the needs of the whole student, 2) brings added value to and enhances the professionalism of ESPs, 3) can be used as an organizing tool for increased membership, wages, and benefits (for bargaining and non-bargaining states), 4) provides ESPs with pathways for professional growth, and 5) increases respect for ESPs that could be a conduit to state licensing (similar to teachers). Lastly, they noted that the PGC can impact the growth and strength of the association by recruiting, retaining, and developing ESP members.

Other ideas and points of discussion centered around the need: for professional development for career families based on the PGC; to help affiliates move from focusing on understanding what the PGC is to strategizing how it can be used (e.g., through case studies); to develop something that grounds the purpose of ESP professional growth to their passion, their “why”; and for broad outreach to UniServ staff, state Instructional and Professional Development (IPD) staff, and ESP state staff coordinators to ensure the Guide is responsive to their needs.

Lastly, the committee discussed the importance of including in the Guide: best practices and guiding principles; ideas for how to use the PGC to create inclusive professional learning communities; and underlying assumptions about quality professional development. All of these discussions offered invaluable suggestions for additional content, gleaned ideas about the potential impact of the Guide, and identified additional steps to ensure the Guide meets the needs of state and local stakeholders.

In October and November, the committee provided feedback on a short survey to be created and used with UniServ staff, state IPD staff, and ESP state staff coordinators, a need identified at the September 27 meeting. The goal of the survey was to collect insight and feedback from state and local stakeholders to ensure the Guide is responsive to their needs. In addition to disseminated the survey to the groups outlined above, ECC members were asked to send it to their district professional development contacts, local level elected leaders, and/or UniServ directors. The survey was disseminated and over 50 of responses were received. Survey results were then analyzed and incorporated into the Guide.

The ECC informed the development of NEA’s *Education Support Professionals (ESPs) Professional Growth Continuum (PGC): An Implementation Guide for Affiliate Staff* for use by affiliate leaders and staff. The Guide will help affiliates understand the PGC and how it can be used to support the professional excellence of ESPs and grow and strengthen their association. The Guide can be found at the end of this report.

**Charge 2**
Review the nomination submissions and recommend to the Executive Committee a recipient for the 2020 ESP of the Year.

At the September 27 meeting, Committee Chair Andrea Beeman reviewed the 2020 ESP of the Year (ESPOTY) selection process, norms, and other items of importance including requirements for participation and the process for conflicts of interest and recusals. Andrea recused herself from the process because she was the Ohio Education Association’s state nominee. Matthew Powell was appointed to serve as Chair during the ESPOTY selection meeting in February.

The committee reviewed dispositions for previous committee action items. The Executive Committee did not support redacting identifying information from nominations, but instead directed the committee to incorporate implicit bias training into the selection process. Discussion around the importance of maintaining the integrity of the process followed.

Discussion on the nomination and scoring process transitioning from paper to online took place resulting in a character limit modification to response fields for each of the five-criterion areas. Other points of discussion included a focus on increasing state affiliate participation in the process and assisting affiliates with mirroring NEA’s online forms to help increase engagement and participation.

At the February 7 meeting, interim Chair Matthew Powell reviewed the ESPOTY norms of confidentiality and implicit bias and reinforced that no new information about any nominee could be shared during the selection process.

Discussion took place around the lack of full committee participation in reviewing and scoring the nominations. The committee was reminded that the selection process and recommended nominee is confidential and cannot be shared with anyone who did not participate in the selection meeting.

The selection process was reviewed and the committee was briefed on challenges encountered with the new online submission process. The ESPOTY selection process took place and Andrea Beeman was selected for recommendation to the Executive Committee (Andrea had already recused herself from the entirety of the selection process).

A debrief on the selection and scoring process took place and overall the committee thought the new online submission and review process was an improvement. The use of Microsoft Forms eliminated past issues with formatting and enhanced the readability and legibility of the nominations. One committee member noted that a downside of consistent formatting was that the reading became monotonous. Several members noted that having to click back and forth between documents was a challenge and that having one document for each nomination would be helpful. Several members indicated that printing and marking up the score sheets was helpful. A member suggested that we use formatting to help ensure that evidence requirements are highlighted and that a reference to the five criteria be included in Lily’s ESPOTY award remarks. Some committee members emphasized the importance of supporting each other during the review period through GroupMe chats or having a review “buddy” or mentor with whom you can check in. The committee also noted the environmental benefits of going paperless. Concerns around lack of full participation from committee members resurfaced.

Lisa Connor shared state affiliate feedback regarding the submission process. Challenges with the submission process included lack of control in terms of ensuring everything is submitted and correct, inability to save and come back to a nomination later, and ensuring letters of recommendation are submitted correctly. All feedback will be considered when making further improvements to the process.
Chapter I: Introduction: Your Plan for ESP Professional Development

Why Professional Development for ESPs?

Everyone who works in schools is contributing to student learning in some way. It takes a village to educate students. Learning occurs throughout the school day, in the cafeteria, the hallways, school playgrounds, athletic fields, and school buses. Education Support Professionals create experiences and conditions for healthy, safe, supported, engaged, and

In 2018, the Aspen Institute’s National Commission on Social, Emotional, and Academic Development issued a clarion call for whole-child based learning, citing growing research about the interdependency between social and emotional skills and academics for student success and how school communities, writ large, can play a powerful role in shaping student learning. After two decades of school reforms that had a myopic and largely punitive focus on teaching within classrooms, the report titled, “A Practice Agenda in Support of How Learning Happens,” took a wider view, underscoring the critical role that all school staff play in building positive and nurturing school environments. From school buses to cafeterias, playgrounds and the main office, classrooms and auditoriums, this includes Education Support Professionals (ESPs), dedicated but often overlooked staff who serve in various roles and capacities including clerical, custodial and maintenance, food, health and student services, paraeducators, security, skilled trades, technical, and transportation.

While the research base presented in the Aspen Commission’s report was significant, even groundbreaking, its argument should not be controversial: To be effective for students, a whole-child approach must begin with the adults who interact with them on a daily basis. If our goal is to support students in becoming responsible, ethical, productive, and empathetic members of society, educators — both inside and outside of school classrooms — must exemplify what those behaviors look like within the learning community.

As this research becomes more widely recognized and accepted, school systems are looking more closely at the social and emotional factors that contribute to student’s academic achievement. This holistic approach is a shift in how schools envision their approach to student achievement and has direct implications for the responsibilities of schools. How staff is supported becomes a primary consideration to ensure they

have the training necessary to contribute to the creation of a supportive school culture in which every student is healthy, safe, engaged, supported, and challenged — ready to pursue their academics. Behaviors and attitudes modeled by adults in positions of authority translate into learned behaviors and attitudes in students. This whole-child approach, originally developed by the Association for Supervision and Curriculum Development (ASCD), is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children.\(^2\) This shift has many implications for rebuilding the professional culture within schools. First, it requires taking a look at who interacts with students and in what context. Second, we must take stock of what, if any, expectations or training may exist for ESPs in child development as well as how to effectively communicate, work with, and support students. Finally, we need to assess what needs to change to meet the new research-based expectations for student success.

While research shows that ESPs play an outsized role in student success, the reality is that most ESPs either don’t see their impact on students or don’t know that they have an impact. Instead, they report time and time again to the union that they do not feel valued professionally by the school community and district leadership. One way to address both perspectives and demonstrate that value is through investment in ESPs’ professional growth and learning needs to support their students to the best and fullest extent possible. Without investment in the whole-child approach to student learning, the full potential of ESPs will be underutilized. A recent NEA trend report of K-12 ESPs tells us that 30 percent do not receive professional development (PD) and 40 percent say that employer-provided PD is not relevant, leaving them ill-prepared and lacking the support needed to learn, reflect, and grow.\(^3\) This needs to change, both for ESPs and for the students they serve.

This sense of urgency leads us to ask, what are the things that matter and contribute to how students learn? The Aspen Commission’s report affirms that there are a variety of skills, attitudes, and character traits that are embedded in and support learning. Skills and competencies inform one’s ability to focus and pay attention, read social cues, negotiate and resolve conflicts, understand emotions of others, and work cooperatively on a team. Attitudes shape what students believe about themselves, others, and their circumstances and then inform how they respond to events and interactions throughout their day. Character traits are the ways of thinking and habits that are developed over time and determine one’s values, ethics, sense of responsibility, and integrity.\(^4\) When students are taught the skills, attitudes, and values that support their intellectual health and well-being, and have interactions with all adults who work in schools that validate and reinforce these

\(^2\) [http://www.ascd.org/whole-child.aspx](http://www.ascd.org/whole-child.aspx)


learnings in physically and emotionally safe environments, the result is clear: They are better prepared to learn.

To ensure that school staff have the training they need to support students in these ways, one of the key recommendations of the report advocates for building “all adult” capacity. Specifically, the commission argues that all adults in schools and youth development organizations should receive professional training and support in understanding and modeling social and emotional competencies themselves in teaching them to students and providing opportunities to apply them. First and foremost, this calls for helping all staff members develop these competencies themselves, which in turn requires maintaining a strong and positive adult learning community that promotes mutual trust, respect, and growth among staff. The commission also underscores that professional learning should be designed and facilitated with a focus on equity, diversity, and cultural responsiveness.

DEVELOPING A PLAN FOR NEW PROFESSIONAL DEVELOPMENT OPPORTUNITIES IS ABOUT BEING CLEAR ON:
1. HOW ESPs CONTRIBUTE TO HEALTHY, SAFE, SUPPORTED, ENGAGED, AND CHALLENGED STUDENTS;
2. THE SKILLS THEY NEED TO DEVELOP TO CREATE THOSE CONDITIONS; AND
3. HOW INVESTMENT IN THEIR GROWTH SHOULD BE RECOGNIZED.

Now that we’ve established the correlation between student success and the training of adults with whom they interact, it’s time to think about how your state, district, or school professionally supports ESPs given their contributions to school and student success.

As you start to assess the ways in which ESPs’ professional learning can and should be supported, you can reference and leverage:

- national awareness of the Whole Schools, Whole Community, Whole Child (WSCC)\(^5\) model developed by ASCD and the Centers for Disease Control, which combines the healthy, safe, supported, engaged, and challenged tenets of the whole-child approach with the components of a coordinated school health and wellness plan to improve student learning;\(^6\)

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\(^6\) [https://www.cdc.gov/healthyschools/wssc/index.htm](https://www.cdc.gov/healthyschools/wssc/index.htm)
• research from the Aspen Institute’s National Commission on Social Emotional and Academic Development bolstering the case for professional learning covering social and emotional competencies for all school staff;\(^7\)
• NEA’s Center for Great Public Schools State & Local Project Grants for Affiliates, which can be used to help create and sustain a system of professional supports; and
• feedback from stakeholders in your district and state (e.g. ESPs, ESP managers and supervisors, school administrators, and district professional development staff) about what training might be most relevant.

To strengthen your position, the information above should be accompanied by an articulation of the practical and important contributions of ESPs in your context. For example, ESPs:

• interact daily and share information with students, parents/guardians, staff, visitors, and community;
• are often the first and last impression one has about a school and district;
• keep students safe and schools clean;
• ensure students have access to healthy and nutritious meals that influence behavior, energy levels, physical health, and overall well-being;
• assist with classroom instruction and intervention, supporting students with special needs and those for whom English is not their primary language; and
• perform a variety of other duties such as preparing materials, recordkeeping, and monitoring students and related data in non–classroom settings.

This guide is designed to complement NEA’s ESP Professional Growth Continuum (PGC),\(^8\) a document that articulates eight Universal Standards that apply to all ESPs. (The PGC can be accessed online at nea.org/esppgc). The Standards connect professional competencies to job functions, interaction and academic support of students, and the knowledge and skill required in each area. In doing so, they illuminate the many connections between career family functions, school operations, and student-family-community education experiences. Available in English and Spanish, the PGC also shows how ESPs are central to NEA’s vision for a great public school for every student.\(^9\)

\(^{8}\) [http://www.nea.org/esppgc](http://www.nea.org/esppgc)
\(^{9}\) [http://www.nea.org/home/19583.htm](http://www.nea.org/home/19583.htm)
What is your Why? Before creating an implementation plan for your school community, it’s important to get clarity on your purpose. Why are you investing in the professional development of ESPs? Are your ESP members asking for relevant training? Are ESPs dissatisfied with what the district is providing? Does your association want to strengthen the relationship it has with ESP members? Are your investments in ESPs an approach to create greater equity of opportunity, a part of your efforts to promote racial and social justice? If you answered a hearty “yes” to any or all of these, therein lies your purpose. Your “why” should drive your efforts to improve the support ESPs receive, help ESPs find and use their voice, take ownership of the Universal Standards, and better advocate for themselves, their students, and school communities. Articulating your “why” will boost the association’s credibility among ESP members, demonstrating an understanding that they are essential members of the school community, worthy of investment and integral to student success.

This guide is designed to help you, as state and local association staff and leaders, understand and fully leverage the ESP Professional Growth Continuum to:

1. empower ESPs to use the Universal Standards to articulate their value and contributions to the school community;
2. secure commitment from stakeholders to invest in professional supports for ESPs;
3. start using the PGC Standards with ESPs; and
4. use your plan for ESP professional development to grow and strengthen your association.

This guide has been developed with significant input from the NEA’s ESP Careers Committee, NEA staff and members at the local, state, and national level. It is meant to serve as an entry point into understanding what the ESP Professional Growth Continuum is, how it can be used to expand professional learning opportunities in the competency areas that matter for comprehensive student learning and school success, and as an organizer of ideas for your professional development planning purposes. At the end of each section of the guide, Action Steps prompt you to reflect on the content you’ve read and direct you to complete a section of the planning document that can be found in Appendix A.

10 [https://www.youtube.com/watch?v=1ytFB8TrkTo](https://www.youtube.com/watch?v=1ytFB8TrkTo)
Chapter II: What is the ESP Professional Growth Continuum?

There is a great need for all education stakeholders to better understand the role that ESPs have in schools and worksites. We must support all school staff in professional learning and create school environments that are responsive to the research-based connections between health, community, and the social-emotional learning needs of students for their academic success, the Whole Schools, Whole Community, Whole Child model. NEA’s ESP Professional Growth Continuum contains Universal Standards that outline the professional abilities that all ESPs must continuously develop and use in their work to pursue the vision of a holistic and supported, school community.

NEA’s 2015 Accountability Task Force Report, “A New Vision for Student Success,”¹² called for the creation of a professional continuum that facilitates growth and development throughout an educator’s career. Every education professional—a teacher, a librarian, a counselor, a paraeducator, an administrator, a bus driver, etc.—should have a set of clear and meaningful Standards of practice and career growth opportunities allowing them to continually improve their practice and contribute to students, schools, and the education professions. An educator growth continuum is neither linear nor hierarchical. Educators grow and improve on various dimensions of practice at different rates and in different ways. An educator may be very

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¹² [https://www.nea.org/assets/docs/122096_NEA_V01_LowRes.pdf](https://www.nea.org/assets/docs/122096_NEA_V01_LowRes.pdf)
accomplished in some Standards of practice and still developing in others; growth, learning, and improvement are career-long endeavors.

The Accountability Task Force’s recommendations resulted in the adoption of a new business item at the 2015 NEA Representative Assembly directing the NEA to engage members and other experts in the field to design ESP professional continuum models, created for ESPs by ESPs, this work was to be undertaken in collaboration with the NEA ESP Quality Department in the Center for Great Public Schools. A participatory action research group composed of ESPs from diverse geographic areas and representing all career families, NEA’s ESP Careers Committee, and other stakeholders, identified eight Universal Standards of professionalism that were determined to be critical to ESPs’ work with students, peers, administration, the community, and teachers.

The eight Universal Standards provided in the PGC are broken out by career family and level of practice. Each Standard offers ESPs an opportunity to reflect on current levels of skills and knowledge, and map out the areas(s) that can be strengthened or improved upon in order to move along the continuum of professional growth. The PGC is not intended to be used for accountability or punitive evaluation.

As previously mentioned, we hear frequently from ESPs who say the professional development they receive is not relevant to their jobs and is often repetitive from year to year. One of many positive aspects of the PGC is that the Standards, though common across all career families, are broken out and explained within the context of each career family. Through their career family-specific explication, the Standards help describe how ESPs contribute to the creation of a great public school for every student.

The Universal Standards focus on the knowledge and skill in the following areas: Communication, Cultural Competence, Organization, Reporting, Ethics, Health and Safety, Technology, and Professionalism. The Standards provide ESPs with:

1. A way to keep track of and grow the skills, knowledge, experience, and responsibility they bring to the job.

2. The language to describe their value and contributions to the school, district, or worksite with peers, supervisors, and school leadership.
   a. How you do your work?
   b. Why you do your work?
   c. Who benefits from what you do?

http://www.nea.org/esppgc
3. Guidance on how to advance their skill set to expand professional goals through opportunities to lead, mentor peers, and serve as a role model.

4. A reference to identify skills they want to strengthen, or additional training they might need to better serve their community, students, and school.

5. A Standards-based demonstration of skills and knowledge that can be used to bargain for:
   a. Time, space, and money for professional development;
   b. Paid professional development;
   c. Continuing education credits; and
   d. Movement on a salary scale (e.g. increased pay or stipends).
This section provides a brief glimpse of the content available within the full PGC document. Each Standard is defined and a career family-specific example, in practice at various stages of the continuum (foundational, proficient, and advanced/mastery), is given. The full PGC, accessible at nea.org/esppgc, provides a much more detailed view to the Standards for each career family.

1. **Communication Standard:** Ability to effectively listen and communicate (written and verbal) with a diverse audience including students, parents/guardians, staff, visitors, and community.

    **Examples of the Communication Standard on the Job**

    **Excerpts Pulled from Clerical Services**

<table>
<thead>
<tr>
<th>Level of Practice</th>
<th>Foundational</th>
<th>Proficient</th>
<th>Advanced/Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Know expectations</strong> and guidelines for communicating in routine, sensitive, and confidential matters.</td>
<td>Act as a liaison between school and community when <strong>interacting</strong> with and <strong>assisting</strong> students, parents/guardians, staff, visitors, and community.</td>
<td>Be responsible for critical worksite/district communications.</td>
<td></td>
</tr>
<tr>
<td>Example Action: Report factually and promptly any unusual situations or events to administration or designee</td>
<td>Example Action: Know when and how to intervene in escalating situations (e.g., tone of voice, proximity, stance, etc.)</td>
<td>Example Action: Maintain positive internal communication system, ensuring instructional, probation, and support staff are kept informed of needed information.</td>
<td></td>
</tr>
</tbody>
</table>

ESPs can demonstrate this Standard in a variety of ways. Additional examples in the PGC document include:

- Collect and share information in a professional and efficient manner;
- Engage students, parents/guardians, staff, visitors, and community politely and positively;
- Manage information important to creating a safe learning environment;
- Mentor/coach others in role-alike positions on effective, professional, and culturally responsible communication; and
- Recommend areas for improvement in communications.
2. **Cultural Competence Standard**: Ability to examine one’s own cultural context, understand cultural context of others, and interact across cultural contexts with sensitively to differences (e.g., economic, race, gender, and disability)

Examples of the Cultural Competence Standard on the Job
*Excerpts Pulled from Paraeducators*

<table>
<thead>
<tr>
<th>Level of Practice</th>
<th>Foundational</th>
<th>Proficient</th>
<th>Advanced/Mastery</th>
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</thead>
<tbody>
<tr>
<td><strong>Acknowledge the value of speaking multiple languages.</strong></td>
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<tr>
<td><strong>Understand the value of diversity</strong> in a learning environment in order to create opportunities that will include and maximize students’ strengths.</td>
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<tr>
<td><strong>Identify and address the consequences of inequities</strong> based on racial, socioeconomic, gender, disability or other aspects of identity or group membership.</td>
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</table>

Example Action:
- Locate worksite/district documents available in the home language of students, parents/guardians, staff, visitors and community
- Acknowledge power imbalance occurs when one group’s identity is established as the norm (e.g., individual can be bullied when another feels empowered to do so)
- Lead racial justice and equity conversations and learning opportunities with students, parents/guardians, staff, visitors, and community

**Example Action:**
- Recognize differences among and across groups of people;
- Recognize one’s reaction to individuals or groups who are different from oneself;
- Build relationships of mutual respect and seek to understand diverse perspectives;
- Understand how one’s own culture—all experiences, background, knowledge, skills, beliefs, values, and interests—shapes sense of self, and how one fits into family, school, community, and society and impacts interaction with others;
- Work collaboratively with members of racially and culturally diverse groups;
- Understand the impact of racial and cultural differences in educational and work environments;
- Model cultural competence in interactions with students, parents/guardians, staff, visitors, and community;
- Use one’s own cultural experiences, background, knowledge, skills, beliefs, and values to mentor/coach students and applicable staff in racial justice and cross-cultural experiences; and
- Identify the need for additional cultural competence training and seek those resources.
3. **Organization Standard**: Ability to prioritize, plan, and execute tasks efficiently and effectively

Examples of the Organization Standard on the Job  
*Excerpts Pulled from Food Services*

<table>
<thead>
<tr>
<th>Level of Practice</th>
<th>Foundational</th>
<th>Proficient</th>
<th>Advanced/Mastery</th>
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</thead>
<tbody>
<tr>
<td><strong>Follow directions</strong> and recommended operating procedures for job-related duties.</td>
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<tr>
<td><strong>Model</strong> efficient and effective workload management.</td>
<td></td>
<td></td>
<td>Manage or lead complex, multifaceted projects related to job duties.</td>
</tr>
<tr>
<td>Example Action: Hygienic handling and correct storage of all food items (e.g., first in/first out, shelf life, maintaining clear and clean work area, etc.)</td>
<td>Example Action: Activities that can be accomplished in-between starting and ending cook/reheat times</td>
<td>Example Action: Nutrition education with students, parents/guardians, staff, visitors, and community involvement (e.g., Garden Club, Farm to School, Wellness Committee, etc.)</td>
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**Additional Examples of the Organization Standard on the Job**  
*Excerpts Pulled from Skilled Trades*

<table>
<thead>
<tr>
<th>Level of Practice</th>
<th>Foundational</th>
<th>Proficient</th>
<th>Advanced/Mastery</th>
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</thead>
<tbody>
<tr>
<td><strong>Follow directions</strong> and recommended operating procedures for job-related equipment.</td>
<td><strong>Perform maintenance tasks</strong> for equipment and information systems to ensure readiness to complete job duties.</td>
<td><strong>Manage or lead</strong> complex, multifaceted projects related to job duties.</td>
<td></td>
</tr>
<tr>
<td>Example Action: Tracking measurements and materials during job; Maintain clear and clean work area (e.g., return tools to tool storage, sweep/mop work area at end of day, etc.)</td>
<td>Example Action: Hand and power tools; work order updates</td>
<td>Example Action: Crisis management of maintenance emergency; facilities; renovations</td>
<td></td>
</tr>
</tbody>
</table>
ESPs can demonstrate this Standard in a variety of ways. Additional examples in the PGC document include:

- Follow procedures for collecting, managing, and maintaining information needed for job duties;
- Manage work duties effectively within time allotted/allocated;
- Maintain ready access to information and equipment necessary for job duties, including notification and updates;
- Model efficient and effective workload management;
- Work cooperatively with other staff on emergencies and/or the completion of large, complex or time-sensitive projects;
- Use management tools to prioritize tasks and workload in advance for efficiency in daily and long-term project completion;
- Analyze systems and procedures for efficiently and effectiveness, and suggest or implement improvements;
- Manage administrative, fiscal, and facility functions responsively; and
- Mentor/coach others in developing or maintaining organization skills related to job duties.

4. **Reporting Standard**: Ability to understand the responsibilities of a mandated reporter and what, when, how, and to whom reports should be filed

**Examples of the Reporting Standard on the Job**

*Excerpts Pulled from Custodial and Maintenance Services*

<table>
<thead>
<tr>
<th>Level of Practice</th>
<th>Foundational</th>
<th>Proficient</th>
<th>Advanced/Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Know and follow</strong> child safety/welfare laws, reporting policies and procedures, and repercussions of noncompliance (i.e., district, Board, state, federal).</td>
<td>Recognize signs of neglect/abuse, substance abuse, or self-injury behavior involving students or staff.</td>
<td>Mentor/coach others on safety policies, procedures, documentation, and reporting protocols.</td>
<td></td>
</tr>
<tr>
<td>Example Action: Mandated reporting</td>
<td>Example Action: Observe student demeanor and attitude changes over time based on knowledge of student</td>
<td>Example Action: Accident or incidences at the worksite or during sponsored activities</td>
<td></td>
</tr>
</tbody>
</table>

ESPs can demonstrate this Standard in a variety of ways. Additional examples in the PGC document include:

- Know and report breaches in student and staff codes of conduct, bullying, harassment, and other policies (e.g., acceptable use);
• Maintain the necessary documentation for required agency and individual reports;
• Clarify reporting procedures for others and assist in notifying proper authorities;
• Represent the school/district in a professional manner when reporting all incidents;
• Participate with administrators and other stakeholders in creating and implementing professional development on reporting requirements for custodial staff; and
• Prepare required agency and individual reports and maintain all appropriate records.

5. **Ethics Standard:** Ability to maintain a high level of ethical behavior, confidentiality, and privacy of any information regarding students, staff, and all job-related matters

**Examples of the Ethics Standard on the Job**

*Excerpts Pulled from Security Services*

<table>
<thead>
<tr>
<th>Level of Practice</th>
<th>Foundational</th>
<th>Proficient</th>
<th>Advanced/Mastery</th>
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</thead>
<tbody>
<tr>
<td><strong>Contribute to the learning environment by nurturing</strong> positive ethical and moral practices.</td>
<td>Exercise confidentiality and privacy of any information regarding students and staff in all job-related matters by following all rules, regulations, and policies.</td>
<td><strong>Lead</strong> others in ethical behavior.</td>
<td></td>
</tr>
<tr>
<td>Example Action: Exercise self-control, discipline, and integrity</td>
<td>Example Action: Conduct conversations about students or other confidential matters privately</td>
<td>Example Action: Observe, identify, and explain proper ethical conduct to students and staff</td>
<td></td>
</tr>
</tbody>
</table>

ESPs can demonstrate this Standard in a variety of ways. Additional examples in the PGC document include:

• Know the laws, district policies, and procedures related to ethical behavior and confidentiality;
• Develop relationships with students, parents/guardians, staff, visitors, and community based on mutual respect both in and outside the worksite;
• Display ethical and professional behavior in working with everyone who communicates — or is associated — with the worksite;
• Maintain professional relationships with students, parents/guardians, staff, visitors, and community both in and outside the worksite;
• Mentor/coach others in ethical conduct.
6. **Health & Safety Standard**: Ability to protect the health and safety of oneself and others by knowing and executing health, safety, and emergency protocols/procedures with fidelity

Examples of the Health & Safety Standard on the Job

*Excerpts Pulled from Health and Student Services*

<table>
<thead>
<tr>
<th>Level of Practice</th>
<th>Foundational</th>
<th>Proficient</th>
<th>Advanced/Mastery</th>
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</thead>
<tbody>
<tr>
<td>Know basic safety, first aid, and Occupational Safety and Health Administration (OSHA) information as required by job duties.</td>
<td>Recognize behaviors that students may exhibit <strong>during emergency situations.</strong></td>
<td>Mentor/coach others regarding emergency policies and procedures.</td>
<td></td>
</tr>
<tr>
<td>Example Action: First aid certification, AED training, and blood-borne pathogen training</td>
<td>Example Action: Implement protocol for students with a history of unpredictable or violent behavior</td>
<td>Example Action: Procedure for managing outbreaks of contagious illness</td>
<td></td>
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</tbody>
</table>

ESP can demonstrate this Standard in a variety of ways. Additional examples in the PGC document include:

- Know and fulfill assigned and designated functions during practice and active emergency/evacuation procedures;
- Know worksite rules and policies for student and staff codes of conduct related to safety;
- Make quick and accurate decisions in difficult situations;
- Maintain security and safety with regard to visitors in the building;
- Understand medical needs of students and staff;
- Maintain valid safety and first aid/CPR/AED certificates as required by job duties;
- Remain current with any new policies/procedures that ensure the health and safety of students and staff;
- Display confidence and poise when making judgement calls during emergency drills or events;
- Honor privacy and exercise confidentiality of all personal information regarding students, parents/guardians, staff, visitors, and community;
- Participate on safety committees at the school, district, community, and/or state level;
- Advocate for positive changes that will improve the health and safety of students and staff;
- Know terms and acronyms used by public safety officials, Federal Emergency Management Agency (FEMA), and local and state emergency preparedness agencies;
- Respond to and coordinate emergency and disaster drills/incidents;
- Recognize when a student or colleague is experiencing problems (e.g., educational, behavioral, developmental, health, or safety related) in order to prevent escalation/emergency; and
- Assist in assigned health-related classes as designed by certified school nurse (CSN).
7. **Technology Standard**: Ability to use electronic devices to problem solve and complete work-related duties

Examples of the Technology Standard on the Job

*Excerpts Pulled from Technical Services*

<table>
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<tr>
<th>Level of Practice</th>
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<th>Advanced/Mastery</th>
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</thead>
<tbody>
<tr>
<td><strong>Know terminology</strong> in order to solve common technology issues.</td>
<td>Know how to contact Information Technology (IT) department and report specific issues.</td>
<td>Mentor/coach other staff to use internet/software applications safely and independently.</td>
<td></td>
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</tbody>
</table>

Example Action: Dialogue box, error message window, etc.

Example Action: Understand the reporting procedure for misuse of technology, cyberbullying, inappropriate images, etc. and who to refer the situation to

Example Action: Schedule time with mentee to review worksite/district Acceptable Use Policy

ESPs can demonstrate this Standard in a variety of ways. Additional examples in the PGC document include:

- Operate computer and/or other digital devices and platforms required for job duties;
- Operate standard office equipment;
- Input data, as needed, for accurate data management;
- Know worksite’s Acceptable Use Policy;
- Learn and adopt new technology methods;
- Monitor job-related emails routinely;
- Operate advanced settings of digital equipment needed to perform job duties;
- Use appropriate job-related programs;
- Model safe internet and technology use;
- Research trends/issues pertaining to the job;
- Download specific programs for maintaining equipment as directed by supervisor;
- Apply advanced understanding;
- Review and manage data, as needed, for accurate data analysis;
- Lead a technical team;
- Conduct training and provide in-service as required to keep staff aware of current and new procedures, methods, and trends; and
- Manage social media presence.
8. **Professionalism Standard**: Ability to present and conduct oneself in a professional manner in all job settings

Examples of the Professionalism Standard on the Job
*
*Excerpts Pulled from Transportation Services*

<table>
<thead>
<tr>
<th>Level of Practice</th>
<th>Foundational</th>
<th>Proficient</th>
<th>Advanced/Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Conduct oneself as an ambassador</em> for school or agency.</td>
<td><em>Respond appropriately to instruction and feedback.</em></td>
<td><em>Demonstrate initiative in identifying areas of need and opportunities for improvement.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Example Action:</strong> Greet students, parents/guardians, staff visitors, and community in a dignified, positive manner</td>
<td><strong>Example Action:</strong> Seek to understand specifics of corrective feedback and how to change behavior or processes to improve</td>
<td><strong>Example Action:</strong> Recognize opportunities to improve bus routes, loading and unloading procedures</td>
<td></td>
</tr>
</tbody>
</table>

ESPs can demonstrate this Standard in a variety of ways. Additional examples in the PGC document include:

- Align appearance appropriately to job duties and professional expectations as outlined in handbook or job descriptions;
- Know the roles and responsibilities of your career field;
- Work collaboratively with a team;
- Project a positive image to the community through communication, involvement, and personal conduct;
- Maintain emotional control in stressful situations;
- Establish and maintain effective working relationships with others both in and outside of the worksite;
- Maintain current knowledge of procedures, policies, and laws;
- Shift tasks and priorities when necessary;
- Seek or maintain connections with the larger community;
- Engage in the improvement of the profession through active participation in professional organizations;
- Seek additional certifications; and
- Mentor/coach others in role-alike positions on professionalism standards.

ESPs’ competencies in each Standard vary from the foundational level, to proficient, and finally to advanced/mastery. Individuals can progress along the continuum by pursuing additional knowledge, skills, and dispositions, providing evidence from their work of the
indicators within the Standards, and by taking on leadership roles with peers such as a role model, mentor, or leader.

**Action Step 2: How can the PGC support needs and have a positive impact?**
- Consider which of the Standards are of particular relevance or need to your state or district’s context and priorities;
- Come up with concrete ways your Association can help ESPs (either as individuals or in groups) use the PGC Standards to enhance their professional learning; and
- Collaborate with others to articulate and document the positive impact a focus on the PGC and its Standards can have for your school community(ies).

*Complete Action Step 2 of the planning document in Appendix A.*

Chapter III: Your Local Context

Understanding your local context is imperative to informing the goal you set and the plans created to achieve that goal.

As you formulate a plan to incorporate the PGC in your professional development offerings for ESPs, you will want to identify a goal that states the change you’re seeking to accomplish. Sample goals might be: use the Universal Standards to expand or develop professional learning opportunities for ESPs to support both student and educator success; acknowledge ESP value through paid professional development; or create the opportunity for lateral, salary scale movement through attainment of a micro-credential as a means of evidence of ESP expertise in the PGC Standards.

When developing your goal, you’ll need to assess your context. What comprises your context? Many things, for example: the state of the relationship between your association and the district (or state, if applicable); the district’s level of commitment to continuous learning for its staff; ESPs’ desire and/or expectation for quality professional development; an understanding of the greatest areas of need for professional development; available resources, including a budget and funding to support professional development; the strength and support of district and association leaders; access to trainers who understand adult learning theory; etc. All of these things and more inform what makes up your local context. Everyone’s context is different, so plans will vary accordingly.

As you assess your local context in pursuit of your desire to use the PGC to support ESPs professional development, short-term goals will emerge that are necessary to achieving your
primary goal. These short-term or nested goals will become the strategic tactics required for success of your goal. For example, if your ultimate goal is to create a schedule of professional development offerings for your ESPs membership, then you’ll want to identify any barriers that exist and actions needed to create the conditions for it to occur. If your goal is dependent on finding space and money, then you’ll need tactics to secure buy-in from people responsible for managing facilities and budgets. If your goal includes movement on a salary scale, then what steps must be taken for that to be incorporated? All these tactics might seem ancillary to a goal to use the PGC to support ESP professional learning, but they should be considered fundamental, for there will likely be a correlation between your success and the degree to which you create and enact a comprehensive plan. It should also be noted that sorting through your local context and the nested goals will likely take more time than originally anticipated but should create greater stability for your initiative over time.

Your plan will be stronger if you are able to engage interested ESPs in your state or district in its development. Remember that the more you actively engage your base in this work, the greater the value of your association to your members.

Examples for how you might leverage the expertise and perspective of your members include:

- Ask ESPs to take the lead in identifying professional learning needs with additional stakeholders such as their ESP colleagues, district PD staff, and school administrators to ensure their needs are heard and understood.
- Ask ESPs to identify district, school, or career family-specific practices or procedures that are a setback, problem, or opportunity for growth. Focus on the change you think needs to occur within existing practices or procedures that will better support the needs of students, staff, and/or the broader school community. Ask your ESP stakeholders to specifically identify what the change should look like, what related professional learning is needed, and the steps they think should be taken.
- Ask ESPs to brainstorm ideas for the broad awareness and celebration of their successes and accomplishments.

Do your ESPs have opportunities to learn on the job and receive training on topics that are relevant to their job functions and specifically their interactions with students? ESP careers involve some or all of the following: the need to stay current with new and changing information, procedures, and policies/guidelines; licensure/certifications needs; community engagement; and collaboration with stakeholders within the school community. When thinking about these needs in light of existing trainings, draw on stakeholder feedback (from ESPs, from district strategic plans, etc.) to identify what is missing and incorporate that into your plans for using the PGC for professional development.
Think also about the kinds of learning experiences your ESPs have been exposed to and what they have been asked to do. In their book, *A Comprehensive Guide for Teaching All Adults: Enhancing Adult Motivation to Learn*, authors Raymond Wlodkowski and Margery Ginsberg observed the following:

“Sometimes, instructors and trainers encounter adults who seem dependent, lacking in self-confidence, or reluctant to take responsibility for their learning [or engagement]. Three of the most common reasons are that (1) learners have been socialized in their families or faith communities to be deferent to others, (2) their experience in school or in the particular domain of learning has been generally negative or unsuccessful, and (3) they do not believe they have an authentic choice as to whether or not they engage in the learning or training experience.”

What is your experience as a staffer providing support to ESPs? Are these learner/engagement characteristics familiar, and if so, how do you plan to address them as part of your consideration of local context and identification of your goal?

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**Action Step 3: Consider Your Local Context**
- Consider your local context and identify its impact for your plan;
- Explore ways to engage your ESPs as you create a PD plan; and
- Draw on your context and feedback from ESPs to develop and articulate your goal for use of the PGC.

*Complete Action Step 3 of the planning document in Appendix A.*

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Chapter IV: Securing Buy-In

Communicating how ESPs help create the experiences and conditions for healthy, safe, supported, engaged, and challenged students will be critical to making your case for investment in their professional learning. Demonstrating this value can be done by using any (or all) of the Universal Standards in the PGC. For example, take a look at the Health & Safety Standard below and notice how it encompasses technical job functions while also considering the needs of students.

Excerpt from Foundational level of the Health & Safety Standard for Health and Student Services: Know worksite rules and policies for student and staff codes of conduct related to safety.

- rules and regulations for dispensing medicine on campus
- areas of refuge
- fire drill, evacuations, and lockdown procedures
- plan for students with a history of unpredictable or violent behavior

Make quick and accurate decisions in difficult situations.

- know procedures for person with a knife or firearm
- activate emergency response team based on guidance from administration
- call for ambulance/emergency support make appropriate staff aware of the situation.

In addition to drawing from language in the Standards, you can also draw from NEA surveys that reflect direct feedback from ESPs. In a recent NEA survey, Pre-K – 12 ESP members were most likely to say that they needed professional support to help with managing student behavior (58% had a “strong” or “extreme” need), working with students with special needs (52%), using technology (44%), and managing work stress (43%). Paraeducators were more likely to express a need for support around issues related to working with students. These results are particularly relevant because we know working in success in schools requires effective interaction and communication with students and fellow educators.

Many ESPs come to the job with industry-specific certifications or licenses, but lack the training, experience, and understanding of what it takes to carry out the technical functions of their career family in a school environment with students. The adaptation of their knowledge and skills for school environments is critical to student and staff success and should be deliberately

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15 [https://www.nea.org/assets/docs/18248_ESPQ_Whole_Child_v2.pdf](https://www.nea.org/assets/docs/18248_ESPQ_Whole_Child_v2.pdf)
tended to through quality training and professional development. (Note: This assertion can also be leveraged when education stakeholders try to make the case for privatization.) For reference, see below examples of ESPs’ mandated certifications and potential professional development topics. It’s clear that the ESP Universal Standards are critical competencies to the work of each career family. Examples of certifications mandated by some states are included in **bold** and suggested professional development will be in regular text. (Note this list is intended as a discussion starter, and not a complete list.)

**Clerical Services**
Various computer software programs; office/project management courses; first aid/CPR/AED certifications; ACEs and Trauma Informed Care; student mentoring; cultural competency; de-escalation training (e.g. Crisis Prevention Institute certification); mandatory abuse reporting; and bully prevention.

**Custodial and Maintenance Services**
**Asbestos Accreditation:** first aid/CPR/AED certifications; blood borne pathogens; Integrated Pest Management certification; custodian technical certification; mandatory abuse reporting; bully prevention; ACEs and Trauma Informed Care; and student mentoring.

**Food Services**
**USDA Food Safety Performance Standards:** ServSafe certification; mandatory abuse reporting; first aid/CPR/AED certifications; Integrated Pest Management certificate; school nutrition certificate; ACEs and Trauma Informed Care; and bully prevention.

**Health and Student Services**
**LPN License; Dietician License; Nurse’s Aide Certification; Physical Therapy Assistant License; Occupational Therapy Assistant License; Speech Audiology Aide Certification; Athletic Coaching Certificate:** mandatory abuse reporting; ACEs and Trauma Informed Care; first aid/CPR/AED certifications; and cultural competency.

**Paraeducators**
**Paraeducator Certification:** behavior management, instructional strategies, mandatory abuse reporting; first aid/CPR/AED certifications; Adverse Childhood Experiences (ACEs) and Trauma Informed Care; Paraeducator-Teacher team building; communication skills, cultural competency; bully prevention; and Crisis Prevention Institute certification.

**Security Services**
First aid/CPR/AED; mandatory abuse reporting; ACEs and Trauma Informed Care; cultural competency; de-escalation training (e.g. Crisis Prevention Institute certification); and Student mentoring.
**Skilled Trades**
*Electrician License; Plumber License; Boiler Certification; Lead Abatement Certification; Asbestos Accreditation,* first aid/CPR/AED certifications; mandatory abuse reporting; and ACEs and Trauma Informed Care.

**Technical Services**
Various software and technical certificates and certifications; coding and programs management courses; first aid/CPR/AED certifications; mandatory abuse reporting; cultural competency; and ACEs and Trauma Informed Care.

**Transportation**
*CDL with Special School Endorsement,* first aid/CPR/AED; mandatory abuse reporting; ACEs and Trauma Informed Care; cultural competency; and bully prevention.

Bolstering awareness of ESP jobs, including the specific skills and knowledge required for success in schools, will help secure commitments and resources to invest in their professional growth. It’s just as important to see what key decision makers see as priorities. To secure their buy-in, your communications should include justifications that show how your proposal will also help address their needs. For example, might providing relevant professional development show ESPs that they are valued while also helping better prepare them for their roles and responsibilities? If the answer is yes, might that sense of value and preparedness reduce employee turnover, thereby reducing the time and money spent on hiring practices? Might it also help prevent issues in the workplace before they arise? This could resonate with the finance and human resources offices in ways that result in their support of your goal. These are just a couple examples, but this kind of thinking should extend to all stakeholders you wish to bring on board with your plan.

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**Action Step 4: Securing Buy-In from Important Stakeholders**
- Identify the inputs needed to implement your plan (e.g. time, space, supplies, funding, etc.) and the people who make decisions about those inputs. Consider how your plan can help meet a need they have.
- Allies and Advocates: Identify who these people are and how they can support your efforts.
- Who are the key partners you need to collaborate with to implement new PD? How can they help advance your PD goals?
- With all stakeholders, give thought to how you maintain these relationships.

*Complete Action Step 4 of the planning document in Appendix A.*
Chapter V: Sample Exercises for Implementation

Appendix B contains five sample professional development session exercises to use with ESPs, each designed to take 60-90 minutes. Sessions can be combined and delivered in succession depending on how much time you have allotted. They are intended for mixed or single career family groups of up to twenty individuals with one facilitator; larger groups can also be accommodated with more than one facilitator. The exercises build off of one another, and address how to use the PGC with ESPs to help them understand and articulate their value and importance to the school community and identify how they currently use (or can use) the Standards to articulate the contributions that matter to their local context. A description of each exercise follows:

**Exercise 1 – Valuing ESP Support for the Whole School and Whole Student**
This is a focused discussion about the ways ESPs support the whole school and whole student. Participants will identify how they support their school and students in their jobs and will consider what they need to strengthen their skills in a particular area of their day-to-day work.

**Exercise 2 – What are the ESP Standards and how can we use them?**
In this exercise, participants will learn about the purpose of the ESP Universal Standards, discuss what the Standards look like in their job, and choose one or two Standards to inform the development or strengthening of a particular area of knowledge and skills.

**Exercise 3 – What is a Professional Growth Continuum?**
Participants will begin to more deeply focus on the Standard(s) of their choosing and begin to create a professional growth plan using one Standard.

**Exercise 4 – Creating Your Professional Growth Plan**
Participants are guided through the further development of their growth plan, identifying where they are on the continuum, their growth goal, how they will pursue the growth they are seeking, and identifying the resources, supports, and mentoring they need.

**Exercise 5 – Reviewing Evidence and Celebrating Progress**
This exercise provides an opportunity for participants to discuss evidence of progress, celebrate their successes, and identify a next step.
Chapter VI: Connecting to Growth and Strength of the Union

The NEA exists to serve its members. Effective member engagement strategies are essential to member recruitment and retention, and they are essential to your work implementing the PGC. The PGC is a tool that can be used to advance the interests of your members. You can do this by soliciting ESPs’ feedback to determine needs, partnering with ESP leaders to identify and implement programming, asking their suggestions for improvement along the way, and repeating that process continually over time. You can also use the language in the Standards to advocate for interest-based needs, including bargaining for the common good. This level of engagement can instill ESPs’ pride and ownership. This cycle of engagement keeps members feeling heard, valued, and dedicated to their association.

There are other ways the PGC can be used as an engagement strategy, some of which have been previously discussed in this guide but bear repeating. The association can:

- Share the PGC with members as a tool for reflection and growth.
- Engage members in bargaining for time, space, and funding for ESP professional development.
- Train members how to use the PGC as a tool to protect against privatization of their jobs.

Additional issues, causes, or ways to use the PGC Universal Standards are:

- In discussions with a board committee dedicated to ESP careers;
- Increasing awareness and promoting the Standards;
- Integrating skill development tied to the Universal Standards in bargaining/policy language;
- Develop and offer training on topics of relevance and use the Standards to focus on the skills necessary for comprehension and application of the job knowledge;
- Becoming better advocates for racial justice and cultural competency within our schools;
- Through skill development with a student-centered focus;

Action Step 5: Capture and Share Feedback

- As these exercises are implemented, capture the reflections and progress of participants. Gather their feedback to inform continuous review and improvement of your program. Please also share your feedback with us, kbertocci@nea.org. Your ideas will help inform improvements and new iterations of these and future exercises.

Complete Action Step 5 of the planning document in Appendix A.
• Identifying and training ESP members to be member leaders in this work, facilitating workshops and working 1:1 with members as mentors;
• Creating professional learning opportunities to function as an education team (teachers and ESPs) to educate the whole student with special emphasis on the needs of at-risk students;
• Designation and training, using the Universal Standards, of ESP Member Liaisons who will advocate, promote, and organize professional development including mentorship programs;
• By helping defend against privatization by demonstrating standards-based expertise, through attainment of a PGC micro-credential as one option for multiple measure evaluation systems at the district level; and
• Hosting professional learning communities to support pursuit of the PGC micro-credentials.

The NEA’s PGC micro-credentials\(^\text{17}\) are an opportunity for ESPs to obtain affirmation of their knowledge and skill in any or all of the ESP Universal Standards. A micro-credential is a competency-based recognition issued when an educator submits evidence of their skills and knowledge with respect to a particular Standard or practice.\(^\text{18}\) Micro-credentials are a valuable resource that can be used to grow and strengthen the union’s value proposition and member satisfaction. Partnerships your association can establish with professional learning and continuing education departments at the state and local level can create a new pathway for your members’ professional growth through public recognition of their knowledge and expertise.

The following is an example\(^\text{19}\) of what this can look like:

In 2018, the review board for continuing education at the University of North Dakota College of Education and Human Development examined and verified all 93 micro-credentials developed by NEA using Digital Promise’s protocols, approving them as “professional development equivalency” credits that can count toward educator licensure renewal, salary advancement, and in some cases graduate credit. The review board’s acknowledgment of the micro-credentials’ rigor and research base sends a signal to the field about the micro-credentials’ quality as it opens up opportunities for educators across the state to engage in relevant, empowering professional learning.


\(^{18}\) [http://www.nea.org/home/microcredentials.html](http://www.nea.org/home/microcredentials.html)

As you think about ways to use the PGC to support your membership, consider demonstrating your commitment in official ways, as these states have done:

In January of 2019, the NEA-Alaska Delegate Assembly passed three NBIs related to use of the ESP PGC:

- **19-23:** Promoting of the ESP Professional Growth Continuum: NEA-Alaska shall ensure that staff directly working with ESP local associations, or associations representing ESPs, will be fully knowledgeable of the NEA ESP Professional Growth Continuum (NEA ESP PGC) ([http://www.nea.org/assets/docs/ESP_PGC_digital.pdf](http://www.nea.org/assets/docs/ESP_PGC_digital.pdf)). NEA-Alaska will provide at least one (1) hard copy of the NEA ESP PGC to a representative of each of the aforementioned local associations. NEA-Alaska shall provide a report consisting of the process and completion status of these actions to the NEA – Alaska Board of Directors prior to the Delegate Assembly 2020.

- **19-82:** Expand Micro-credential Program: NEA-Alaska shall investigate the micro-credentials needed by Alaska ESPs and work with NEA to ensure that are courses relevant for all ESP career families. This investigation will include surveying the ESP membership and utilizing the ESP Professional Growth Continuum.

- **19-86:** Micro-credential Training: NEA-Alaska shall promote the NEA micro-credential program to Alaska ESPs and train Uniserv Directors on the program including how to use the tools and resources available to support members on their professional learning journey.

Below is an example of how one state association is working with districts to incorporate the PGC in professional development.

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**Memorandum of Understanding**

*Between the Wyoming Education Association (WEA) and Park County School District #1 (PCSD1) in Powell, Wyoming*

This Memorandum of Understanding (MOU) sets for the terms and understanding between the WEA and PCSD1 for implementing the NEA Professional Growth Continuum in support of ESP Professional Development.

**Background**

Education Support Professionals (ESP) are represented across nine Career Families. All support student growth and ensure student achievement. ESPs play a key role in creating safe, caring, and connected learning communities in our nation’s public schools and colleges. One out of
every three public school employees is an ESP, and a large majority work full time and live in the community in which they work. The positive impact that ESPs have on students, schools, and communities is enhanced when there are clear expectations, when the work put forth is valued, and when options for professional growth are available.

National Education Association (NEA) has developed a Professional Growth Continuum (PGC), designed through participatory action research (PAR) and with the active involvement of ESP and other stakeholders. The PGC provides state and local associations, school districts, and individuals the ability to choose different routes that meet the specific needs and interests of their school community. In this way, the full benefit of the time and skills of ESPs can be realized for the students and educators with whom they serve.

The goal of the PGC is to provide clear pathways for ESP professional growth through various professional learning opportunities.

**Purpose**

**ESP PGC** – The Wyoming Education Association (WEA) is partnering with local education associations, school districts and community groups across Wyoming to engage ESP employees—bus drivers, custodians, food service workers, clerical workers, security personnel, technology professionals, mechanical trades employees, paramedical staff, and paraeducators—in meaningful professional development and professional growth opportunities. The WEA in collaboration with PCSD1 will endeavor to specifically support Early Career Education Support Professionals in order to build a stronger professional pipeline of Education Support Professionals statewide. Through this work, the WEA and PCSD1 will further their mission to not only guarantee high-quality learning environments for all students, but also promote empowered educator voices for the schools our students need.

Given WEA’s and PCSD1’s commitment to execute this important ESP professional development opportunity, the project will take place from February 2020 through June 2020 and include the following:

1. **Provide PGC training for ESPs in the following categories:**
   a. Paraeducators
   b. Clerical
   c. Technology

2. **Training sessions will address the following PGC Standards:**
   a. Ethics
   b. Professionalism
   c. Communication
   d. Health & Safety

3. **Training sessions will also include:**
   a. Understanding the PGC
   b. Accessing PGC Micro-credentials Online
   c. Collaboration anchored in the PCG
d. Pre-Training Self-Evaluation and Post-Training Self-Evaluation

4. All materials will be branded by the National Education Association and the Wyoming Education Association.

**Reporting**

In order to evaluate effectiveness and adhere to the agreement:

1. WEA in collaboration with PCSD1 will meet in June 2020 to assess the effectiveness of the training and plan for next steps.
2. WEA will issue a debrief evaluation report no later than July 31, 2020.
3. WEA in collaboration with _____________ will issue an accounting report detailing income and all expenses (see Funding)

**Funding**

1. WEA will provide:
   a. Trainers
   b. Training resources
   c. Access to online PGC learning tools
   d. Food and beverages for training sessions and PCG meetings
   e. Ongoing support for PGC implementation

2. PCSD1 will provide:
   a. Technology and technology support for training sessions
   b. Meeting spaces
   c. Release time and/or compensation to ESPs for PGC training
   d. Schedules for training sessions
   e. In-district credit to ESPs for participation in and completion of PGC training
   f. Recognition of ESP participants in PGC training

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**Action Step 6: Connecting to Growth and Strength of the Union**

-Identify at least one strategy for ESP engagement that will support your plan and encourage a regular communication channel, allowing your members to be authentically connected to the work of strengthening the collective voice and practice of ESPs in your community.

*Complete Action Step 6 of the planning document in Appendix A.*
Chapter VII: Case Studies

Examples of Early Use in State and Local Affiliates

The following examples come from state and local associations that were among the early adopters of the PGC. NEA staff will update this section of the guide as more affiliates share their experiences and build upon their current work.

**Phoenix Union Classified Employee Association (PXUCEA), AZ**

In the fall of 2019, PXUCEA received an NEA Center for Great Public Schools (CGPS) grant to create meaningful professional development opportunities for their 502 ESP members from three career families (security, transportation, and clerical services), using the Universal Standards.

In the last several years, the association realized that very few employees used professional growth opportunities that were available because they were not seen as relevant to career families. For this reason, the entire professional growth program was placed on hold in the hopes of developing new offerings that are aligned with job family duties as well as progression through a career ladder.

With the help of the NEA CGPS grant, working groups composed of ESPs studied individuals within their respective career families. They compared the levels of practice within the continuum to what they observe their peers doing day-to-day in their jobs. Through this work, they have been able to adapt the Standards to make them relevant, inclusive, and practical for their local context and job functions.

The professional development for these three career families will be implemented at the start of the 2020-2021 academic year and will continue to be adapted for the rest of the ESP career families following the fall launch. The professional development will be designed to be intentionally inclusive of ESPs for whom proficiency in English and technology is a challenge.

**Lyons Township, IL**

In 2019, Lyons Township received a small grant to launch a professional development day to focus on the ESP PGC. The training was designed to “bridge the gap between current practices and a vision of support that recognizes and will continue to enhance the vital role a paraeducator plays in student success.” In addition, Mary Ann Rivera, a paraeducator in Lyons Township and member of NEA’s ESP Careers Committee, worked with a team of paraeducators, teachers, and school district leaders to revise their paraeducator evaluation based on the ESP PGC, thereby making it relevant to their practice and focused on professional growth (not accountability).
East Orange Maintenance Association, NJ

Excerpt from April 2019 NEA Today article:

In New Jersey, Kimberly Scott-Hayden led the development of trainings for East Orange Maintenance Association (EOMA) members using PGC Standards. The program started after Scott-Hayden approached Dr. Kevin West, East Orange School District Superintendent.

“Before anything, you need to effectively communicate a message, a perception, or a theory,” says Scott-Hayden, who first enticed Dr. West with an idea about training ESPs to communicate more effectively at work.

In East Orange, EOMA’s original 32 members were the first to join the training sessions. Scott-Hayden and Dr. West decided to begin with this question: How can I grow professionally to become more culturally aware and effective in communicating with students and colleagues?

Scott-Hayden and the team found that discussing culturally sensitive issues can be difficult. Still, they asked participants how they collaborate with members from culturally diverse groups, how they evaluate their ability to recognize reactions in individuals different from themselves, and how they address the consequences of inequities based on identity or group membership.

Once educators saw the passion of Scott-Hayden and her team, the New Jersey program quickly expanded across East Orange. The team was awarded one of NEA’s Great Public Schools Fund Grants for $90,000 over three years starting in the 2018-2019 school year. She says she could not have predicted the spike in membership after the grant was issued, which reached 370 members to now include teacher assistants, paraprofessionals, and security guards along with the original maintenance workers.

“Just based on the work they are seeing, people have said, ‘I’m buying into this.’ It builds capacity,” says Scott-Hayden. “It gives you an opportunity to show your district that you are an important stakeholder in your career development. You can use PGC to bargain, as leverage to increase your salary, or for career advancement. It will cultivate leaders.”

Wyoming Education Association

Wyoming Education Association (WYOA) has entered into agreements with two school districts to offer PGC-based professional development for ESPs, and other districts are showing interest. At the beginning of this work, the WYOA will focus on a subset of career families (paraeducators, clerical, and technology) and a few targeted PGC Standards (Ethics, Professionalism, Communication, Health & Safety).
References


Using NEA’s ESP Professional Growth Continuum to Offer Relevant and Impactful Professional Development for ESPs

This action planning document is designed to organize the development of your plan for use of the PGC with ESP members and potential members. Following each section of the PGC Implementation Guide, the reader is directed to complete the corresponding Action Step of this planning document.

**Action Step 1: Your plan for ESP PD: Start with Why**

Answer the questions, below, after reviewing Chapter 1 of the Guide and the following resources: National Commission on Social, Emotional, and Academic Development: A Practice Agenda in Support of How Learning Happens, p35; ASCD: Whole Child framework; Education Support Professionals Meeting the Needs of the Whole Student; Centers for Disease Control and Prevention: Whole School, Whole Community, Whole Child framework; NEA’s Mission, Vision, and Values; and Michael Jr.: Know Your Why.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>Name of your local(s) (if applicable) and state</td>
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<tr>
<td>Which career families are represented in your membership?</td>
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<tr>
<td>What grade levels, worksite type do your members support, i.e., PK-12, higher ed, specialized school site?</td>
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<tr>
<td>What is your Why?</td>
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<tr>
<td>How does your Why supports students, staff (ESP), and the Association?</td>
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</tbody>
</table>

(Note that it’s perfectly reasonable to revise your Why, if needed, over time as you engage more stakeholders and gather additional insight.)
**Action Step 2: How can the PGC support needs and have a positive impact?**

Answer the questions, below, after reviewing Chapter II of the Guide and the following resources: [A New Vision for Student Success: A Report from NEA’s Accountability Task Force](#); and [ESP PGC document and resources](#).

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>What are concrete ways your Association can help ESPs (either as individuals or in groups) use the PGC Standards to enhance their professional learning? List the trainings and supports you wish to offer.</td>
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<tr>
<td>How will you articulate and document the positive impact a focus on the PGC and its Standards can have for school communities?</td>
<td></td>
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<tr>
<td>Who should know about those positive outcomes? School/district partners? ESP membership? Potential members?</td>
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<tr>
<td>What are the most relevant points you hope to convey?</td>
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</tbody>
</table>
**Action Step 3: Consider Your Local Context**

Answer the questions, below, after reviewing Chapter III of the Guide.

<table>
<thead>
<tr>
<th>Describe your local PD context.</th>
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<tbody>
<tr>
<td>What professional development offerings are available to your ESPs? What does the district provide? What does the local Association provide? Are these opportunities paid? Are there requirements connected to them?</td>
</tr>
<tr>
<td>How does your plan to use the PGC connect to existing PD offerings? Would it replace what is currently offered? Would it complement what is currently offered? Would it meet a need that is currently unaddressed?</td>
</tr>
</tbody>
</table>

| What training or professional development do you think your ESPs need? How did you determine that? Do you plan to confirm your thinking? |

| How can you engage your ESPs in designing and delivering PD focused on the PGC? |

| What goal do you want to accomplish by using the PGC? Draw on your context and feedback from ESPs to develop and articulate your goal. |
## Action Step 4: Securing Buy-In from Important Stakeholders

Answer the questions, below, after reviewing Chapter IV of the Guide and the following resource: [Education Support Professionals Meeting the Needs of the Whole Student: Tenets](#)

<table>
<thead>
<tr>
<th>Answer the following:</th>
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<tbody>
<tr>
<td>• What inputs are needed to implement your plan (e.g. time, space, supplies, funding, etc.)?</td>
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<tr>
<td>• Who makes decisions about those inputs?</td>
</tr>
<tr>
<td>How can your plan help meet a need they have?</td>
</tr>
</tbody>
</table>

| Who are your allies and advocates? List these people and how they can support your efforts. |

| Who are key partners you need to collaborate with to create and implement PD focused on the PGC? |

| Do issues exist that complicate the partnerships you need to advance your goal? If so, what are they? What can you do to address the issues or move beyond them? |
**Action Step 5: Capture and Share Feedback**

Capture feedback throughout the process to reflect on and make improvements. Consider the breadth of feedback you collect and share with appropriate stakeholders. Think about what your various stakeholders might be interested in, especially your ESP leaders and membership, association leadership, and district partners. Also consider sharing your feedback to NEA’s ESP Quality department, to the attention of Kimberly Bertocci, senior program/policy specialist/analyst: kbertocci@nea.org.

**Action Step 6: Connecting to Growth and Strength of the Union**

Answer the following questions after reviewing Chapter VI of the Guide.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<tbody>
<tr>
<td>Identify one strategy for ESP engagement that will support your plan to leverage the PGC for ESPs.</td>
<td></td>
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<tr>
<td>How does this strategy encourage regular communication between the association and ESP members? Does this strategy include potential members?</td>
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</tr>
<tr>
<td>How will your plan enable ESPs to strengthen and use their collective voice?</td>
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</table>
Optional Next Step: Your Feedback

NEA’s ESP Quality team wants to hear from you! After reviewing the contents of the PGC Implementation Guide and completing the Action Steps in this document, please consider sharing your feedback with us by completing this survey. Thank you!
Attendees
Cecily Myart-Cruz, Co-Chair, Black Caucus Chair
Gladys Marquez, Co-Chair, Hispanic Caucus Chair
Tucker Quetone, AI/AN Chair
Tracy Hartman-Bradley, AI/AN Vice Chair
Cherlynn Lee, AI/AN Secretary
Elizabeth Conner, AI/AN AE
Charmaine Banther, APIC Chair
Jodi Kunimitsu, APIC Vice-Chair (online)
Terry Addison, APIC Treasurer
Lindsay Peifer, APIC Secretary
Ryan Choi, APIC AE
Karen Moore, Black Caucus Vice-Chair
Christine Trujillo, Hispanic Caucus Vice-Chair
Chelsie Acosta, Hispanic Secretary
(online)
Roman Trejo, AE Hispanic Caucus

Executive Committee Liaison:
George Sheridan, Executive Committee

Staff Liaisons:
Harry Lawson Jr.
Tanisha Manning
Pamela Rios
The Ethnic Minority Affairs Committee met on January 17 and 18, 2020 to begin their work on the Charges they were given from the NEA President.

- **Charge 1:** Review existing Bylaw 3-1(g) state plans for promising, sustainable and measurable strategies and/or practices that support greater racial equity in inclusion and directly improve ethnic minority involvement and participation at all levels of the Association to be shared with affiliates as they work to improve their plans.

- **Charge 2:** Research, examine and compile promising strategies and/or practices as well as partnerships that can be shared with and utilized by NEA affiliates, members and staff to further advance the Association’s racial justice work.

- **Charge 3:** Provide input to the Racial and Social Justice Conference Planning Committee through the four Caucus Chairs.

- **Charge 4:** Review testimonies from the EMAC hearings and organize the broad themes that will inform and enhance NEA’s Strategic Objectives.

Over the two days the Committee:

- Reviewed recent data regarding state participation and progress on their 3-1(g) goals from the 2019 NEA Representative Assembly. The Committee raised concerns about possible under-representation of delegates from diverse communities in light of expected results of 2020 Census. The Committee inquired about NEA’s preparation for a 2020 Census impact. The EMAC will continue to monitor and support efforts to increase diverse representation at the Representative Assembly, in leadership and across the NEA enterprise.

- Received updates regarding NEA’s work on racial justice, race equity, community partnerships and grants. The Committee inquired about the process that was utilized to identify coaches and participants for the Leaders of Color Pathway Project. EMAC raised concerns that the internal language work still disenfranchises members of the Committee, and the language being considered by the Racial Justice in Education (RJE) Internal Language Review Stakeholder Group is not representative of diverse viewpoints. They asked the Stakeholder Group Chair to work with EMAC leaders to address these concerns.

- Provided input on possible keynote speakers, documentaries and sessions for CRSJ. The input included:
  
  a. Increase the representation of Native people, people with disabilities and intersectionality in the rotation of the keynote speakers and workshops. Specifically including more images of American Indian/Alaska Native (AI/AN) people on posters, and in all activities in the organizing studio.
  b. Investigate providing services for hearing and vision impaired members during the CRSJ keynote and breakout sessions in an effort to be more inclusive of the needs of differently abled members and delegates
  c. NEA live stream and record keynote speakers and workshop sessions at the CRSJ.
  d. NEA invite state and local EMAC’s in teams to the CRSJ.
  e. Investigate opportunities for Aspiring Educators (AE) to attend CRSJ and create a student registration rate or scholarship to provide more access for AE to attend.
  f. The Committee recommends that NEA move the EMAC Hearing to Day 2 (from Day 1). In order to accommodate a Day 2 EMAC Hearing the Committee recommends that the CRSJ begins at 8:15 am.
  g. Provide funding for CAPE grantees to attend.
  h. NEA organize an MMIW (Missing and Murdered Indigenous Women) Awareness Walk.
• Reviewed the available hearing forms and identified some recurring themes to include, recruitment and retention of educators of color, bringing awareness of white supremacy, and support of local and state EMAC’s. EMAC will continue to work on utilizing the hearings to identify issues and concerns that will inform and enhance NEA’s Strategic Objectives.

The Committee identified the following themes that can impact the organization and create sustainable systems change.

THEMES

INVESTMENT IN ORGANIZATIONAL INFRASTRUCTURE - INVESTMENT IN THE PROFESSION

• Investment in enhancing and improving technology supports and infrastructure:
  o To increase access to information
  o To support the differently abled
• Dedicated staff support to research, compile, implement and test strategies and practices
• Target financial resources to Grow Your Own (GYO) GYO, recruitment & retention and mentoring strategies
• Utilize Internal Language Review Stakeholder Group recommendations to rebuild all registration, sign up and meeting forms be consistent in racial, ethnic, gender and gender expression language.
• Dedicated and promoted space for state EMAC leaders, members, affiliate staff to access information and resources and communicate.
• Review and assess committee structures and composition; and Staff, Executive Committee support.
• Determine organizational capacity and resource the gaps to provide streaming and live access to PD, Conferences and events.

EDUCATION

• Broad 3-1(g) curriculum and education strategy and plan – across all levels of the organization (NCUEA, NCSEA)
  o Information regarding Bylaw 3-1(g) and the history of the merger between NEA and the American Teachers Association (ATA),
  o Bias, White Supremacy, anti-racism and dismantling racism
  o Research on influence and implications of robust EMAC structures across the enterprise
• Compile research for committee hearings on key organizational priorities
• Build and structure a calendar of existing community focused events, acknowledgements, celebrations, etc. (MMIW Awareness, Voter Rights Rallies) and an education strategy
• Review 3-1(g) planning templates, reporting, support and accountability measures utilizing a racial equity tool and broad stakeholder engagement and research.
• Continue and expand acknowledgements:
  • Land acknowledgement
  • ATA-merger acknowledgements

COMMUNICATION & ACCESS

• Broadening access to NEA conferences – families, parents and allies
• Identifying organization strategies to build scholarship programs to support broad attendance and access to conferences and events.
• Identifying and testing effective input and communication processes/strategies and practices (committee hearings and input)
• Identify strategies and practices to broaden communication – and test and assess/evaluate those strategies.
• Assess committee hearing practices and identify alternative strategies to existing practices.
• Invest in infrastructure supports that provide the greatest access:
  o Differently abled
  o Child care
Ensure that multiple media formats are available when conducting EMAC hearings (i.e. print, digital, online); which will provide the greatest access for members to engage and share input.

<table>
<thead>
<tr>
<th>Committee Recommendations</th>
<th>Board of Directors Action</th>
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<tbody>
<tr>
<td>1. EMAC recommends that NEA create a committee or position that will gather and compile</td>
<td>Adopt with flexibility</td>
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<td>information concerning state and local EMAC’s across the association. In addition, a</td>
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<tr>
<td>network will be built to share information, strategies and to collaborate across those</td>
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<tr>
<td>groups and with the national EMAC.</td>
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<tr>
<td>2. The Committee will submit a memo to the NEA President recommending additional meeting</td>
<td>Refer to president</td>
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<tr>
<td>time to complete a final project/report with the depth and breadth necessary. The work</td>
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<tr>
<td>will need to extend beyond current meeting structure.</td>
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</table>

**ADDITIONAL NOTES**

As NEA continues its work on Bylaw 3-1(g) and becoming a racially just and inclusive organization, EMAC suggests additional strategies and practices that should align with the overall racial justice and equity framework. The awareness of education strategies ensures the levers of organizational and cultural change are being impacted. Those strategies and practices include:

- Robust research on the implications of Bylaw 3-1(g) on the organization – economic, political and social.
- Ongoing awareness and education program at all levels of the organization – explicitly including explicit Bylaw 3-1(g)
- Capacity building and investment to include; 1) resource investment and change in the financial culture of the association. In order for NEA to become a more inclusive union, there must be infrastructure to support and sustain the policy and practice changes necessary to uplift equity, diversity and racial justice in the organization. NEA should employ efforts similar to the movement following NBI-B 2) 3-1(g) plans should have robust awareness/education elements (inclusive of bias, white supremacy culture, understanding the history of racism and of the history of 3-1(g) and the merger. 3) develop spaces for content/resources to live – leveraging NEA360/EdCommunities in a different and robust way by creating communication loops with affiliates, staff, members, leaders and state and local EMACs on 3-1(g). 4) identifying staff dedicated to the support of state EMACs.

For NEA to continue the work of achieving racial justice in education, strategies, tactics and activities being employed across other systems need to be identified and examined for scale and replication. Some of the themes we must focus on are:

- How are organizations investing in supporting organizational change work?
- Identify ways organizations are utilizing their governance structures – rethink the engagement of Board members
• Identify strategies that Education/curriculum organizations are implementing
• How are membership organizations including non-members in their conferences and convenings
• Identify other timeline tools and resources – on impacted identities; to include Grow Your Own and recruitment and retention programs

After reviewing the hearing forms, EMAC thinks there are several critical factors:

Improving access:

• Investment in technological solutions to the hearing forms and collection, such as Microsoft Forms
• Identify practices for obtaining and collecting information from stakeholders/stakeholder engagement in membership organizations. – implement and test.
• Resources and tools that are NEA created or developed by partners – greater sharing and access is a challenge across the membership- we need to identify and test some new practices to improve access.
• Examine the composition of NEA Committee structure for equity and inclusivity
• Commitment to improving access and support for the differently abled community – feasibility studies and plans to implement.
• Identify learning from Pathways project for bold application to the NEA system – identify opportunities for systems, policy, practice and culture change –with an express goal of increasing the numbers of women of color in elected leadership roles at all levels of the organization.
• Leveraging the work of the Internal Language Review Stakeholder Group, to ensure consistency and uniformity regarding inclusivity of race, ethnicity, gender and gender expression and identity on forms and documents.
# Human and Civil Rights Awards

**COMMITTEE MEMBERS**

<table>
<thead>
<tr>
<th>Name</th>
<th>City, State</th>
</tr>
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<tbody>
<tr>
<td>Vallerie Fisher, Chair</td>
<td>Seattle, WA</td>
</tr>
<tr>
<td>Reed Bretz</td>
<td>Grand Rapids, MI</td>
</tr>
<tr>
<td>Rudolph Burruss</td>
<td>State College, PA</td>
</tr>
<tr>
<td>Michael Harman</td>
<td>Salt Lake City, UT</td>
</tr>
<tr>
<td>Tracy Hartman-Bradley</td>
<td>LaVista, NE</td>
</tr>
<tr>
<td>John Horrigan</td>
<td>Westport, CT</td>
</tr>
<tr>
<td>Serena Kotch</td>
<td>Clarence Center, NY</td>
</tr>
<tr>
<td>Robbie Kreitz</td>
<td>Dublin, CA</td>
</tr>
<tr>
<td>Anita Lang</td>
<td>APO, FEA</td>
</tr>
<tr>
<td>Ruth Luevand</td>
<td>San Dimas, CA</td>
</tr>
<tr>
<td>Gladys Marquez</td>
<td>Frankfort, IL</td>
</tr>
<tr>
<td>Ronald Martin</td>
<td>Madison, WI</td>
</tr>
<tr>
<td>Julio Morales</td>
<td>Engelhard, NC</td>
</tr>
<tr>
<td>Cecily Myart-Cruz</td>
<td>Inglewood, CA</td>
</tr>
<tr>
<td>Lindsay Peifer</td>
<td>St. Paul, MN</td>
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<tr>
<td>Jennifer Scurlock</td>
<td>Eugene, OR</td>
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<tr>
<td>Angela Stewart</td>
<td>Columbus, OH</td>
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<tr>
<td>Louise Stompor</td>
<td>Schiller Park, IL</td>
</tr>
<tr>
<td>Ken Tang</td>
<td>Temple City, CA</td>
</tr>
<tr>
<td>Marilyn Warner</td>
<td>Clearwater, FL</td>
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*Staff Liaisons:*

Harry Lawson
Alexandria Richardson
Shannon Nephew
Introduction
The Human and Civil Rights Awards Committee met in Washington, D.C., on September 27th, 2019; held a virtual meeting January 8, 2020 and met in Washington, D.C., again on February 7, 2020.

Charge 1
Review the criteria, process and forms for nomination of candidates for all Human and Civil Rights awards, and make changes as needed. Review the nomination submissions and recommend to the Executive Committee recipients for the 2020 Human and Civil Rights Awards.

During their September 27th meeting, under the direction of the Committee Chair, specific committee members were asked to lead on beginning portions of the agenda; including the check in portion to ask committee members about what their contributions would be to the Committee work in the coming year, as well as in reviewing the HCR Awards criteria and process. In this meeting, the committee reviewed and discussed the 2020 NEA Human and Civil Rights Awards Nomination Form and Information brochure, and made minor changes and corrections to the form. In their roles as Ambassadors for the awards and award categories, committee members shared a desire to garner at least five nominations per award category for the 2020 nomination period.

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

During and before their meeting on February 7th meeting, the committee reviewed 41 applications for the 2020 NEA Human and Civil Rights Awards, deliberated over them, and chose 11 recipients to recommend to the NEA Executive Committee as Award winners; including one recipient for the NEA President’s Award.

The NEA Executive Committee approved the 11 recommendations submitted by the committee for the 2020 Human and Civil Rights Awards. Names of this year’s award winners can be viewed on www.nea.org/hcrawards.

Charge 2
Review the current slate of Human and Civil Rights awards to determine if any can be combined, retired and/or awarded in alternate years.

During their September meeting, the committee was led in a discussion regarding their committee charges by the Committee Chair and Executive Committee liaison Robert Rodriguez. During this discussion the committee was debriefed on conversations held by the Executive Committee regarding the 2020 dinner format and program (Charge #3) and held a detailed discussion around this newly added committee charge (Charge #2).

During their meeting, the committee participated in an activity to discuss changes to the current slate of HCR Awards. In this activity the committee broke out into groups based on their Ambassador roles and provided recommendations and suggestions on how to combine, retire, or alternate awards to accommodate suggestions for new award categories, per the 2018-2019 committee recommendations. The committee also discussed potential language changes to current award categories and criteria. These recommendations and suggestions were compiled and summarized to be further addressed and confirmed by the committee at a future Committee meeting.
The committee was presented with additional information and research conducted on Wilma Mankiller, the namesake for the proposed new award category based on the adopted 2018-2019 committee recommendation.

**Charge 3**

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

During the September 27th meeting, Executive Committee liaison Robert Rodríguez led the committee in a discussion about the current format of the awards and proposed continued “show-style” format for the 2020 Awards. During this discussion, Robert reminded the committee of the intended goals of the changed format: 1) to increase access and participation in the HCR Awards by changing from a set banquet style limited seating structure to “show-style” theatre seating structure that would allow for more attendees; 2) to lessen the financial burden to members to attend the Awards by changing the format from a more costly dinner; and 3) to make the Awards ceremony more appealing and visible to new and different segments of our NEA membership.

During its February meeting, the committee selected the theme for the 2020 NEA HCR Awards: “Together We Rise”. The committee was briefed by NEA staff member Alexandria Richardson on the plans for the 2020 Awards Ceremony inclusive of each committee member’s role as Ambassadors to the Awards. The committee then engaged in a lengthy discussion about why the format of the Awards ceremony should be changed backed to a dinner, concluding with the committee’s unanimous recommendation listed below.

**COVID-19**

The 2020 NEA Human and Civil Rights Awards was scheduled to be held July 2, 2020 in the Thomas J. Murphy Ballroom of the Georgia World Congress Center, Atlanta, GA; however due to the spread of the novel coronavirus throughout the United States and the NEA Board’s consideration of whether or not to hold an in-person Representative Assembly, this may change. Should the NEA Board vote not to hold an in-person Representative Assembly, NEA staff will work collaboratively with the HCR Awards Committee and other NEA departments on a plan to move forward with honoring the selected 2020 Awards candidates remotely.

While our nation and our organization managed the response to the outbreak of the novel coronavirus (COVID-19), changes were made to the overall planning process and progression towards the awards ceremony. During this time of change, NEA staff made a concerted and focused effort to correspond with committee members, award winners, and state leadership so that at every step of the way, all parties were informed. Emails were sent to Award winners, impacted state leadership and to the HCR Awards Committee about changes to the planning schedule for the awards ceremony.

**Charge 4**

*Make recommendations for collaboration with HCR award winners to advance outreach to communities and partners in support of NEA’s Strategic Objective within that year.*

NEA Staff Harry Lawson, Director of the Human and Civil Rights department, greeted the committee during their September meeting and presented to them on how their work aligned with departmental program goals and overall Association priorities in racial and social justice. From his presentation and in accordance with this charge, the committee went on to discuss key issues they would address in the current fiscal year that would impact the growth and strength of the organization, as well as end products they would produce to benefit the Association. The committee determined that a significant contribution to Association was the uplift of award winners that support the mission and core values of the Association. The committee also noted the opportunity they have to draw NEA membership into the Association via engagement over the awards and the nomination process, and the opportunity the committee has to acknowledge home-grown NEA members doing human and civil rights work during the ceremony. The committee reported this information out to the NEA Board during its September 28th meeting. Part of the discussion was to reach out to states with no previous participation in the
Awards and states with past award winners for their engagement in NEA events.

NEA staff continue to refer back to and work on implementing the previous suggestions of the committee to incorporate previous award winners into NEA program; including inviting recipients back to NEA events, meetings, observances, and priority work.

Contributing to this charge, the committee discussed that as Ambassadors of the Awards program, they would commit to reaching out to states with no previous participation in the Awards to solicit nominees and participation. The committee also discussed reaching out to states with past award winners for their engagement in future NEA events and activities. Replicating previous years, the committee decided that one of its key issues and priority areas of work in this year would be soliciting and seeking out high-quality, impactful award nominees whose work would be insightful and meaningful enough to uplift via NEA properties.

**COVID-19**

As NEA staff and the committee plan to honor 2020 awardees in the current environment, there will be intentional thought given towards connecting 2020 awardees to the community of past award winners as a means of honoring this grand community of honorees doing impactful work in their communities. The committee is hopeful that connecting past and present honorees with one another, as well as to NEA members, will spur the continuation and expanse of advancing justice at the state and local level.

<table>
<thead>
<tr>
<th>Committee Recommendations</th>
<th>Board of Directors Action</th>
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<tbody>
<tr>
<td><strong>Charge 3: Assist in the planning and execution of the Human and Civil Rights Awards Ceremony</strong></td>
<td></td>
</tr>
<tr>
<td>1. The Committee unanimously recommends that the NEA return to a dinner format for the Human and Civil Rights Awards.</td>
<td>Refer to President</td>
</tr>
</tbody>
</table>
Charge 1:
Review the NEA Legislative Program and gather feedback from NEA members and leaders. Provide recommended modifications to the NEA Legislative Program to the Board of Directors and present for approval to the annual Representative Assembly.

The committee reviewed the NEA Legislative Program in light of NBI 5, which requires all NEA governing documents to “incorporate language that is democratically inclusive of all NEA members.” Consequently, the committee voted to amend the program in several places. Those changes have been incorporated into the program.

In addition, the committee reviewed the Legislative Program to ensure it is aligned with our Association’s governing documents and reflects NEA’s current needs. Pursuant to recommendations from the Ethnic Minority Affairs Committee and the Women’s Issues Committee, the Legislative Committee voted to amend the program to support free/reduced tuition at postsecondary institutions (EMAC) and to support a holistic approach to women’s health care. Subsequent to approving the recommendation on holistic health care, the committee voted to add to the program opposition to any discrimination in health care based on gender,
gender identity, race, or ethnicity. None of these amendments have been made, pending approval by the NEA Board.

The committee also voted in favor of the following amendments:

- Opposition to vaping products, especially when targeted to individuals ages 18 and younger; and
- Support for improved security screening procedures for transgender individuals and members of historically marginalized groups at airports and in other public facilities.

These amendments have not been made, pending approval by the NEA Board.

**Charge 2:**

*Conduct an open hearing to review the proposed NEA Legislative Program and discuss relevant legislative issues with delegates. Work with staff to review legislative amendment submissions and determine the Committee’s recommendation for each submitted amendment.*

The status of this charge is on hold pending a decision by the NEA Board of Directors on the 2020 Representative Assembly, in light of the coronavirus pandemic.

**Charge 3:**

*Review, assess, and execute a plan to increase participation in Capitol Hill lobbying and back-home lobbying visits by NEA Board Directors.*

The committee piloted a phone app designed specifically for NEA Board members to compile and submit information they gather during Lobby Day visits to Capitol Hill. We are planning to roll out the app to the full Board in time for use during NEA’s September Lobby Day.
Charge 1
Select recipients of Local President Release Time Program (LPRTP) grants, monitor progress of projects, and review evaluations of selected locals.

Committee discussion:
The committee reviewed eleven grant applications. The following locals were recommended as approved for the three year grant beginning September 2020:

Zone 1:
- Melrose Education Association, MA ($12,500)
- Sandwich Education Association, MA ($12,500)

Zone 2:
- Okaloosa Education Support Professionals, FL ($23,526)
- Charlotte Mecklenburg Association of Educators, NC ($25,000)

Zone 3:
- Teachers Association of Washington Local Schools, OH ($4,500)
- Thompson Education Association, CO ($25,000)

Zone 4:
- California Virtual Educators United, CA ($12,500)
- Lebanon Education Association, OR ($11,503)
- Rocklin Teachers Professional Association, CA ($25,000)
The committee reviewed sixteen (16) grant evaluations from 2018-2019. Overall, the recipient evaluations were positive. However, the committee expressed the need for additional data regarding membership and membership engagement to easily identify whether the grant was indeed helping the local be more successful.

Charge 2

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

**Committee discussion:** The committee went over the guidelines to be sure the grant is reflective of NEA’s strategic objectives and to ensure that the focus of membership is retention and engagement. The committee also discovered several questions that didn’t work under the new grant system and will work to amend them for the new grant year. Finally, the committee also discussed the grant budget for this year. Committee members are advocating for increased funding since this grant is one of the aspects of NEA that is using to grow the organization. The grant aligns with NEA’s and state affiliates’ strategic plans and goals.

Charge 3

*Review and report on the LPRTP’s annual training to ensure that the training aligns with NEA’s Leadership Competencies, addresses Racial and Social Justice and provides recipients with the tools necessary to accomplish program objectives and advance a culture of organizing within the local.*

**Committee discussion:** Twenty (20) participants attended the annual training. The teams were first-year recipients of the grant and included the president and UniServ director. Teams were provided with fundamental training on leadership competencies, racial and social justice, organizing, team building, and conflict resolution. Participants were eager to implement the skills learned in their locals and discussed ways to support each other throughout the grant cycle. The committee was very supportive of this concept.

Conclusions:

The Local President Release Time Committee will move forward on the following steps to strengthen the program in accordance with the committee’s charges:

1. The Committee and staff will develop a sample application for locals applying for the Local President Release Time Grant applications in the future.
2. The Committee and staff will explore the possibility of requiring an “intent to apply” that would be due 45 days prior to the actual application deadline.
3. The Committee and staff will ensure that charter schools applying for a grant are in compliance with the NEA Charter School Policy.
Membership Organizing

COMMITTEE MEMBERS

<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
<th>State</th>
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</thead>
<tbody>
<tr>
<td>Amber Gould, Chair</td>
<td>Glendale, AZ</td>
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<tr>
<td>Nancy Behe</td>
<td>Carrolltown, PA</td>
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<tr>
<td>Jenni Benson</td>
<td>Lincoln, NE</td>
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<tr>
<td>Sarah Borgman</td>
<td>Wakarusa, IN</td>
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<tr>
<td>Eric Brown</td>
<td>Chicago, IL</td>
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<tr>
<td>Noel Candelaria</td>
<td>Austin, TX</td>
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<tr>
<td>Amanda Cooper</td>
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<tr>
<td>James Frazier</td>
<td>Union, NJ</td>
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<tr>
<td>Stephanie Gallardo</td>
<td>Burien, WA</td>
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<tr>
<td>Dan Greenberg</td>
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<tr>
<td>Doug Hill</td>
<td>Macomb, MI</td>
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<tr>
<td>Peggy Hoy</td>
<td>Twin Falls, ID</td>
<td></td>
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<tr>
<td>Julia Hyndman</td>
<td>Fort Wayne, IN</td>
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<tr>
<td>Mollie Mumau</td>
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<tr>
<td>Saul Ramos</td>
<td>Worcester, MA</td>
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<tr>
<td>Nick Sirek</td>
<td>Eau Claire, WI</td>
<td></td>
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<tr>
<td>Erika Strauss Chavarria</td>
<td>Columbia, MD</td>
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<tr>
<td>Alexandria Toay</td>
<td>Elmhurst, IL</td>
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</tr>
<tr>
<td>Randall Woodard</td>
<td>Springfield, TN</td>
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Charge 1

Research and compile promising strategies and practices that can be shared with staff, elected leaders, affiliates, and members to deepen, support, and enhance efforts to build a culture of organizing that engages members as professional practice leaders, racial justice in education activists, and advocates for the necessary tools and resources for every student to be successful.

Committee discussion:

After reviewing the charge and some initial information from the Center for Organizing at the first meeting, committee members met in small groups to answer the following questions:

- What strategies are you already aware of that build a culture of organizing that engages members as professional practice leaders, racial justice in education activists, and advocates for the necessary tools and resources for every student to be successful?
- What about the strategy makes it a promising practice? How can it be replicated or scaled with staff, elected leaders, affiliates, and members?

Then committee members met in small groups to answer the following questions:

- What data or narratives do you have that demonstrate the effectiveness of strategies you listed?
- What data or narratives are missing and how could you collect that information?

Members then committed to conduct follow up conversations with the states, locals, or leaders who have potential best practices to highlight and collect more data/information. Members later used a Google Form to help catalog their research so it could be reviewed at the following meeting.

During the second meeting, the committee reviewed the research collected by committee members on
promising practices and strategies identified so far: Issue Organizing, Bargaining Surveys, Building Member Capacity, Power Mapping, Relational Organizing.

Committee members broke into teams to answer the following questions about each strategy or promising practice identified:

- **Strategy Overview**: Provide a brief statement explaining the strategy
- **Area of Focus**: Is there an area where this strategy works best? Racial Justice, Professional Practice? Advocacy? Or does it apply to all?
- **Rationale**: How does this strategy build a culture of organizing? How is this strategy a promising practice?
- **Steps**: What does this strategy look like? What steps are involved in implementing the strategy?
- **Supporting Data or Narratives**: What data, narratives, anecdotes or other information helps demonstrate the effectiveness of the strategy.

Each team then committed to complete their portions and send them into the committee chair as soon as possible in order to complete the recommendation. The committee put together the following initial information as a result of their discussions so far.

### Membership Organizing Committee

#### Recommended Strategies and Practices

<table>
<thead>
<tr>
<th>Name of Strategy:</th>
<th>Building Member Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of the Strategy:</td>
<td>Educating and empowering members so they can identify issues, become more aware of resources, and assume leadership roles within all levels of the association.</td>
</tr>
<tr>
<td>Area of Focus:</td>
<td>All areas</td>
</tr>
<tr>
<td>Rationale:</td>
<td>Empowering members to identify, understand, and address issues in their schools and communities.</td>
</tr>
<tr>
<td></td>
<td>● Increased engagement</td>
</tr>
<tr>
<td></td>
<td>● Identify leaders</td>
</tr>
<tr>
<td></td>
<td>● Identify issues - address local needs</td>
</tr>
<tr>
<td>Steps:</td>
<td>● Provide learning opportunities for members</td>
</tr>
<tr>
<td></td>
<td>● Engage community</td>
</tr>
<tr>
<td></td>
<td>● Educating members</td>
</tr>
<tr>
<td></td>
<td>● Assisting local leaders to identify issues and leaders</td>
</tr>
<tr>
<td></td>
<td>● Greater contact with NEA leaders and staff</td>
</tr>
<tr>
<td></td>
<td>● Engaging local leaders who are already established - lead by example</td>
</tr>
<tr>
<td></td>
<td>● Encouraging and supporting members to attend learning opportunities (i.e. NEA Leadership Summit)</td>
</tr>
<tr>
<td>Supporting Data:</td>
<td>Summer Organizing Data (C40 Grant), anecdotally that locals are NOT doing this work.</td>
</tr>
<tr>
<td></td>
<td>● Example: early-career educator attending leadership conference, taking that learning home, and implementing a plan.</td>
</tr>
<tr>
<td></td>
<td>● Researching/surveying members and identifying issues. Organizing around that issue.</td>
</tr>
<tr>
<td>Name of Strategy:</td>
<td>Relational Organizing</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Overview of the Strategy:</td>
<td>Building 1-on-1 relationships with members and potential members to understand what they see the Association to be and understanding what they want the Association to be. Understanding what drives members and helping them to find their place within the organization.</td>
</tr>
<tr>
<td>Area of Focus:</td>
<td>All areas</td>
</tr>
<tr>
<td>Rationale:</td>
<td>Research shows that 1-on-1 relationships promote member engagement and a sense of belonging. Relational organizing allows learning and understanding to go both ways - members to leaders and leaders to members. Identifying new leaders.</td>
</tr>
</tbody>
</table>
| Steps: | ● Training people how to conduct 1-on-1s - deep listening, soliciting information, etc.  
● Hold the 1-on-1s - go to the members.  
● Follow-up with members and potential members  
● Collect and analyze data  
● Activate and engage members - find something for them to do. Give them opportunities. |
| Supporting Data: | Year-round organizing data. Education summer data.  
● Wisconsin has ed summer data  
● Ohio New Ed Organizing |
<p>| Name of Strategy: | Organizing around an Issue |
| Overview of the Strategy: | Working with members to solve a problem that is important to them |
| Area of Focus: | This will work with various issues depending on the needs of the group. For this exercise, we used the issue of furlough |
| Rationale: | When people are invested in an issue, they are more likely to mobilize and act as a single unit to solve that issue. |
| Steps: | Identify an issue and the stakeholders who can be catalysts for the change. |</p>
<table>
<thead>
<tr>
<th>Supporting Data:</th>
<th>Issue: Teacher furlough which would increase class sizes to unacceptable lengths.</th>
</tr>
</thead>
</table>
| Plan:           | 1. Identify the stakeholders  
|                 | 2. One to one conversations with the teachers in the school where the impact would be felt.  
|                 | 3. Set a plan to attend the school board meeting en masse. The stakeholders wore the same shirts to the meeting.  
|                 | 4. No member spoke at the meeting but the large presence showed the administration that their plan to cut educators |
would find resistance
5. At the next meeting, members spoke about the ill-effects of furlough
6. No furloughs took place.

Name of Strategy: Survey

Overview of the Strategy: Identify the priorities of the membership

Area of Focus: Bargaining

Rationale: Members will more likely be engaged in the process if they have been given a chance to voice their concerns

Steps:
1. Create a document
2. Regardless of dissemination of the survey, there needs to be a one to one conversation with members about the importance of completing the survey and having their voices heard
3. Leadership shares members’ responses.

Supporting Data: This is a tried practice across the country. It is the cornerstone of organizing—giving members a voice.

<table>
<thead>
<tr>
<th>Committee Recommendations</th>
<th>Board of Directors Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Charge 1:</strong> Research and compile promising strategies and practices that can be shared with staff, elected leaders, affiliates, and members to deepen, support, and enhance efforts to build a culture of organizing that engages members as professional practice leaders, racial justice in education activists, and advocates for the necessary tools and resources for every student to be successful.</td>
<td>Adopt</td>
</tr>
</tbody>
</table>

1. The Committee recommends that NEA share the following promising strategies and practices with staff, elected leaders, affiliates, and/or members in whatever method the NEA deems most strategic:
   - Use of strategies researched by the committee (as outlined in the table above)
   - Use of resources currently available through NEA such as:
     a. [Member Organizing Webinar Resources](#)
     b. [New Educator Campaign Member Organizer Program Checklist](#)
     c. [Materials and Examples created by states](#)
     d. [C40 Year Round Organizing Resources](#)
Professional Standards and Practice

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Charge:
Build on the report, Great Teachers and Learning: Creating the Culture to Support Professional Excellence, by identifying and compiling in a report the specific policies and practices necessary to support teachers’ growth, development, and excellence as teachers move along the professional continuum.

Committee discussion:
The 2019-2020 Professional Standards and Practices Committee (PSP) utilized the recommendations and vision of the Great Teaching and Learning: Creating the Culture to Support Professional Excellence (GTL) report (2017) as the foundation for the committee’s research into crucial actions and transformations that will facilitate professional growth and learning for educators. In fact, these same actions and transformations will lead to greater student success and deeper learning for all. Extending the findings from the 2019 PSP report, it became clear that three areas of focus are a high priority for school transformation:

- Culturally Responsive Practices
- Socially Just Environments
- Practitioner-Led Professional Learning

The PSP divided into three subgroups, each charged with finding exemplary practices in these three respective areas, identifying what successful transformation looks like in actual practice AND what changes would be necessary to accomplish the desired result.
These three areas of transformation are so deeply interconnected that it is impossible to achieve systemic change in one without also addressing others. The findings of each subgroup, therefore, provide complementary strategies that should be pursued as part of a holistic approach to school change. In addition, it is extremely important to note that actions to address these three priority areas will only result in meaningful change when the cultural keys to transformation from the GTL report guide the decisions and processes within the organization.

In the report that follows, we define each of these priorities for change. We describe what successful transformation “looks like” in actual practice and specific actions that will contribute to our success. We make note of how GTL elements of school culture are evident in the transformation that occurs. In some instances, we highlight examples of transformation at various phases of an educator’s career, but for many of the recommendations, they must occur across all career phases. Our report concludes with a set of specific goals and actions that serve as the guide to next steps in achieving the GTL vision.

A report in the age of coronavirus...

By the beginning of February 2020, the PSP had completed the main body of its anticipated committee work and a final report was under development. Less than two months later, though, as they met virtually to complete their work, the entire landscape of public education had been upended. The coronavirus had forced closure of the schools and worksites for all committee members, significantly altering their professional responsibilities and workload. They found themselves along with their colleagues working to create new and innovative ways to meet the unique learning, developmental, and social/emotional needs of each student through vastly different strategies and media. Knowing the lives of students, families, and communities were and are in a state of tremendous upheaval deepened the need that this report strives to address.

A snapshot of how these changes have impacted students in general, but specifically our chronically underserved students has been incorporated into this report – these changes are profoundly linked to the original charge to the committee. It would be impossible to fully address all of the issues the pandemic has illuminated, and that is not the intent of the PSP. Most importantly, the changes in our schools and communities have served to exacerbate inequities and challenges already identified in the research of the PSP. Our current crisis has placed a magnifying glass on the crucial need for transformative change in classrooms, schools, the culture of education, our union, and our entire society – a need for change that existed before, during, and if not addressed will last long after any pandemic event.

The PSP offers this report, therefore, as a clarion call to action. We hope that the medical challenges of a pandemic virus will be successfully overcome through vaccines and treatments already under development. It is time to eradicate more than the pandemic which is creating the current crisis. The time is now to eradicate the deeply ingrained structures, systems, and elements of culture in schools and society that reflect profound, harmful inequities in the lives of certain groups of students, their families, and communities.

Culturally Responsive Practices

Culturally responsive practices are strategies for teaching and learning grounded in a deeper understanding of neuroscience and its implications for how the brain learns. Each person’s previous experiences contribute to a framework that facilitates learning for that individual. Over the past two years, the committee has explored recent brain research and particularly the practitioner-focused work of Zaretta Hammond (2015). Consider just a few examples of facets of how culture and individual’s background are factors in learning for both PK12 students and educators:

- Interpersonal norms such as eye-contact in a conversation vary based on one’s previous cultural experiences. For some, students maintaining eye contact with an educator during a conversation...
might demonstrate attentiveness while others may interpret this as a sign of disrespect. Some students may come from cultures in which collectivism and collaboration are at the heart of all group and social action. Still others are encouraged to pursue individualism and competition as the only legitimate ways to demonstrate learning and success.

- The environment and background for each student provides contexts that MAY enhance learning by connecting new concepts to previous knowledge. But a mismatch of contextual framing can also create confusion instead: Algebra story problems that discuss the time it will take to mow a lawn given certain data could be both useless and frustrating to a student from an urban setting, while using a subway system map and time schedule to find the most efficient route from point A to point B would be equally confusing to a student from a rural community.

- A curriculum that regularly, seamlessly, and respectfully reflects the cultural history and heritage of students in the school and provides positive role models and examples of achievements from their varied cultures is an essential foundation to ensure that students perceive their worth and potential for success. Symbolic offerings of heroes and holidays only during one month of the year communicates to students of all races and backgrounds that some people are less important and valuable. This messaging has a deeply harmful impact on the learning for some and on the overall cultural lens and understanding of all students. Schools become part of a larger system reinforcing a white supremacy culture (see resource note) that is, at its very core, harmful to students, families, and communities of color.

- As teaching and learning experiences are increasingly provided through digital media, it is crucial to ensure that curriculum and teaching resources reflect the sensitivity to culturally responsive practices and that they incorporate adaptive technologies to meet the needs of students with developmental and/or learning challenges.

When students are taught without careful and systematic attention to issues of cultural responsiveness such as these, the effects are far more serious than merely failing to make a connection to understand some particular concept or information in the curriculum. Brain research reveals that the cultural mismatch creates anxiety and could even heighten the effects of other trauma within a student’s life. Significant work must be done to overcome the damage done before students reach a point of readiness to engage in the learning process. Students also benefit from having experiences with educators from varied racial, ethnic, and cultural backgrounds. Particularly, students benefit when they see teacher role models that share their race, ethnicity, and heritage.

Educators bring their cultural beliefs and perceptions of students to their interactions, as well. When a student acts differently than educators expect (based on their own cultural lens), the student’s actions may be misinterpreted as defiance, disrespect, or lack of ability. These perceptions, in turn, alter the way that the teacher interacts with the student. An educator may think a student is less able, not realizing that a mismatch between instruction and the student’s cultural frame of reference is interfering with learning. The educator then chooses to only ask simpler questions, give less-challenging assignments, or make other decisions that convey to the student a lack of belief in their ability. The result could be discouragement, a lack of confidence, or a belief that school is out of touch and doesn’t deserve the student’s investment of effort.

**Finding Success for Culturally Responsive Practices:**

Educators at all career phases need support for continuous growth and understanding of the culture and background of each and every student. There must be an ongoing quest to develop strategies to connect crucial elements of the curriculum to the conceptual framework students have previously acquired. Professional learning should continue to focus on the ever-growing understanding of how the brain works and how teaching strategies support learning. Events such as the coronavirus pandemic of 2020 have served to highlight the impact of trauma on learning needs of students, support systems of families and communities, and the professional and personal supports for educators. Trauma existed before 2020, though, and the pandemic
illuminates the crucial need to address trauma and its impact on students, educators, families, and their communities.
Recent research is encouraging that many educators are learning about the positive impact of ensuring student culture is a factor when planning instruction. Still, this same research indicates that many educators have not developed an understanding of their own personal cultural lens and the realization that they must constantly reflect on their practice to uncover unconscious biases that negatively impact support for student learning. Educators need a supportive environment to explore their own biases and cultural lens. This environment that fosters each professional’s growth must reflect the same culture of respect and worth of each person that educators should in turn model as they interact with students, their families, and communities.

Socially Just Environments

Culturally responsive practices are an important first step toward achieving socially just environments for students, their families, and communities. But only transforming instruction while neglecting the larger systemic issues and inequities that generate pervasive negative effects in the lives of students might be comparable to only setting a car crash victim’s broken arm when they are also losing massive amounts of blood from other injuries. Consider three examples of how systemic issues are impacting learning opportunities for students.

Discipline – Studies that analyze trends in discipline practices in schools present a discouraging reality. Students who have engaged in comparable misbehaviors in schools will receive significantly different consequences when correlated with their race, special education classification, gender identity, and even sexual orientation. Even the language used to describe offenses reflect a school-to-prison mentality for non-white students. These differences in discipline practices have been documented as early as preschool. In one example, a kindergartener pushes another student when standing in line. If the student is white, they receive a gentle reprimand and are asked to apologize. For the five-year-old black male student, a discipline referral is written using the term “assault”. A student discipline file has begun that may eventually build a case against the student of color, pushing some out of the system entirely.

Access – Just as students of color are far more likely to suffer harsh discipline for comparable offenses, these students are also far less likely to be identified for programs for gifted students and far less likely to be encouraged to take challenging courses even when their academic performance is equal to or better than that of their white peers. The inequity in access to a challenging curriculum is further institutionalized by the pervasive segregation of our school. For instance, middle schools serving predominantly students of color are only half as likely to give 8th graders access to Algebra, and even in the schools that DO offer Algebra, it will disproportionately be a classroom of white students. Lack of access to Algebra in the 8th grade naturally translates into the high school as courses such as Calculus aren’t even offered since students don’t have enough years to complete this rigorous sequence of math courses before graduating.

The demands of rapidly shifting the entire system of education to digital platforms in response to the coronavirus pandemic exposes a long-standing inequity of access to digital learning tools and digital learning experiences for many students. This inequity also includes access to the adaptive technologies for students with special learning needs.

In order to address teacher shortages that are most prevalent in schools serving students in poverty and students of color, alternate preparation routes have been created often with inadequate clinical practice and minimal focus on pedagogy or culturally responsive practices. Educators who lack quality preparation prior to becoming the ‘teacher of record’ are far more likely to struggle to meet student needs and struggle to survive professionally. They are more likely to leave the profession within three years, before they develop the skills to teach well. The result is that students have less access to experienced educators, new educators have fewer opportunities to work with qualified mentors, and schools experience churn of constant educator turnover.
Curriculum – Nationally accepted standards and the textbooks developed by publishers to provide students access to the curriculum are overwhelmingly reflective of a Euro-centric, colonized view of the world. Offensive examples abound in curriculum and textbooks such as references to slaves as “immigrant workers”. For some students, the only images they see of persons of their own race may be of individuals in chains, subservient to a supposedly superior, dominant race. Each subject area – history, science, mathematics, music, art, etc. – is rich with examples of white cisgender men who have achieved, provided leadership, created literature, and supposedly reflected an ethical and moral ideal for others to follow.

Implicit messages from this distorted depiction of the world reflect either a deep lack of understanding of the culture and contributions of persons of all races, or possibly display a continuing intention to oppress and dominate those who are not white.

Just as importantly, systemic and institutional distortion throughout the curriculum does deep harm to the majority of our students from diverse racial, ethnic, and cultural backgrounds. Even as with a lack of culturally responsive teaching practices, socially unjust learning environments discourage students, demean their heritage, and may cause some to abandon public school as a pathway to opportunity and success.

Finally, to create the socially just environments our students, from PK-12 through higher education, deserve and desperately need greater diversity among educator role models to provide exemplars of success that mirror the diversity of our students. We need to build a system that encourages students of color to become educators. This only happens when we dismantle the system that has demeaned them, belittled their heritage, treated them as criminals for minor offenses, and failed to honor and acknowledge their giftedness. Ending the practices that have systematically denied access to a challenging curriculum is a crucial step we must take. It is time to dismantle the standardized testing hoops that often act as gatekeepers to the profession under the mistaken belief they correlate with academic knowledge educators need for success. And at the same time, we must elevate the importance of identifying and developing future educators with cultural sensitivity and interpersonal skills fundamental to helping students learn and thrive. This is work that NEA is uniquely poised to lead.

Finding Success for Socially Just Environments:

The time has come for educators to demand change in the discipline practices in our schools. Restorative practices must become the norm for how we interact with each other, treating each person with respect and genuine caring.

Practices must be changed at both the classroom and institutional levels to ensure students, regardless of race, ethnicity, and other personal characteristics, are empowered to succeed. Students, regardless of their zip code must have access to a challenging, broad, 21st century curriculum that facilitates their growth and creativity. Schools must receive the resources to provide access to this curriculum and it must be demonstrably accessed by students regardless of race, ethnicity, or other personal characteristics.

Fiscal resources must be provided in order to ensure student access to the full range of curricular offerings, teaching and learning tools including digital media, and a well-qualified and diverse educator workforce in their classrooms, schools, and digital learning environments. Students with special learning needs must also have equitable access to each of these resources. Ensuring access to well-qualified educators for all students begins by ensuring that all aspiring educators can complete a high-quality preparation program before becoming a teacher of record and without amassing debt that cannot be reasonably reduced because of inadequate educator salaries. Further, we must address the need for educators to be professionally compensated throughout an entire career.

NEA Resolutions have described our current reality as a ‘white supremacy culture’ in which “historical and
current practices have systematically advantaged and privileged people of White European ancestry while disadvantaging and denying rights, opportunities, and equality for people of color. Implemented through both policies and laws, these biased practices have been manifested in the conditions our students and educators face in their schools and communities” (NEA Resolution I-51). We can no longer tolerate such inequities in our culture. Assessment practices that misuse standardized testing and minimize the importance of educator-created formative assessments need to cease. NEA can and should lead in creating and implementing a balanced system of assessment that inspires student learning so that all students have the opportunity to flourish.

**Practitioner-Led Professional Learning and Leadership**

Teachers, Education Support Professionals (ESPs), Specialized Instructional Support Personnel (SISP), and all educators engaged in the actual work of providing learning experiences and environments for Pre-K through higher education students have a deeper understanding of the challenges and realities of ‘doing’ the work of education. Therefore, they must be elevated and recognized as experts, essential to developing, implementing, and refining of any educational goals, professional practices, and organizational leadership.

Exemplary professional learning systems in schools and districts confirm our understanding of human motivation and passion for one’s work. Rather than investing in external experts to come tell practicing teachers and other education professionals what to do and how to do it, we must invest in supporting the growth and success of practitioners as facilitators of professional learning through coaching, providing workshops, facilitating Professional Learning Communities, and as leaders of the culture of schools. Exemplary systems engage practitioners in establishing priorities for growth, identifying problems to be solved collaboratively. Exemplary systems utilize the expertise of practitioners to deliver the professional learning opportunities for colleagues. Local and state affiliates in many settings are leading implementation of practitioner-led professional growth through surveying members regarding needs and interests, identifying and developing exemplary practitioners as facilitators of collegial professional growth, and monitoring and adjusting strategies to achieve success.

Exemplary professional learning systems address the needs for educators to become well-prepared in working in blended learning and fully digital learning environments. These skills are necessary so that all educators can extend the learning opportunities for their students beyond the walls of any classroom and beyond the curriculum offered in a single textbook. They are also necessary so that every student regularly encounters the kinds of learning environments that open their horizons for independent learning and that facilitate success in future education and workplace settings. Practitioners with experience working with students in digital learning environments should take the lead in providing the practical pedagogical insights and professional development for colleagues.

Possibly the most compelling reason to achieve systemic transformation through practitioner-led professional learning stems from the challenging realities of implementing culturally responsive practices and creating socially just environments. Facilitating growth in the practices of experienced educators who have been successful in working with hundreds or even thousands of students over decades in the profession demands sensitivity, respect, and honoring for their commitment, service, and expertise while also collegially opening new aspects of understanding of difficult topics such as unconscious bias.

Educators may not immediately recognize the need to ‘take the cultural lens workshop’ as their professional growth plan for the year. For that matter, taking a workshop or course on culturally responsive practices in some settings has degenerated to merely checking off that an obligatory professional development has been finished. What is needed is not a course but rather a change of culture, not a workshop but a change in one’s deepest level of interpersonal understanding.
Finding Success for Practitioner-Led Professional Learning and Leadership:

Reflecting on our personal cultural lens and potential unconscious biases is not part of the historical culture of Pre-K though higher education schools and systems. Therefore, issues of race, culture, and bias must be addressed as a central pillar of every professional learning experience, every course, every workshop, every professional learning community and organizational initiative.

For this level of implementation, we must seek to support ALL practitioners who serve as facilitators and leaders, so they understand the crucial role of culture, race, and social justice in transforming schools for student success. These facilitators must develop a deep awareness of their own cultural personhood and develop the skills to engage colleagues and the community in a lifelong growth journey of understanding and change.

NEA trainings and professional learning opportunities across all departments and centers must lead the way in modeling practitioner-led, transformative growth experiences. These experiences should be central to both our efforts to help members grow and excel in their various roles as educators as well as in their roles as leaders of their union, creators of a transformed organizational culture of the NEA.

The work is underway. Programs such as NEA’s ‘Leaders for Just Schools,’ the ‘Early Leadership Institute,’ and the ‘Teacher Leadership Institute’ are just three examples of NEA efforts to assist its members in becoming the change agents and leaders of school culture that are fundamental to real transformation. Support for efforts such as Community Schools, with the six pillars identified by NEA, incorporate the entire community into the work of transformation. Even with such powerful examples in mind, it is time to take these efforts to scale across all schools, every local, each community, and touching the lives of every NEA member and the students and families with which they work.

No single course, workshop, etc. can be the place where we learn to be culturally responsive and to honor the worth of each person. No single trainer or department can be the person or group that is qualified and responsible for facilitating training and organizational planning rooted in social justice and cultural responsiveness. We must ensure that each person and group that takes on the work of training, transformation, and leading in our schools, union, and communities, is able to do so with skill, sensitivity, and with a personal understanding and commitment to growth.

Conclusion – Plan for Action

Transformation of our schools and profession is crucial if we are to “fulfill the promise of public education to prepare every student to succeed in a diverse and interdependent world.” Change is imperative on two levels:

- Individual educator – the profession of educator demands a lifelong process of professional growth, developing deeper understanding of culturally responsive practices and continuous reflection on how one’s cultural lens and personal biases may impact the ability to support learning and growth for each student.
- Systemic/institutional change – the curriculum, policies, practices, and norms that define the culture and learning experiences in our schools must be transformed. We must acknowledge the pervasive impact of textbooks and teaching materials, school policies, classroom practices, and mindsets steeped in a white supremacy culture and we must demand change. NEA itself must become a model organization through policies, practices, and a culture that vigorously seeks social justice internally and externally and battles any vestiges of white supremacy culture. In this quest, we must enlist communities and other organizations that are committed to a belief in the worth and dignity of each person.
The GTL report provided five ‘keys to transformation’ that are essential elements of culture and that must guide decisions about planning, implementation, and reflection on results in order for significant and lasting change to occur. Given these essential elements (the scope of change needed and the culture necessary to facilitate growth) the PSP offers several priorities for action that should be part of the holistic transformation to be implemented:

- Educators at every career phase must be engaged in reflection on their professional practice, learning about their students’ culture and background, and participating in coaching to develop their skills in implementing culturally responsive practices.

- Educators at every career phase must be engaged in reflection on their own cultural lens, seeking feedback from others, and considering areas of potential unconscious bias to be addressed in their professional practice.

- Members and the union at local, state, and national levels should be engaged in advocating for our students and working to ensure that members have the knowledge, skills, and understanding to implement restorative practices as a fundamental principle of interactions with each student, their families, and among colleagues.

- Members and the union at local, state, and national levels should be engaged in advocacy for all students to have access to the knowledge, skills, and tools to facilitate digital learning experiences and access to tools and accommodations needed for special learning needs.

- Members and the union at local, state, and national levels should be engaged in advocacy for the resources needed to ensure that every student has access to a professionally compensated education workforce that reflects the diversity of our nation’s student population.

- Members and the union at local, state, and national levels should be engaged in advocacy for all students to have access to a broad, challenging, culturally appropriate 21st century curriculum with opportunities that facilitate the development of each person’s gifts and interests.

- Members and the union at local, state, and national levels should be engaged in advocacy for all students to have access to tools and accommodations needed for special learning needs.

- Members and the union at local, state, and national levels should be engaged in advocacy for our students and working to dismantle a curriculum that reflects a legacy of white supremacy and replace it with culturally rich curriculum that provides a positive connection for each student to their worth as a person.

- Members and the union at local, state, and national levels should be engaged in establishing and sustaining professional learning systems and opportunities which are developed, implemented, evaluated, and refined by practitioners, for practitioners.

- Members and the union at local, state, and national levels should seek to ensure that all professional learning experiences offered by the union, schools, and districts are built on a foundation of culturally responsive practices, foster reflection and attention to potential areas of bias, and continuously seek to create socially just environments within classrooms, schools, communities, and the union.

- The union should work to ensure that every person who facilitates/delivers professional and leadership development experiences on behalf of the union, regardless of their role (member/leader or association staff), level (local, state, or national) or department possesses and utilizes the knowledge, skill, and understanding of culturally responsive practices, socially just environments, and of human motivation and learning in their work to offer professional development. Their work should explicitly help participants and colleagues to deepen their understanding of these crucial elements of culture in order to create the environment and opportunities described within the GTL report.
Resources:

White supremacy culture – an explanation. In 2018, NEA adopted resolution I-50 entitled ‘White Supremacy Culture’, adding this important concept to the strong statement in resolution I-51 on Racial Justice. The language of I-51 may provide the best definition of white supremacy culture: historical and current practices have systematically advantaged and privileged people of White European ancestry while disadvantaging and denying rights, opportunities, and equality for people of color. Implemented through both policies and laws, these biased practices have been manifested in the conditions our students and educators face in their schools and communities. See Resolutions in the 2019 NEA Handbook, pp. 324-25 at: http://www.nea.org/handbook


Frey, Nancy, Fisher, Douglas, & Smith, Dominique (2019). All learning is social and emotional: Helping students develop essential skills for the classroom and beyond. Alexandria, VA.


Minor, Cornelius. (2019). We got this: Equity, access, and the quest to be who our students need us to be. Heinemann, Portsmouth, NH.

National Education Association. Ed Justice Resources Website: https://neaedjustice.org/resources/

National Education Association. (2017). Great teaching and learning: Creating the culture to support professional excellence. NEA.


National Education Association. (2017). The six pillars of community schools toolkit: NEA resource guide for educators, families, and communities. NEA.


The Committee on Sexual Orientation and Gender Identity (SOGI) held four virtual meetings prior to our in-person meeting. The purpose of the November 7, 2019, virtual meeting was to introduce members of the committee, review roles and responsibilities, review and discuss the 2018-2019 charges and recommendations, as well as introduce the new 2019-2020 charges. The virtual meeting on January 8, 2020, was to discuss the work of subcommittees. Two subcommittees were developed to work on Charges 1 and 2. Each committee consisted of 6-7 SOGI members. On January 22, 2020, there was a virtual meeting to receive updates from NEA’s Government Relations staff and the Office of General Counsel, with follow-up to be had at the in-person meeting. At the last virtual meeting on February 3, 2020, the subcommittees reported out on any work they had done, as well as shared any questions or concerns.

SOGI held its in-person meeting February 13-15, 2020 at the NEA Headquarters in Washington, D.C. During these dates, SOGI also had the opportunity to attend HRC’s 7th Annual Time to Thrive Conference also being held in Washington, D.C. After the in-person meeting, SOGI has not held any virtual meetings, but other meetings are being planned to continue the work of SOGI.
**Charge 1:**
*Assist in the development of materials to be used for education of NEA members about LGBTQ issues and the rights and protections available to LGBTQ students and staff, specifically focusing on materials that can be used for real-time two-way communication, video, and live-streaming.*

SOGI members worked on this charge in their subgroup. At the in-person meeting and after the in-person meeting, NEA staff provided an update on current materials developed. However, there are recommendations from previous years that are still being completed by NEA staff. Therefore, it was decided by SOGI that NEA will revisit SOGI recommendations from the past three years on materials and resources that were to be developed. NEA will continue to update the committee on their development of materials. All materials will then be reviewed and finalized by SOGI and NEA staff prior to distribution.

Given our current environment amidst the impacts of the coronavirus (COVID-19), SOGI was unable to complete all of the work associated with this charge. SOGI’s plan is to continue moving this work forward with the hopes of completing the remaining work products by August 2020. Therefore, at this time, SOGI does not have a recommendation for Charge 1.

**Charge 2:**
*Develop a list of medical/mental health providers and advocacy groups NEA can vet and conduct outreach to in order to provide resources for educators, students, and families in the transitioning and coming out processes of the LGBTQ community.*

NEA staff provided SOGI with a list of six national medical/mental health providers and advocacy groups that NEA currently reaches out to and collaborates with to provide resources to its members. The subcommittee assigned to this charge did some work on this charge, but raised concerns about whether or not this list should include just national medical/mental health providers and advocacy groups, or if the list should also include providers and advocacy groups at the state level. However, at the in-person meeting, the committee made a motion to consider this charge moot. SOGI felt that this charge was adopted by the NEA Board of Directors and should be addressed by NEA staff since there was a list currently developed and in the process of being updated. NEA staff is developing a more extensive list of providers and advocacy groups at the national and state levels. Once this list is completed by the end of May 2020, the list will be shared with SOGI for input and approval.

Given our current environment amidst the impacts of the coronavirus (COVID-19), SOGI was unable to complete all of the work associated with this charge. SOGI’s plan is to continue moving this work forward with the hopes of completing the remaining work products by August 2020. Therefore, at this time, SOGI does not have a recommendation for Charge 2.

**Charge 3**
*Provide input to the Racial and Social Justice Conference Planning Team through the SOGI Chair.*

NEA staff provided updates on the planning of the 2020 Conference on Racial and Social Justice. During the February Super Week, the SOGI Chair requested that the planning committee have more LGBTQ+ specific offerings, as well as offerings that address intersectionality. The SOGI Chair also expressed the importance of intersectionality among the conference presenters, speakers, and performers chosen for the conference. The committee also discussed the success of the Pride Block Party, and the 50th Anniversary of Stonewall Exhibit.

**Charge 4:**
*Review input from SOGI hearings and identify the broad themes that will help inform the implementation of NEA’s Strategic Objectives.*

SOGI received the input prior to the in-person meeting for review. During the meeting, the committee expressed
some concerns about the 2019 hearing.

1. The Joint Hearing with EMAC & WIC - Although the committee understands the intention to unite the three committees for one hearing, SOGI believes it was not entirely successful. With all three committees together, there was not enough time to vocalize and address all of the concerns members wanted to raise during the hearing. Many committee members, as well as the NEA LGBTQ+ members and allies, heard unwelcoming comments during the hearing, such as, “Why is SOGI here? Shouldn’t SOGI be separate?” Although there are issues that affect everyone and should be addressed collectively, SOGI still needs to be provided a separate space that is fully safe and welcoming to address their specific concerns.

2. Hearing Results – In the past, SOGI received several pages of input. This year, SOGI received minimal input. Therefore, SOGI questions whether or not the joint meeting prevented members from voicing their concerns due to not feeling comfortable and/or welcomed.

3. Structure of the Meeting – SOGI expressed concern that not all members received the information as to the time/date of the hearing, and some members that did attend did not feel included. When each committee had their own hearing meeting, SOGI was able to offer input directly to members, and members felt more connected and engaged.

<table>
<thead>
<tr>
<th>Committee Recommendations</th>
<th>Board of Directors Action</th>
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<tr>
<td><strong>Charge 3: Provide input to the Racial and Social Justice Conference Planning Team through the SOGI Chair.</strong></td>
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<tr>
<td>1. NEA should make it a priority to include more offerings that are LGBTQ+ specific and address intersectionality, as well as ensure intersectionality is represented among the conference presenters, speakers, performers, and giveaways (such as posters, materials, etc.).</td>
<td>Refer to President/Conference Alignment Team</td>
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<tr>
<td><strong>Charge 4: Review input from SOGI hearings and identify the broad themes that will help inform the implementation of NEA’s Strategic Objectives.</strong></td>
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<td>2. NEA should create space to have combined dialogues with SOGI, EMAC, and WIC, but hold a separate SOGI committee hearing</td>
<td>Refer to President/Conference Alignment Team</td>
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# Women’s Issues

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<tr>
<th>COMMITTEE MEMBERS</th>
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<tr>
<td>Louise Stompor, <em>Chair</em> Schiller Park, IL</td>
<td>Virginia Mancini</td>
<td>Joni Watson</td>
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<td></td>
<td>St. Louis Park, MN</td>
<td>Dayton, OH</td>
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<td>Zanovia Clark-Sevey Highland, WA</td>
<td>Jo McKim</td>
<td>Julie Wickersham</td>
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<td>Louisville, KY</td>
<td>Clarkston, WA</td>
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<tr>
<td>Jamila Harris-Smith Kansas City, KS</td>
<td>Kathleen Murphy</td>
<td>Nancy Melendez</td>
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<td>Orange City, FL</td>
<td><em>Aspiring Educator Representative</em></td>
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<td>Guymon, OK</td>
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<td>Fatimah Hayes Pennsauken, NJ</td>
<td>Kizzy Nicholas</td>
<td>Shelly Krajacic</td>
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<td></td>
<td>State College, PA</td>
<td><em>Executive Committee Liaison</em></td>
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<td>Kenosha, WI</td>
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<tr>
<td>Maureen Honan North Haven, CT</td>
<td>Marilyn O’Malley-Hicks</td>
<td><em>Staff Liaisons:</em></td>
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<td>Tacoma, WA</td>
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<tr>
<td>Lisa Jennings Sioux Falls, SD</td>
<td>Petra Schmid-Riggins</td>
<td>Makeda Harris</td>
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<tr>
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<td>Phoenix, AZ</td>
<td>Carol Mwanthi</td>
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<td>Alexandria Richardson</td>
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<tr>
<td>Stephanie Johnson Columbia, SC</td>
<td>Michelle Usher</td>
<td>Pamela Rios</td>
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<td></td>
<td>Dallas, TX</td>
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The Women’s Issues Committee met in person at the end of February 2020 after a previous web meeting for the purpose of addressing the charges. Lead staff from the National Women’s Law Center, NEA Center for Social Justice, and the Office of General Council provided pertinent data and resources to support the WIC as they addressed charges. In order to dive into providing possible solutions for each of the charges, the committee divided into smaller groups with each group creating an item.

**Charge 1**

*Collect materials and research from NEA sources and from external partners and compile into a document that can be shared with affiliates and members to advance policies to interrupt the pushout of girls of color.*

The Committee determined that the needs of this charge warranted two subgroups and they divided into a subgroup that discussed general pushout concerns and another that addressed Latina suicide rates. Each group created a comprehensive list of available resources with short summaries of the value of each resource. WIC believes that each of these resources are vital to continue our education around supporting and stopping the pushout of black and brown girls in schools. And recommends that all the following resources be provided in order for members’ easy access and to share with other members and stakeholders.

**General Pushout Resources:**

**Monique W Morris Resources** - The resources below introduce and discuss the criminalization and pushout of black girls in schools.

  a. A thought-provoking book that exposes the policies, practices, and cultural illiteracy that is continuously pushing out black girls in schools.
- **Pushout documentary** website ([https://pushoutfilm.com/](https://pushoutfilm.com/))
  a. This website has a variety of resources on the above topic such as discussion guides, policy & legislation, and ways to get involved.
- **Sing a Rhythm, Dance a Blues: Education for the Liberation of Black and Brown Girls by Monique W Morris** (book) ([https://www.amazon.com/Sing-Rhythm-Dance-Blues-Liberation/dp/1620973995/ref=pd_sbs_14_t_1/139-4507513-7934859?_encoding=UTF8&pd_rd_i=1620973995&pd_rd_r=4837d6cc-ae01-424e-bb07-ac46ccd06504&pd_rd_w=hFbM7&pd_rd_wg=MVViE&pf_rd_p=5cfce89-300f-47d2-b1ad-a4e27203a02a&pf_rd_r=QJWFCAXPEYZ97765W8E4&psc=1&refRID=OJWFCAXPEYZ97765W8E4)
  a. Google calls *Sing a Rhythm, Dance a Blues* “a groundbreaking call to action for educating black and brown girls.” The second book by Monique W. Morris imagines education and schools where black and brown girls are at the center. The book is composed of research, interviews, case studies, and testimonials of those who work successfully with girls of color.
- “**Why Black Girls are Targeted for Punishment**” Monique W Morris TedTalk (12 minutes) ([https://www.ted.com/talks/monique_w_morris_why_black_girls_are_targeted_for_punishment_at_school_and_how_to_change_that?language=en](https://www.ted.com/talks/monique_w_morris_why_black_girls_are_targeted_for_punishment_at_school_and_how_to_change_that?language=en))

**Dress Code Resources** – The resources provided identify, support, and advocate for equitable dress code policies in schools.

- **National Women’s Law Center Dress Coded I & National Women’s Law Center Dress Coded II**
  These two documents provide an in-depth look at Washington DC’s school dress codes and the inequitable practices they enforce. Both documents are co-authored by students who have experienced dress code violations within the schools. ([https://nwlc-ciw49tiogw5lbab.stackpathdns.com/wp-](https://nwlc-ciw49tiogw5lbab.stackpathdns.com/wp-))
National Black Women's Justice Institute created a document with Federal, State, and District policy recommendations. Recommendations include alternatives to exclusionary policies and inequitable dress codes. (https://static.wixstatic.com/udg/0c71ee_7d6b6469aa144b0397a4d7cd5d0f8051.pdf)

Restorative Practice Resources - The use of restorative practices in schools can be used to curtail the PUSHOUT of Black, Indigenous, Students of Color in America's schools. Many studies and books have focused on the impact of zero tolerance policies on Black and Brown boys and the school-to-prison pipeline. Until recently, the impact on girls in schools has been somewhat ignored but the statistics are alarming. For example, Black girls are five times more likely to be suspended than white girls and more likely than any other race or gender to be suspended more than once. Monique W. Morris, author of the book Pushout, coined the phrase school-to-poverty-pathway which often becomes the reality for girls who are pushed out of school.

- **Restorative Practice Guide for Educators** - This link has a downloadable toolkit which “illustrates how restorative practices can be seamlessly integrated into the classroom, curriculum and culture of schools, and how they can help transform schools to support the growth and health of all students. (Don't miss the accompanying infographic.)” (http://www.otlcampaign.org/restorative-practices)
- **Civil Rights Data Collection** (http://ocrdata.ed.gov/)
  - Resource to track disparities in discipline as well as academic opportunities in schools
  - This information can be used to provide school districts with data to support the implementation of restorative practices in schools.
- **Restorative DC** (http://www.restorativedc.org/)
  - Restorative Justice is picking up momentum in school districts and juvenile justice systems across the nation. As an evidence-based, cost-effective alternative to exclusionary discipline policies, these practices and policies keep youth in school and out of prison, maintain safe learning environments, and provide opportunities for youth to be active and accountable members of their community.
  - As part of larger national and global social justice movements, we envision building a restorative city with institutions and a culture of compassion that embraces all lives and communities in the District, from schools and families to neighborhoods and government. To get there, we are committed to honest collaboration, living our values, self-reflection, empowering local communities, and disrupting racial and other forms of oppression.
- **Restorative Justice Partnership** (https://rjpartnership.org/)
  - The Restorative Justice Partnership is dedicated to ending the school-to-prison pipeline that is perpetuated by zero-tolerance policies and exclusionary discipline practices such as suspensions, expulsions, and the use of police in schools. These ineffective practices, which disengage students and can lead to imprisonment or dropping out, impact youth of color far more than their white peers.
- **Aligning Trauma Sensitive and Restorative Justice Practices** Webinar (https://www.youtube.com/watch?time_continue=2&v=IJAi_YgqYvs&feature=emb_logo)
  - Schools are increasingly moving toward the recognition that trauma is the driver of some undesirable behaviors within school communities. A restorative school invests time and attention into relationships and community building, which can prevent both young people and adults who have experienced trauma from being triggered. In this webinar, Lindsay Lee, LCSW (Project Manager of the Restorative Justice Partnership) and Joe Waldon, LCSW (Social Worker at Skinner Middle School), examine the prevalence and impact of trauma in school settings and ways to restoratively address adult and student behavior.
- **Creating Equitable Discipline Outcomes by Managing the Risk Factors for Bias** Webinar (https://www.youtube.com/watch?v=BSWpgY1WREQ&feature=emb_logo)
  - Educators want to be objective when making decisions that affect students, particularly in
regards to discipline. However, science has established that individuals, despite their best intentions, can inadvertently engage in biased decisions (and behaviors) when certain risk factors are at play. Many of the risk factors for bias are inherent to the teaching and school administrative professions. Accordingly, it is important that educators are aware of the risks and the strategies to manage them, to make them more effective practitioners. This webinar reviews the science of bias, as well as the unconscious impulses and risks that make all individuals likely to engage in biased behaviors. The webinar also reviews long-term strategies educators can incorporate into their daily lives to manage the risks that disrupt their ability to be objective.

  - This link has a downloadable toolkit which "illustrates how restorative practices can be seamlessly integrated into the classroom, curriculum and culture of schools, and how they can help transform schools to support the growth and health of all students. (Don't miss the accompanying infographic.)

**NEA EdJustice** ([http://educationvotes.nea.org/neaedjustice/](http://educationvotes.nea.org/neaedjustice/))
- NEA website that highlights members' voices on social justice and offers resources and tools for activism.

**Department of Education**
- **School Discipline Data Sets** How disproportional is discipline data at your school or district? Find disciplinary data points by school, district, or state. Data is disaggregated by race/ethnicity but not by gender. ([http://ocrdata.ed.gov/](http://ocrdata.ed.gov/))

**National Opportunity to Learn Campaign**
- **Research and resources** on the adultification of black girls: Provides a video and two research studies. The first uncovering the bias black girls face with adult perceptions that erase their childhood. The second shares findings from focus groups of women and girls on their experiences with adult indication. ([https://endadultificationbias.org/](https://endadultificationbias.org/))

**Center for Poverty and Inequality - Georgetown Law**
- **Be Her Resource** - A toolkit about resource officers and girls of color. This toolkit presents the findings and recommendations that emerged from focus groups and interviews conducted with SROs and girls of color in the South. ([https://www.law.georgetown.edu/poverty-inequality-center/wp-content/uploads/sites/14/2018/05/17_SRO-final_Acc.pdf](https://www.law.georgetown.edu/poverty-inequality-center/wp-content/uploads/sites/14/2018/05/17_SRO-final_Acc.pdf))

**Dignity in Schools Campaign**
- **Toolkits** - a set of recommended policies to schools, districts and legislators to help end school pushout and protect rights to education, dignity, participation and freedom from discrimination. ([https://dignityinschools.org/toolkits/model-code/](https://dignityinschools.org/toolkits/model-code/))

**National Women's Law Center**

**Coalition to Stop Violence against Native Women**
- “CSVANW focuses its efforts on domestic violence, sexual violence, sex trafficking, child abuse and neglect, and teen dating violence. Violence is often interconnected and can be seen as a symptom of larger systemic social problems within our families and our communities. Addressing the social challenges faced by our Native women and children is only possible through the destruction of silos and the forging of strong partnerships between organizations and individuals across our communities.” ([https://www.csvanw.org/mmiw/](https://www.csvanw.org/mmiw/))

**The Schools Girls Deserve Report**
- The School Girls Deserve Report is the result of a participatory action research project that was done in

**Advancing Equity for Women and Girls of Color Fact Sheet**
- Five data-driven issue areas where interventions can promote opportunities for success at school, work, and in the community are presented. Initial steps are presented that include collaboration with public and private stakeholders. ([https://obamawhitehouse.archives.gov/the-press-office/2015/11/13/fact-sheet-advancing-equity-women-and-girls-color](https://obamawhitehouse.archives.gov/the-press-office/2015/11/13/fact-sheet-advancing-equity-women-and-girls-color))

- The State of Black Girls is a non-fiction piece whose aim is to empower young black girls in the face of the obstacles that stand before them each day. This book offers perspectives, activities, and prompts that can help you to know what factors are at play in life and in society, and how to navigate them with poise and success.” ([https://www.amazon.com/State-Black-Girls-Go-Creating/dp/0578495155](https://www.amazon.com/State-Black-Girls-Go-Creating/dp/0578495155))

**“Someone’s Daughter”**

**Resources to Prevent Pushout of Latinas**


**What Educators Can Do To Help**

Pushout of Latina girls must become a recognized national issue. As educators we must work to contract mental health services or clinics for our students. NEA must also focus on beginning in the elementary schools to prevent the climbing suicide rates of older children. Educators can do this by pursuing policies within the school that support adding mental health services to the schools.

Another way to stop this pushout is to continue to stand up for immigrant children and families. Educators can do this by supporting H.R. 3451 and H. R. 3452, S. 874 and S. 879, which support the Dreamers of our country. Educators can contact their Senators and Representatives via [https://educationvotes.nea.org/](https://educationvotes.nea.org/) Educators that sign up for policy alerts are more likely to make an impact on policies and practices. Educators can also support students who organize walkouts or other functions that support their causes. Such as Ilene Orgaza from a Denver area High School that organized a walkout to draw attention to the nationwide gun violence issues. (Beaty 2018). We must provide a safe and collaborative place so educators can help everyone to feel included in their community.

Finally to stop the pushout of Latina girls we must find a way to represent everyone in school curriculums. “When students don’t feel seen and valued in the world around them, it is harder for them to see their own worth. In contrast, students note that seeing themselves represented in the curriculum can give a powerful sense of belonging and emphasize an identity of resilience.” (National Women’s Law Center 2019) NEA must continue the partnership with the National Council for the Social Studies. Their 2017 position statement on the need for better Social Studies curriculum in schools and specifically elementary schools. “The purpose of elementary school social studies is to enable students to understand, participate in, and make informed
decisions about their world.” (National Council for the Social Studies 2017) Educators can work to refine district curriculums that do not recognize everyone in the historical context. Educators need to provide outlets and opportunities for all students to represent themselves in the context of history. This is more than just a day or a month. It needs to be a year-round project. (https://www.socialstudies.org/positions/powerfulandpurposeful)

References


Charge 2

Gather materials from NEA sources and external partners and compile into a document that can be shared with affiliates and members to help address sexual harassment and intimidation issues in the education workforce that impact women and girls, i.e #MeToo.

The Committee engaged in robust discussions about the current Administration’s efforts to weaken Title IX. The sub-committee created a list of resources and tools for members to address sexual harassment issues with definitions and the applicable laws including concerns in the workplace. Future work may be necessary to specifically focus on sexual harassment concerns within the association.

Generally, sexual harassment is prohibited under Title VII as a form of sex discrimination, and is also prohibited under Title IX. School districts, like most employers, have reporting policies and procedures for addressing allegations of sexual harassment, which employees are usually required to utilize in order for the school to bear responsibility for remedying the harassment. Union contracts can also be an important source of protections against sexual harassment, and union representation itself can be a powerful force for addressing problematic behaviors in the workplace.

Resources to Prevent Harassment

TITLE IX

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in any federally funded education program or activists. Title IX is intended to create a gender equitable educational environment. “10 Key Areas of Title IX.” http://www.titleix.info/10-Key-Areas-of-Title-IX.aspx

Title IX Resource Guide from US Department of Education, Office of Civil Rights
https://www2.ed.gov/about/offices/list/ocr/docs/dcl-title-ix-coordinators-guide-201504.pdf

If you want to learn more about your rights, or if you believe that a school district, college, or university is
violating Federal law, you may contact the U.S. Department of Education, Office for Civil Rights, at (800) 421-3481 or ocr@ed.gov. If you wish to fill out a complaint form online, you may do so at: http://www2.ed.gov/about/offices/list/ocr/complaintintro.html

TITLE VII
Title VII of the Civil Rights Act of 1964 is a federal law that prohibits employers from discriminating against employees on the basis of sex, race, color, national origin and religion. It generally applies to employers with 15 or more employees, including federal, state and local governments.

Education and Title VII https://www.eeoc.gov/eeoc/publications/fs-sex.cfm; https://www2.ed.gov/about/offices/list/ocr/docs/hq43e4.html

Know Your Rights at Work: Tenure, Title VII, and Title IX (https://www.aauw.org/what-we-do/legal-resources/know-your-rights-on-campus/tenure/)

State and Local Laws: Review your State and Local Laws

Collective Bargaining Agreements: Oakland Example (https://www.ousd.org/Page/15492)

Get Sample Language From State Affiliate
Take a variety of approaches to sexual harassment reporting and responses, for example:
- Require the employer to take affirmative steps to create a harassment-free environment, but require employees to use employer’s complaint procedures outside of the Collective Bargaining Agreement; or
- Grant the union the right to participate in an external complaint procedure on the victim’s behalf; or
- Allow employees to use the regular grievance procedure to pursue sexual harassment complaints.
- Address specific concerns identified by the membership, for example:
  - Oppose harassment by non-employees, such as parents and students; and/or
  - Provide avenues for addressing offensive or bullying behavior before it reaches the point of legally actionable sexual harassment.

Professional Development
- Federal and state statutory and regulatory provisions
- Types of conduct that may constitute sexual harassment
- Development of an effective sexual harassment policy
- Procedures for receiving and investigating complaints

Sexual Harassment within the Union: Member to Member
Investigate local guidelines and procedures, develop if needed
Contact office of General Council at NEA

Member to Member Harassment (https://labornotes.org/2014/03/member-member-harassment-what-do)
Sexual Harassment – Other Resources
EEOC guidance- toolkit https://www.eeoc.gov/federal/directives/pilot_project_tool_kit.cfm

Equal Rights Advocates Know Your Rights guide
https://www.equalrights.org/issue/economic-workplace-equality/sexual-harassment/

Legal Aid at Work factsheet https://legalaidatwork.org/factsheet/sexual-harassment/

AFL-CIO comprehensive toolkit for union members to address sexual harassment in the workplace: https://aflcio.org/reports/addressing-sexual-harassment-workplace-there-power-my-union

Tips and Options If Facing Workplace Sexual Harassment or Discrimination:

1. Object to Harassment: Clearly state to the harasser that their behavior offends you. If the conduct continues, ask them to stop. Put it in writing. If you don’t feel comfortable saying this directly to the harasser, make sure to tell a supervisor or someone in HR and document it with, for example, an email. (Being able to demonstrate that you reported the harassment to management may be important if you later need to pursue legal action.)

2. Keep records: For example, make notes of any incidents, including time, location, details, and witnesses; record (and document in emails) when you report problems; and make note of any ways in which the discriminatory or harassing behavior impacts your work or other aspects of your life.
   - If you have co-workers who have witnessed the conduct or experienced harassment themselves, ask them to keep notes.
   - Keep copies of everything you send to your employer and everything you receive back.
   - Keep notes and copies of documents in a secure place, preferably at home rather than at work.

3. Look at Collective Bargaining Agreements to see what protections they provide.

4. Find out Proper Reporting Procedures. Check for any school, university, or district policies for reporting discrimination or harassment. If you end up needing to bring a legal claim, you may have to show that you used the employer’s established anti-harassment reporting procedures.

5. Contact Your Union Representatives. They can help you map out a course of action, including filing a grievance under your collective bargaining agreement and/or consulting with an attorney about whether or not to file a complaint with a state or federal government agency.

6. Beware of Deadlines! Laws have statutes of limitations, which means your rights can only be enforced for a certain window of time after the conduct has occurred. It is very important that you do not miss the deadlines for filing with the EEOC or state agency that enforces employment discrimination laws, as you usually will not be able to later bring a lawsuit if you have not first filed with the administrative agency. Grievance procedures in union contracts also have time limitations, which are usually much shorter than for enforcing rights under federal and state laws.

7. Where The Laws Come Up Short...Work with your union to advocate for stronger protections in your collective bargaining agreement or in school board policy (if you work in a non-bargaining jurisdiction), and for stronger local and state laws and policies. https://www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.html

Charge 3

Provide input into the Racial and Social Justice Conference Planning Team through the WIC Chair.

The sub-committee focused on specific concerns related to the Conference on Racial Justice. Recommendations for the conference include, finding ways to get current and past Aspiring Educators involved, holding sessions specifically arounds, and a plan for empowering women. The woman empowerment session would consist of a
“Brunch and Business” convening, where affiliate presidents would recommend female leaders who would bring a woman-leader-in-training to the brunch. Presenters include local women leaders in the city where the RA is located and women leaders within NEA.

Charge 4
Review input from the WIC Hearing and identify the broad themes that will help inform the implementation of NEA’s Strategic Objectives.

After reviewing input from the WIC hearing, the Committee determined that child care and lactation needs remain top concerns for members. Therefore, the sub-committee focused on these areas. The members raised a variety of issues that they recommend be considered by the association in order to help bring awareness to the unique needs of members who have children and families. The Committee suggested that the following be considered for all NEA conferences and meetings.

- Encourage members to bring children to events. Make sure that they are child-friendly or at least designate what is family appropriate and what is not.
- State and local meetings should provide a comfortable and respectful location to nurse and/or pump.
- Meeting locations and times should consider the time and location of the meeting to be respectful of family time. Investigate options, such as less frequent meetings, virtual meetings, and rotation of locations.
- Meeting durations and agendas should be respectful of personal needs with breaks schedules built into the agenda. Additionally, meeting start and close times should be obeyed in order to respect people’s personal time.
- Make sure that the best-qualified persons are invited to the meeting without regard to their family status. Conversely are leaders actively seeking to included members with varying family structures.

<table>
<thead>
<tr>
<th>Committee Recommendations</th>
<th>Board of Directors Action</th>
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<tbody>
<tr>
<td>Charge 2: Gather materials from NEA sources and external partners and compile into a document that can be shared with affiliates and members to help address sexual harassment and intimidation issues</td>
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**the education workforce that impact women and girls, i.e. #MeToo**

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<tr>
<th>Charge 4: Review input from WIC hearings and identify the broad themes that will help inform the implementation of NEA’s Strategic Objectives.</th>
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<tbody>
<tr>
<td>1. Investigate the impediments for women and more specifically women of color with advancing to leadership roles within the NEA enterprise. Develop best practices for dismantling those impediments. Refer to President for possible inclusion in WIC charges for 2020-21</td>
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<tr>
<td>2. The WIC recommends that NEA in collaboration with Members Benefits investigate supplemental insurance plans (income replacement) that would cover maternity leave/parental leave. Adopt</td>
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<td>3. The WIC recommends that NEA create visual images that depict mothers in leadership roles (i.e. Rosie the Riveter with a baby attached in a sling?) Adopt</td>
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<tr>
<td>4. The WIC recommends that NEA investigate the viability of providing childcare at NEA sponsored conference and meetings. Refer to President/Conference Alignment Team</td>
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<tr>
<td>5. The WIC recommends that NEA identify safe and private locations for pumping, lactation and nursing at NEA sponsored conferences and meetings. Adopt and refer to Conference Alignment Team for implementation</td>
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<tr>
<td>6. The Committee recommends that a survey be developed to identify the impediments to parents, specifically working mothers’ participation at the RA. Sample survey items below Survey and actionable items  ● Creating a survey ○ How many moms bring the babies on the RA floor? ○ How many moms bring babies to the RA childcare room? ○ Do you know that there is childcare at the RA? If yes, how did you find out? ○ Do you know young moms who do not run for RA because of childcare concerns? ○ Do you know of moms that are not active in the association because of childcare concerns? ○ If you are an active mom, what are some of the successes and hindrances to your participation? ● Who is the best to disseminate information? ○ State President needs to be the voice of sharing information at the RA ○ NEA Director should ensure State President aware of National accommodations. ● State President ○ Share information from the survey about RA to inform about membership ○ The state should do research for delegates about accommodations and disseminate information to all delegates Adopt</td>
</tr>
</tbody>
</table>
Fostering the Next Generation of Union Leaders
Do you provide child care at your events? Look into it! Investigate childcare options for meetings and events that you host. Ideas might include retired teachers, high school child care classes, other parents, etc. Double check the legal requirements.

Do your meetings always start on time? Plan agendas with purpose and respect for personal needs. Make sure breaks are built into the agenda and that those breaks and meeting start and end times are honored.

Do you know the needs of nursing mothers? They need comfortable and respectful locations to nurse and/or pump. Make sure those spaces are available.

Do you involve varied voice and experiences? Make sure that the best-qualified persons that are invited to the meeting are invited to the meeting without regard to their family status. Additionally, actively seek to included members, varying family structures.

Do you have members with children? Encourage members to bring children to events and meetings. Make sure that they are child-friendly or at least designated what is family-appropriate and what is not. Children make everything better.

Do you have members who are attending events, conferences, or workshops? Do research for them about accommodations for child care and nursing and disseminate that information to all attendees.

Do your meetings always meet at the same place and time? Be thoughtful about meeting locations and times. You should consider the time and location of the meeting to be respectful of family time. Investigate options, such as less frequent meetings, virtual meetings, and rotation of locations.