Partnerships, Advocacy, and Organizing for Racial Justice in Education
In an increasingly diverse society where communities of color comprise over 100 million Americans, the Minority Community Organizing and Partnerships (MCOP) Department advances the mission of the National Education Association through partnerships, advocacy and organizing. One of the critical elements of NEA’s work is to help unite the nation to fulfill the promise of public education, and MCOP helps NEA members and affiliates engage communities around this important mission.

Every child deserves a quality education—regardless of race or ethnicity. Yet despite gains in recent years, significant gaps in academic achievement and opportunity remain for many racial and ethnic groups. NEA is working with partners and allies to ensure:

- Adequate and equitable school funding
- Smaller classes
- Increased teacher diversity and salaries
- Improved curricula
- Better programs for English language learners
- Enhanced parental involvement
- Great public schools for every child.
MCOP strategically outreaches in the following four communities of color:

- African American Community
- American Indian/Alaska Native Community
- Asian American/Pacific Islander Community
- Latino American Community

Through Minority Community Outreach, NEA aspires to:

- Strengthen relationships with current partners representing ethnic minority communities, and initiate new partnerships and/or projects around education and other issues of mutual interest.
- Establish partnerships with ethnic minority communities to develop strategies to close the gaps in student achievement.
- Develop and implement, in collaboration with community partners, an education campaign to challenge attacks on public education such as vouchers, privatization, and tuition tax credits.
Partnerships
The MCOP department focuses on fostering strategic partnerships and developing external relationships with communities and community organizations that share a common interest in positively and profoundly impacting public education.

Through strategic partnerships, NEA aspires to develop and implement support, at every level (local, state, and national), for students in the public education system. We have many partners at the national level, and we seek to connect those partners to our affiliates in order to pursue Great Public Schools for Every Student as well as enhance the mutual capacity and advocacy effectiveness of our affiliates, members, and our partners.

We also provide full profiles and research to affiliates about potential partners, as well as provide technical assistance to affiliates who seek to expand their relationships and engagement with community organizations.

Advocacy
Through coordinated joint actions, MCOP seeks to increase and enhance the Association’s rich history of advocacy for public education and social justice.

We seek to garner community support for policies and other measures that will provide equal access to a quality public education, improve teaching and learning conditions, attract and retain the most talented and diverse career educators, secure adequate and equitable funding for schools, and advance a more just society through the activism of our members and joint advocacy with our partners.

We maintain close working relationships with organizations at the national level that represent ethnic minority constituencies, civil rights organizations, and intergovernmental organizations to jointly advocate policy priorities that are of concern to NEA members and our partners.

MCOP also awards grants to state and local affiliates who seek to engage the community around raising student achievement and developing school improvement plans, as well as enhancing our members’ and the communities’ social justice activism. We also guide affiliates in conducting community organizing scans to identify potential partners for advocacy efforts.

Organizing
Through collective action, MCOP raises the voices of NEA members and communities of color to organize around progressive civic and social justice issues to ensure children of color access to a quality public education. In particular, we work collaboratively with NEA’s Center for Great Public Schools and Center for Organizing to identify opportunities to help our members and local affiliates engage in community outreach and organizing to improve education opportunities and results for all students. We train NEA members to lead community conversations about education, which often serves as the first step toward communities coming together to collaboratively plan strategies to improve opportunities for students and the quality of public education in the community.

MCOP also guides affiliates in conducting community organizing scans to identify potential partners for advocacy efforts.
HARRIS-AIKENS SHARED WHAT WAS NEW IN THE LAW, FOCUSED ON THE IMPACT OF ESSA ON PUBLIC SCHOOLS, AND SHARED NEXT STEPS FOR STATES TO WORK WITH LOCAL STAKEHOLDERS AND DISTRICTS TO IDENTIFY AND FILL OPPORTUNITY GAPS AS WELL AS DESIGN BETTER ASSESSMENTS AND ACCOUNTABILITY SYSTEMS. THE ESSA PANEL STRESSED THAT THIS IS AN OPPORTUNITY FOR AMERICAN INDIAN/ALASKA NATIVE/NATIVE HAWAIIAN EDUCATORS TO PLAY AN ACTIVE ROLE IN SHAPING THE EDUCATION OF NATIVE STUDENTS TO ENSURE THAT NATIVE STUDENTS RECEIVE THE SUPPORT THEY NEED.

THE FOLLOWING SELECTED REPORTS HIGHLIGHT VARIOUS WAYS MCOP HAS ENGAGED IN PARTNERSHIPS, ADVOCACY AND ORGANIZING.

ESSA

NIEA AND NEA: TIME TO ADVOCATE FOR EFFECTIVE ESSA IMPLEMENTATION FOR NATIVE STUDENTS

On February 25th, MCOP partnered with the National Indian Education Association (NIEA) for their annual Legislative Summit where American Indian/Alaska Native/Native Hawaiian educators from around the nation convene in Washington, D.C. to meet with the White House, Department of Education, Bureau of Indian Education, national AI/AN organizations, congressional staff, and education advocates about the state of Native education and policies that have a direct impact on Native education. Mary Levi, NEA AI/AN Caucus Chair, Marty Meeden, CTA BOD member, and Robert Levi, retired NEA member, were in attendance to provide a NEA voice/perspective on how policy and legislation at the national level impacts the state and local. NEA’s Director of Education Policy & Practice (EPP) Donna Harris-Aikens participated in a panel discussion along with the NIEA, Leadership Center for Civil and Human Rights and the Council of Chief State School Officers entitled: Implementing the Every Student Succeeds Act (ESSA). Donna Harris-Aikens shared what was new in the law, focused on the impact of ESSA on public schools, and shared next steps for states to work with local stakeholders and districts to identify and fill opportunity gaps as well as design better assessments and accountability systems. The ESSA panel stressed that this is an opportunity for American Indian/Alaska Native/Native Hawaiian educators to play an active role in shaping the education of Native students to ensure that Native students receive the support they need.
Racial Justice in Education

Our Schools Our Voices: Student Leaders Discuss Institutional Racism

On February 27, 2016, NEA, the Texas State Teachers Association (TSTA), and NEA Dallas collaborated with local community organizations to hold the first student convening on Institutional Racism to bring students together and community members to share, plan and act to dismantle institutional racism. Over 70 middle and high school students, 18 educators, and community partners from across the Dallas and Arlington, TX area attended this discussion that not only empowered students, but had great outcomes that helped guide the NEA’s work on Institutional Racism.

Quotes from students:

"I am a Muslim. I am constantly targeted. So I take off my Hijab to fit in. And I put it back on before going home. It’s like I’m living two different lives."

"I want to change things. Not for me. I am not worried about myself. I want to change things for the students behind me."

"...I think the courage of what we heard this morning of students talking about their differences and seeing how all of that brought them together. When I think about our institutions and our system that we built, and how our classrooms are structured and hearing what the students shared about their experiences with teachers impacted me."

Quote from guest speaker/panelist:

"When people say they are colorblind, they are telling you they are okay with the status quo. They don’t want to deal with committing any change that will help someone that is oppressed to have a better life. I am of the opinion that we should never say we are colorblind we should embrace all colors, and love to see them and that is what makes this country beautiful."
On the Campaign Trail with Spanish Speaking Communities: We are with Her!

NEA organized and engaged communities of color to provide a massive GOTV effort for Hillary Rodham Clinton. MCOP participated in a phone banking call center with members of a Spanish speaking community in Adams County, Colorado during the month of February.

Comprehensive Immigration Reform Now! We Won’t Stand Still!

DACA clinic and advocacy through an MCOP Grant

Education Austin (Ed Austin) hosted a DACA Clinic on Saturday, February 27 at William B. Travis High School in Austin, TX. 53 Dreamers were assisted with filling out their DACA applications. Ed Austin has helped over 194 families receive information about DACA/DAPA and over 53 students have submitted their DACA applications.

Presentation at Student CTA Representative Assembly in San Mateo, CA

On Saturday, April 30th, NEA MCOP Staff was invited to give a workshop on education equity and organizing with communities of color at the annual Student California Teachers Association Representative Assembly (SCTA RA) in San Mateo, CA. The SCTA RA brought together over 120 college students from across the state of California. California is one of the most diverse states in the country and the diverse students that attend our schools have a wealth of experiences. Unfortunately, many first generation students aren’t given the adequate support to build on their strengths and be successful.

While first generation students face astounding challenges, usually in secret and often in shame, they also have a wealth of experiences and skills that are just waiting to be fostered. The workshop that NEA MCOP staff presented was titled, “The Game of Education for First Generation Students.” The workshop allowed students to reexamine their own educational experiences and better understand the educational experiences of others to start thinking about how they could build a public education system where all students could be successful.
Eddy Zheng: Presentation to the NEA Board of Directors

Mass incarceration and the school-to-prison pipeline have sparked a national conversation on prison reform, but until now, few Asian-American voices have been part of the discussion. Eddy Zheng is working to change that. On April 30th, Eddy Zheng addressed NEA’s Board of Directors on how prison affects everyone, dispelling the model minority myth, and restorative justice practices. Zheng became the youngest inmate in California’s infamous San Quentin prison after he was tried as an adult for a home invasion robbery at the age of 16. Sentenced to life with a possibility of parole, Zheng spent the next 20 years in prison.

Determined to turn his life around, Zheng focused on education—his own and fellow prisoners’—as the key to rehabilitation and reconciliation. He earned his GED and associates’ degree; co-edited a literary anthology by Asian and Pacific American prisoners; started the first poetry slam at San Quentin; and tried to launch an API ethnic studies program, for which he was punished with an eleven-month stint in solitary confinement. Today, Zheng is a Soros Justice Fellow and community activist who raises awareness about the immigration-to-prison pipeline and the impact of criminal justice polices on API youth and families.

APALA APA Heritage Month Community and Labor Reception

As part of the Asian Pacific American Labor Alliance’s (APALA) Asian Pacific American Heritage Month celebrations during May, APALA hosted a Community & Labor Reception in Washington, DC, the first in a series of events scheduled to happen throughout the country leading up to the upcoming election on May 3rd. The reception highlighted APALA’s recent work both on the local and national level, our focus on civic engagement particular for this year, as well as our strong partnerships with groups within and beyond the labor movement. The event also paid tribute to the APALA DC chapter for their continuous work to recruit, retain, and highlight the work of young leaders in the local labor movement. The reception was hosted at the National Education Association (NEA) headquarters, with APALA President Johanna Hester as master of ceremonies and APALA 2nd Vice President and California Faculty Association Vice President Kim Geron, provided welcoming remarks. Guest speakers included: Quyen Dinh, Executive Director of the Southeast Asian Resource Action Center (SEARAC) and current chair of the National Council of Asian Pacific Americans (NCAPA), Surjeet Ahwaluhia, Executive Director of Asian American Youth Leadership Empowerment and Development (AALEAD), Carlos Jimenez, Executive Director of the Washington Metro Council, AFL-CIO, and Alvina Yeh, Vice President of Membership for APALA DC.
APAICS Gala

On May 4th, NEA members, leaders, and staff were able to attend the Annual Asian Pacific American Institute of Congressional Studies (APAICS) Gala. Participants were able to hear from Representative Judy Chu, Secretary Hillary Clinton, and Secretary Julian Castro and President Barack Obama was the keynote speaker at the dinner.

In addition to many high level AAPI political appointees and AAPI local elected officials, NEA members were able to engage with the following Members of Congress:
• Representative Xavier Becerra (CA-34)
• Representative Ami Bera (CA-07)
• Representative Mike Honda (CA-17)
• Representative Grace Meng (NY-06)
• Representative Mark Takano (CA-41)

APALA National Executive Board Meeting in New York, NY

The Asian Pacific American Labor Alliance (APALA) National Executive Board convened in New York City, New York from May 14-15 for their Spring board meeting. The event was hosted by APALA National Board Member Maria Castaneda, Secretary-Treasurer of 1199 SEIU United Healthcare Worker East’s at their offices in Manhattan, and featured guest speakers Cathy Dang, Executive Director of CAAAV: Organizing Asian Communities, Deepa Iyer, author of We Too, Sing America and current Senior Fellow at the Center for Social Inclusion, and Linda Sarsour, Executive Director of the Arab American Association of New York. The 2-day meeting included more than 30 National Board Members in attendance and reflected both the diversity and breath of APALA’s membership, with both seasoned union organizers as well as many up-and-coming and already established young leaders seated together at the table to discuss pertinent issues facing both the labor and the Asian American and Pacific Islander community. Topics of discussions included 2016’s civic engagement programs, APALA’s firm support for the #BlackLivesMatter movement, the current state of Asian American and Pacific Islander union membership and APALA’s unique role in uniting labor and communities together including unions, worker centers and grassroots organizations through collective efforts to advance racial, economic and social justice. The meeting concluded with APALA board members marching at a Verizon picket line alongside members of CWA Local 2108 near Times Square to show our solidarity with all workers who are on strike across the nation, and to condemn Verizon for their insatiable corporate greed.
ESSA  

Connecting AAPI Partners, Parents, and the Community

AAPI Education Listening Sessions in California

NEA partnered with the National Council of Asian Pacific Americans (NCAPA) education committee members to host the AAPI Education Listening Sessions across California, specifically in Sacramento on June 10th, Fresno on June 11th, and Long Beach on June 12th. Each session began with an overview and discussion on ESEA, ESSA and changes to NCLB, how ESSA impacts AAPI students and families, and how community members can stay engaged throughout the regulations and implementation process. Following the general overview and discussion, there were breakout groups focused on: 1) meaningful engagement of families, 2) language access, and 3) higher education.

- The Listening Session in Sacramento had about 25 participants, which included: 2 Elected Officials (Superintendent, Board of Education Member); 3 Higher Education Professionals (University of Pacific, Sacramento State University); 1 Sacramento Unified School District Staff (Family and Community Engagement Department); 1 Sacramento County Health and Human Services Department Staff; 4 Educators (California Faculty Association, Sacramento City Teachers Association, Teach for America); and 2 monolingual Chinese speaking parents.

- The Listening Session in Fresno had about 15 participants, which included: 4 college students (Fresno State University); and 3 former Fresno Unified School District Staff.

- The Listening Session in Long Beach had about 30 participants, which included: 5 Monolingual Khmer Speaking Parents; and 2 former Long Beach Unified School District Staff.
2nd Annual MCOP Grantee Convening

On May 16 -17th, MCOP hosted our 2nd Annual MCOP Grantee Convening. This convening brought together leaders, members, staff, and community partners from the following local and state affiliates which represented some of the 2015-2016 MCOP Grant recipients: California Teachers Association, CFA-CSUN/ATA/UTLA, Colorado Education Association, Education Austin, Education Minnesota, Georgia Association of Educators, Illinois Education Association, Milwaukee Teachers Education Association, North Carolina Association of Educators, Racine Education Association, San Diego Education Association, and Trenton Education Association.

Grantees met to not only come together to share their great work and highlights with each other, but engaged with NEA Staff and Leaders to:

- Share successes, challenges, and recommendations for organizing in communities of color
- Connect with other NEA Departments and resources
- Learn of work taking place within the Association that can be impactful in their various efforts related to their MCOP Grant Projects
On the first day of the convening, MCOP hosted a Brown Bag Engagement where NEA Staff were enlightened on the type of work taking place within each grant site such as supporting undocumented students, organizing educators and parents to demand transparency and shared governance of their schools, as well as organizing skills around professional development, and social justice issues that impact students of color and students who live in poverty. Staff learned how grantees were organizing to create positive social change. Grantees also discussed how they were able to enhance their visibility in the community, create/sustain partnerships and move the community toward student achievement to foster a more inclusive environment.

On the second day of the convening, the MCOP Grantees shared what work they have accomplished with their grant, shared resources with other grantees, and shared valuable tools and best practices garnered within the course of the grant cycle. During the second day of the convening, NEA Departments were also able to connect the work taking place within the headquarters office, and how various departments could be useful in helping to continue the work started within the various grant projects.
Lily Eskelsen Garcia highlighted the two associations coming together for this historic assembly and stressed the significance of “strength in numbers.”

ESSA Planning/Strategy Session: Annual Public Policy & Parent Advocate Conference

On Monday, June 6, 2016 the National Migrant Seasonal Head Start Association (NMSHSA) for the first time partnered with the National Indian Head Start Directors Association (NIHSDA) to jointly host the 2016 Annual Public Policy & Parent Advocate Conference at the NEA Building. NMSHSA works to ensure that quality comprehensive services and Head Start programs are available to all eligible farmworker children and their families. NIHSDA provides advocacy, leadership development, and professional growth opportunities, while preserving and respecting tribal identity and is the nation’s leading voice for AI/AN Head Start programs.

Attendance at this historic conference brought in 160 parents, educators, staff, key stakeholders, and Head Start directors from across the United States. Participants were welcomed by NEA President Lily Eskelsen Garcia. Speakers also included Dr. Lisa Ramirez, U.S. Department of Education, Office of Migrant Education, and congressional staff that serve as allies of NMSHSA/NIHSDA who shared and updated participants on current and future legislation as it relates to Head Start and Early Childhood Education.

Karelia Harding, Parent Engagement and Equity Manager for the Oregon Child Development Coalition facilitated a discussion with Donna Harris-Aikens, NEA EPP Director, and Matt Le Ferranti, National Indian Education Association’s Legislative Director, centered around ESSA implementation and parent engagement followed by a listening session for participants to share their concerns with ESSA implementation and the “realities” of parent engagement in the public schools.
White House Summit on African American LGBTQ Youth

The White House Initiative on Educational Excellence for African Americans (Initiative) in collaboration with the National Education Association (NEA) and the National Black Justice Coalition (NBJC) hosted the inaugural White House Summit for African American lesbian, gay, bisexual, transgender, and queer or questioning (AfAmLGBTQ Summit) Youth at the National Education Association on June 10, 2016, in Washington, DC. This AfAmLGBTQ Summit provided a platform for African American LGBTQ students to make recommendations to adults, educators, and advocates to ensure all students feel safe, engaged and supported – in school and in life. Plenary panels featured high school and college students discussed the unique challenges faced by those living at the intersection of both Blackness and queerness. Youth leaders described the ways they need to be supported. Subsequently, a plenary panel of leaders of organizations charged with the learning and development of Black LGBTQ youth responded by describing what they learned and heard to improve their work. Among the recommendations youth leaders provided were the following:

- Incorporating African American LGBTQ narratives and leaders into curricula and conversation;
- Providing safe schools where Black LGBTQ students and faculty feel comfortable openly expressing their identities;
- Providing professional development and coaching to support educators, students, and advocates in better understanding ways to support the learning and development of Black LGBTQ youth; and
- Increasing representation of African American LGBTQ youth in media to combat negative images that persist about Black LGBTQ youth.

The AfAmLGBTQ Summit proved to be useful for all in attendance. Educators, advocates, and students left with a renewed commitment to ensuring that African American LGBTQ students receive the education that they deserve.
Racial Justice in Education
Highlighting the Experiences of AAPI’s at the NEA Ethnic Leaders Meeting of the Joint Conference

On Wednesday, June 29th at the NEA Ethnic Leaders Meeting and on July 1st at the Joint Conference, the NEA MCOP staff worked with NEA HCR staff to highlight the diverse experiences of AAPIs. For example:

• Soros Justice Fellow and Asian Prisoner Support Committee (APSC) co-chair Eddy Zheng spoke at the NEA Ethnic Leaders Meeting on Wednesday, June 29, 2016.

• NEA’s first Social Justice Award went to Union City Educators from the New Haven American Society for Education (PASE) for their organizing to rename a school after Filipino American labor leaders Philip Vera Cruz and Larry Itliong.

• University of Maryland Pharm.D. candidate and APALA National Executive Board member Yves Gomes had the opportunity to present on a young activist panel around Racial Justice.

Racial Justice in Education
Highlighting the Racial Justice Issues of AI/AN’s at the NEA Ethnic Leaders Meeting of the Joint Conference

On Wednesday, June 29th at the NEA Ethnic Leaders Meeting, MCOP facilitated a panel on Racial Justice Issues with Tara Houska. Tara Houska is Ojibwe from Couchiching First Nation. She is a tribal rights attorney in Washington, D.C., and is involved in advocacy on a broad spectrum of indigenous issues. Much of her work is focused on environmental justice and institutional racism. In 2015, she co-founded Not Your Mascots, a non-profit dedicated to elimination of stereotypes, caricatures, and mascots that continue to obfuscate the past treatment and ongoing plight of indigenous peoples. Tara led the conversation on the intersectionality of environmental/racial justice from an Indigenous perspective.

Eddy Zheng speaking at NEA Ethnic Leaders Meeting

Joe Ku’e Angeles a high school counselor from the New Haven Teachers Association (CTA) accepted the NEA Social Justice Activist award on behalf of the Pilipino American Society for Education (PASE).

Tara Houska welcomed by NEA Vice President Becky Pringle

Panel on Racial Justice Issues moderated by Gladys Marquez
Racial Justice in Education

The White House Initiative and Future Educators Combat Racism: Our Voice, Our Students, Our Future!

On June 29 - 30th during the NEA Student Conference, engagements around institutional racism were discussed with over 400 NEA Student Members. Starting on June 29th, David Johns, Executive Director of the White House Initiative on Educational Excellence for African Americans, addressed the entire NEA Student Member delegation of early career educators in a Keynote Address to promote education, awareness, and activism around institutional racism. Students Members were able to have their voices heard not only in the room but took their thoughts to other social media platforms to share of how institutional racism has impacted them and their education. There was a powerful panel discussion hosted during the event, and to conclude the engagement, students were asked to make commitment cards of action so that they can be actively engaged in a project in their home schools and communities to address issues of racial equality and institutional racism.

On June 30th, NEA Staff hosted two hands-on institutional racism workshops with NEA Student Members further drawing on the conversation with David Johns from the previous day. The workshops created an intimate space to hone in on the conversation and dialogue around what students thought about institutional racism, and how it affected their daily lives. Students discussed topics such as:

• What do you think of when you hear the term, “institutional racism”? How does this term differ from “racism”?
• What inequities have you seen or experienced throughout your schooling? How did they impact your learning?
• What suggestions or recommendations would you give to educators on how to minimize or eradicate racism or empower you to be all that you can be?
• What other groups of people can help students overcome the systemic problems and institutional racism within our public schools?
Organizing: Collaborating with Partners at the State and Local Level

MCOP Grants: Capacity Building and Sharing DACA/DAPA Resources at the NEA Hispanic Issues Conference

MCOP presented during the NEA Hispanic Issues Conference on DACA Clinics and Forums, sharing NEA resources and an update on the U.S. Supreme Court Ruling on DAPA with the Action Resource Plan. There were over 85 NEA Members representing 11 states. This conference presented an opportunity to share our work and highlight capacity built within our union to support our students. State Affiliates such as Arizona, Michigan, Maryland, and Washington wanted to learn more about this work in order to work with their students and families. NEA President Lily Eskelsen Garcia recognized and highlighted this growing work during her presentation on the Luncheon Keynote Panel that also included NEA TSTA President Noel Candelaria, USHLI President Dr. Juan Andrade Jr., CTA Vice President Dr. Theresa Montaño, and NSEA President Ruben Murillo.

Organizing: Collaborating with Partners at the State and Local Level

MCOP Grants: Joint Conference Workshop—Fighting for Families/Our Students

During the NEA Joint Conference on the Concerns of Minorities and Women, our MCOP Grantees from Los Angeles presented a workshop about the work they are doing to support undocumented students through their MCOP Grant. Presenters included United Teachers Los Angeles (UTLA) Secretary Arlene Inouye, CTA Vice President Theresa Montaño, and Asian Americans Advancing Justice | Los Angeles youth advocate Angelica Reyes. The presentation included an overview of how the 3 local unions came together, how they got partnering with community groups, what they’ve done with their grant, and an overview of DACA. Their workshop took place on Thursday, June 30, 2016 and ran 3 times with 20-30 participants in each session.
ESSA

Listening to our Native Youth, Parents and Tribal Leaders

On Friday, July 22, 2016, the NEA Minority Community Organizing & Partnerships Department in collaboration with the White House Initiative on American Indian and Alaska Native Education (WHIAIANE) hosted an ESSA Listening and Learning Session to hear from interested youth, parents and tribal education leaders on what makes a great public school and what resources, policies and practices we need to implement to support Native students.

Lori Burris, President Mid-Del Association of Classroom Teachers and Local President on NEA’s National ESSA Implementation Team, provided an overview of ESSA and how the new law empowers educators with a greater voice in educational and instructional decisions and provides an opportunity to help identify and begin closing opportunity gaps. Lori shared that this is part of a larger community engagement plan where NEA is meeting with educators, parents, community advocates, civil rights groups, and communities of color to make sure their voices are heard and ensure when ESSA is implemented that school improvement plans meet the needs of ALL students.

Bill Mendoza, Executive Director WHIAIANE, shared how ESSA Impacts AI/AN students and families. Provisions specific to American Indian tribes and students requires school districts to engage with Tribes and coordinate their Title I services with services for Indian students, authorizes the use of Indian Education formula grants to fund suicide prevention activities, authorizes grants focused on developing Native language immersion schools and projects, directs the Department of Education to conduct a study to evaluate all levels of education being provided primarily through the medium of Native American language, and directs the Department of Education to undertake a study on suicides in Indian County.

Following the overview of ESSA, participants were invited to share “what resources, policies, and practices do we need to implement to achieve a great public school?” Nearly 60 Native youth and future educators in attendance shared their vision of a great public school.
Racial Justice in Education
Investing in Native Youth

On July 2, 2016 MCOP and NEA AI/AN Caucus hosted a Native Youth Forum with Dahkota Kicking Bear Brown during the 2016 NEA Representative Assembly. Dahkota Kicking Bear Brown (Miwok) is this year’s recipient of NEA’s 2016 Human and Civil Rights Leo Reano Memorial Award.

We were able to share a recent cobranded publication between the NEA and the National Indian Education Association, “Native Education 101: Basic facts about the education of American Indians, Alaska Natives, and Native Hawaiians.” This publication provided an essential understanding of Native education, promising practices in Native education, key Native education legislation and executive orders, current state of Native education, and resources.

Dahkota Brown shared his experience developing a Native youth tutoring and mentoring program, Native Education Raising Dedicated Students (NERDS), and his advocacy around the passage of California’s AB30 which banned the use of AI/AN mascots in California public schools and connected it to NEA’s advocacy around NBI-B/Institutional Racism.

Following Dahkota, 4 students were invited to join Dahkota on a panel facilitated by Nick Courtney, Native American Political Leadership Program, and shared their experiences in high school and current issues and priorities facing Native Youth and what educators can do to ensure Native Youth succeed.

Mary Levi, AI/AN Caucus Chair, closed the forum with a few words motivating the students to keep on their paths. Mary also recognized Dahkota Brown and last year’s AI/AN Caucus Chair, Ron “Duff” Martin and current President-elect WEAC, for their investment in Native youth.

Racial Justice in Education
We Can Do Better!
Collaborating with NEA Locals and Partners to Listen to Students

On July 6th during the NEA Representative Assembly, MCOP hosted a Student Convening and Brown Bag Engagement featuring a High School Student Panel of the Montgomery, County, MD, Minority Scholars Program (MSP) focused on Institutional Racism. This event was hosted in collaboration with the Montgomery County Education Association. The Minority Scholars Program is a student-led group whose mission is to close the achievement gap in Montgomery County Public Schools by improving the academic achievement of and educational opportunities available to minority students by increasing the numbers of students enrolled in Honors and/or Advanced placement classes, providing support to help students succeed, recognizing students’
accomplishments and providing leadership opportunities to further the growth of students. Students engaged in an open dialogue session and panel speaking on how institutional racism has impacted their daily lives, which left them invigorated to go back to their schools and communities to address systemic problems associated with institutional racism. Students spoke to the following topics:

- How do you define and look at institutional racism versus the concept of racism?
- How does the MSP program help student to address the systemic problems and institutional racism in public schools?
- What needs to be changed to better ensure racial equity?
- What roles can teachers, educators, and school administrators do to help minimize institutional racism?

Organizing: Strengthening Governance Relationships at the State and Local Level

Brokering Relationships with National Latino/a Leaders and Hillary for President Campaign Team

During the DNC, MCOP staffed NEA Officers at various DNC events within the Latino, Asian American/Pacific Islander, American Indian/Alaskan, and the African American spaces. As public education evolves, we need to engage partners in a new and meaningful way. NEA Officers had the opportunity to meet leaders who represent national organizations who represent communities of color. The Officers of the NEA, were able to engage in strategic conversations in order to ensure our partnerships are strong moving forward as we continue to fight for public schools and the students our members serve.
HRC Presidential: NEA Secretary-Treasurer Princess Moss Roundtable with AAPI Leaders at the DNCC

NEA hosted a meeting with Asian American and Pacific Islander (AAPI) leaders with NEA Secretary-Treasurer Princess Moss. Since Virginia is a target state for AAPI civic and voter engagement in the 2016 general election, it was a good opportunity to have a small, intimate, and informal event with AAPI Democratic elected and community leaders at the DNCC. Primary goals were to build stronger relationships and possible partnerships to advance NEA’s strategic goals, listen and learn about priorities of the AAPI community when it comes to education, labor, social justice, and discuss the AAPI civic and voter engagement in the 2016 general election. NEA Secretary - Treasurer Moss was able to talk with Philadelphia City Council Woman Helen Gym, APALA Executive Director Gregory Cendana, US Civil and Human Rights Commissioner Karen Narasaki, APIAVote Executive Director Christine Chen, and others.

New Ed Campaign: Increasing AI/AN Teachers

On Monday, July 25, 2016, the NEA Minority Community Organizing & Partnerships Department and NEA’s Student Program facilitated two sessions at the United National Indian Tribal Youth Annual (UNITY) Conference in Oklahoma City, OK to share the importance and need for American Indian and Alaska Native educators and encourage Native youth to consider a career in the education profession. UNITY is the oldest and largest Native youth network organization in the country with a mission to, “foster the spiritual, mental, physical and social development of American Indian and Alaska Native youth, and to help build a strong, unified and self-reliant Native America through involvement of its youth.” In keeping with its mission, UNITY has served the leadership needs of American Indian and Alaska Native youth for 40 years.

Nearly 50 students participated in the combined sessions where NEA’s priority to recruit and retain future educators was shared and the importance of ensuring that the educators in our schools reflect the diversity of our students and are well qualified and prepared for the education profession. Margaret Landin, student member of North Dakota United and member of NEA’s Advisory Committee of Student Members, shared her experience as a student member and the leadership and professional development opportunities and resources available to prepare those new to the teaching profession.

Following the overview, students separated into small groups and engaged in an open dialogue covering several topics:

- What values describe an educator?
- What are the benefits of becoming an educator?
- How does education impact you?
- Why is it important to have American Indian/Alaska Native or people of color in classrooms?
- What adversities or struggles could get in the way of your goal of becoming an educator?
ESSA

ESSA Implementation with Partners: Board of Hispanic Caucus Chairs of Latino State Legislators craft Education plan with NEA

On August 10-11th in Chicago, Illinois, the NEA Hispanic Caucus Chair Gladys Marquez engaged with elected Latino state legislators from 14 states to share NEA Resources on ESSA Implementation Parent Engagement. The 14 states (AZ, CO, HI, FL, IL, IN, KS, MA, NJ, NM, NV, NY, RI, TX) represented with 25 Latino state legislators serving in leadership in their respective states.

ESSA

ESSA Implementation with Partners: National Migrant Seasonal Head Start Association and NEA join to hold a Parent Listening Session in Spanish

On August 15th, NEA and the National Migrant Seasonal Head Start Association (NMSHSA) joined to host our first ESSA Parent Listening Session in Spanish, in Immokalee, FL. The farm-worker town of Immokalee produces 90% of the U.S. winter tomatoes. Some local leaders fought for better wages to get out of the modern day slavery treatment. The establishment of the Coalition of the Immokalee Workers (CIW) established a worker-based human rights organization internationally recognized for its achievements in the fields of social responsibility, human trafficking, and gender-based violence at work. The Fair Food Farm Program was a good result at that time, however the families continue to have challenges with their children. MCOP Staff shared our new co-branded ESSA Material in Spanish with the parents, and shared that some of their peer parent leaders helped develop this co-branded document.
ESSA

American Indian/Alaska Native Listening Session: The Need to Listen to our Native Youth

On August 8, 2016, MCOP partnered with the National Indian Education Association (NIEA) on an American Indian/Alaska Native Listening Session in Orem, Utah with 30 parents and educators. With the passage of the Every Student Succeeds Act, it’s now up to states to work with local stakeholders and districts to identify and fill opportunity gaps and new and better assessments and accountability systems to help ensure that all students, regardless of their zip code, will have the support, tools, and time to learn that they need to succeed. MCOP staff and NIEA provided an overview of ESSA and how it will impact students and families. Strategies which best meet the needs of American Indian/Alaska Native students were discussed along with best practices to engage parents, families, educators, and other education stakeholders, including tribes, in its implementation.

Racial Justice in Education

AAPIs Beyond Bars & Beyond Borders Convening in Seattle, Washington: Continuing to Break the Model Minority Myth

As a member of the AAPIs Beyond Bars Planning Committee, NEA co-hosted a grassroots convening called, “AAPIs Beyond Bars & Beyond Borders” in the Seattle area from August 3 – 5, 2016. The convening began on Wednesday, August 3rd with a private screening and panel of the film, “Breathin’: The Eddy Zheng Story.” On Thursday, August 4th, participants went to the Monroe Correctional Facility to hear from 6 currently incarcerated AAPI men, 5 of whom have pending ICE holds and are facing deportation upon completion of their sentences. On Friday, August 5th, participants had the opportunity to talk over Skype with US deportees living in Cambodia. The convening concluded with a community rally titled, “Stand Together 4 Love,” at the Tacoma Northwest Detention Center, where participants joined other local immigrants’ rights advocates to demand an end to deportation and family separation. Approximately 40 participants attended the convening, which included several formerly incarcerated leaders and 4 educators.
Racial Justice in Education

Native Youth Roundtable: Time to Listen—What are our Native Youth Saying?

On August 8, 2016, MCOP partnered with the Center for Native American Youth (CNAY) and the White House Initiative Generation Indigenous (Gen-I) for a Native Youth Roundtable. CNAY is dedicated to improving the health, safety and overall well-being of Native American youth through communication, policy development and advocacy. CNAY fulfills its mission through four priority strategies: youth inspiration, advocacy, policy change, and serving as a resource platform. The Gen-I initiative focuses on improving the lives of Native youth through new investments and increased engagement. This initiative takes a comprehensive, culturally appropriate approach to ensure all young Native people can reach their full potential and promote a national dialogue and policies and programs to mobilize and cultivate the next generation of Native leaders.

MCOP staff and CNAY co-facilitated an interactive session with parents and educators focused on strategies to address institutional racism and opportunities to engage American Indian youth in the process. MCOP shared NEA’s educator-led efforts to address institutional racism and CNAY shared what they’ve learned about school climate from Native youth in their network and promote opportunities for communities to get involved through initiatives like the Generation Indigenous (Gen-I) network.

Following the session with parents and educators, MCOP staff and CNAY held a student convening with 30 American Indian students. MCOP staff shared NEA’s efforts to address institutional racism and CNAY shared Native youth resources and opportunities. The introduction was followed by an open dialogue to hear Native youth perspectives. The information collected from students will help inform NEA’s work around NBI B and institutional racism and spotlight systemic patterns of inequity – racism and educational injustice – that impact AI/AN students.
Organizing: Collaborating with Partners at the State and Local Level

MCOP Grants: Building Capacity to deliver NEA Resources on DACA

On August 4th in Denver, Colorado from 9am-4pm, Local President John Ford hosted this DACA Training that included Community Organizing & Professional Development for 32 NEA Members from 5 neighboring Denver Area Local Affiliates of: JCEA, CCEA, DCTA, WEA, and Center EA. This Training was held at the SEIU/Colorado Immigrant Coalition Headquarters. MCOP was invited to share our work with MCOP Grant DACA sites, including in Aurora. The neighboring Local Affiliates were very excited and committed to carry on the work with DREAMERS and their families utilizing our NEA DACA Brochures and DACA Tool Kits, along with their local community partners. MCOP Staff delivered an overview of the Background of DACA, How To Conduct a DACA Clinic Toolkit by Ed Austin, & Building Community Organizing Capacity. They broke out into groups into Action Planning Sessions & started writing. Another shared resource also included the opportunity for Professional Development Salary Points shared by MCOP Grantee UTLA.

Organizing: Collaborating with Partners at the State and Local Level

MCOP Grants: Coalition to Increase Teachers of Color and American Indian Teachers

On August 10-11th Education Minnesota joined the Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota and helped host a conference for current and aspiring teachers this August. The coalition was created in 2015 by a group of teacher educators who were concerned about barriers that especially impact people of color who want to enter and stay in the teaching profession. The goals of the coalition are to double the number of teachers of color in Minnesota and have 20 percent of the students in teacher preparation programs be people of color.

The Summer 2016 Conference for Current & Aspiring Teachers of Color and American Indian Teachers focused on those goals. The conference featured keynote speakers 2016 Minnesota Teacher of the Year Abdul Wright and 2016 National Teacher of the Year Jahana Hayes. Breakout session topics ranged from mentorship of new teachers of color, legislative session recaps, how to lead change as an educator of color and recruiting community members into teaching. The conference also provided attendees a chance to network with others in their subject area groups and ethnic identities.
ESSA

ESSA Implementation: Connecting Partners, and the Community

NMSHSA-AVANCE ESSA Parent Engagement

NEA partnered with the National Migrant Seasonal Head Start Association (NMSHSA) Parent Councils & partners like AVANCE in San Antonio, Texas to prepare for upcoming ESSA Listening Sessions across the state and country on September 6, 2016. The sessions gave background on ESSA and we shared our new cobranded material made by NEA staff and by and for parents. We shared examples of how community members can stay engaged throughout the regulations and implementation process.

- The NMSHSA partner’s local affiliate with AVANCE parents included 29 parents with their kids
- Member engagement with San Antonio Unified School District Staff
- Conducted in both English and Spanish
- ESSA co-branded materials were available in both English and Spanish, as English is the Second-Language for many of the parents. Parents felt included and respected.

Solidarity with Standing Rock

On September 13, 2016 NEA members stood in solidarity with people around the country in a day of action in solidarity with the Standing Rock Sioux Nation to preserve their basic human and civil rights, to protect their water, land, natural resources, sacred sites, and their people. NEA members gathered at The White House in Washington, D.C. to bring awareness on social justice issues impacting Native American communities and show their support.

Development of Member and Community Activists: CHCI 2016 Public Policy Conference

The Congressional Hispanic Caucus Institute’s (CHCI) 2016 Public Policy Conference was held on September 13-15, 2016, and brought about 4,000 thought leaders, legislators and concerned citizens to explore public policy issues from a Latino-American perspective.
NEA presented during the “Equality Luncheon: Income and Education Equality – The Skills Gap and How Latinos Fare.” NEA Center for Social Justice, Senior Director, Rocío Inclán presented opening remarks about her own personal journey realizing the promise of the American Dream as well as highlighting the extensive advocacy work of NEA for social justice, especially in the Latino community.

The Education Panel on the first day focused on higher education entitled, “Higher Education: Federal Policies Needed to Increase Latino College Attainment” moderated by Ruben Hinojosa (D-TX) and included, CTA Vice President Theresa Montaño, as a panelist along with the following: Sarita Brown, President, Excelencia in Education; Christian Haines, Education Policy Counsel, House Education and Workforce Committee; Ted Mitchell, Under Secretary, U.S. Dept. of Education; and Dr. Alba A. Ortiz, Professor Emeritus, Department of Special Education, College of Education, The University of Texas at Austin.

This session focused on Goal 2025, increasing the proportion of Americans with high-quality degrees, certificates, and other credentials to 60% by the year 2025 and the federal response needed to increase Latino college attainment.
NEA partnered with the American Federation of Teachers (AFT), the White House Initiative on Educational Excellence for African Americans (WHIEEAA) and the Congressional Black Caucus Foundation (CBCF) to facilitate a day of professional development for K-12 educators on Wednesday, September 14, 2016. Working alongside departments within NEA’s Center for Great Public Schools, NEA brought in over 100 classroom educators to participate in this day long convening that dually broadened educators’ engagement with lawmakers, stakeholders and concerned citizens as well as provided professional development hours toward continuing education requirements. The day consisted of three separate, concurrently running sessions:

- Cultural Competence: Examining Its Critical Importance in Today’s Classrooms
- Using Questions to Teach and Learn
- Supporting Student Success, including through the Every Student Succeeds Act

In addition to the sessions, during lunch, Representative Frederica Wilson (D-FL) former educator, principal and Member of the House Education and Workforce Committee, hosted a panel titled, “Wilson’s Scholars Think Tank”. The “Wilson Scholars” Think Tank involved a peer-to-peer discussion among administrators, teachers, and education professionals to ask questions, exchange best practices, and develop thoughtful solutions to resolve many of the issues faced by teachers in today’s society.

The panelists included:

- Sec. John B. King, Secretary of Education, (Moderator)
- Kim Hunter Reed, Deputy Under Secretary at the Department of Education
- David Johns, White House Initiative on Educational Excellence for African Americans
- Fedrick Ingram, Vice President of the Florida Education Association
- Karla Hernandez-Mats, President of United Teachers of Dade

Additionally NEA Governance participated in various panels throughout the conference to include such topics as:

- Education Braintrust: “Educating the Whole Child: How to Prepare Black Boys and Girls for Lifelong Success” – hosted by Representative Bobby Scott (D-VA)
- My Brother’s Keeper – hosted by Congresswoman Frederica Wilson (D-FL)
Breathin’ The Eddy Zheng Story: Film Screening & Panel Discussion

On September 28th, NEA partnered with the Southeast Asia Resource Action Center (SEARAC) and the Asian Prisoner Support Committee (APSC) to host a film screening and panel discussion that marked the anniversary of harmful immigration laws that eliminated second chances for people like Eddy Zheng. This collaboration built on MCOP’s work with AAPIs Beyond Bars, allowed for participants to be able to hear the story of Eddy Zheng and learn about the 1996 Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA) that resulted in the rise of mass deportations that have separated millions of families.

During the event, SEARAC released a report entitled, “Prosecutorial Discretion in the Southeast Asian American Community,” to highlight the issue of unjust deportations. Representatives Judy Chu (CA-27) and Barbara Lee (CA-13), as well as a panel of impacted community members share their personal stories and highlighted the local work they are doing to support AAPI prisoner reentry and stop deportations.

Increasing the Number of Effective, Culturally Competent Teachers of American Indian/Alaska Native Students

It matters who teaches Native students. The research says that when students have teachers who look like them, and are more culturally responsive to their needs, students benefit academically and in other ways, too. On October 6, 2016, Mary Levi, NEA AI/AN Caucus Chair, and Ron “Duff” Martin, President WEAC, took part in the first of a series leading a national campaign to keep pace and meet the needs of the rising population of American Indian/Alaska Native students by recruiting and retaining effective and culturally competent educators and increasing opportunities for a career in education.

The convening included a working group of government officials, tribal leaders, Native educators, and education advocates. The goals outlined in the first meeting included developing policy for training, employing, and retaining effective and culturally competent Native teachers and identifying specific reasons for shortages, combine expertise to create timely and innovative solutions, and help develop a strategic plan for the next Administration. Following the convening, Margaret Landin, Student ND United, facilitated a session with young career professionals on barriers and challenges to a career in education.
NAACP Charter School Resolution Passed!

Slow down and get the facts

On October 15, 2016, the National Association for the Advancement of Colored People (NAACP) Board of Directors ratified a resolution adopted by delegates at its 2016 107th National Convention calling for a moratorium on charter school expansion and for the strengthening of oversight in governance and practice. “The NAACP has been in the forefront of the struggle for and a staunch advocate of free, high-quality, fully and equitably-funded public education for all children,” said Roslyn M. Brock, Chairman of the National NAACP Board of Directors. “We are dedicated to eliminating the severe racial inequities that continue to plague the education system.” The National Board’s decision to ratify the reaffirms its 2014 Resolution, ‘School Privatization Threat to Public Education’, in which the NAACP opposes the privatization of public schools and/or public subsidizing or funding of for-profit or charter schools.

Additionally, in 1998 the Association adopted a resolution which unequivocally opposed the establishment and granting of charter schools which are not subject to the same accountability and standardization of qualifications/certification of teachers as public schools, and which divert the already limited funds from public schools. “The vote taken by the NAACP is a declaratory statement by this Association that the proliferation of charter schools should be halted as we address the concerns raised in our resolution,” said Chairman Brock.

NEA along with the AFT assisted in providing tools and our resources through research to the NAACP for a town hall discussion prior to the Board’s passing of the moratorium. The town hall entitled: “Is School Choice The Black Choice?” in our communities, was a discussion that involved both supporters and opposer’s of Charter Schools.

Supporting panelists included: Hilary Shelton, Washington Bureau - Senior Vice President for Advocacy and Policy; Fred Ingram, Executive Vice President of Florida Education Association and Troy LaRaviere, the former Principal at a number-one rated neighborhood school with the Chicago Public School System.

Racial Justice in Education

MCOP Grantee Santa Clara County School Board Forum in San Jose, CA

On October 12, 2016, MCOP Grantees representing members in Santa Clara County – Evergreen Teachers Association, East Side Teachers Association, and San Jose Teachers Association – worked with community partners Somos Mayfair, Working Partnerships USA, Californians for Justice, and Silicon Valley De-Bug to host a school board candidates’ forum at the Mexican Heritage Plaza in San Jose. This was the first time there was a forum specifically focused on school board races, the first time a forum was jointly organized by our affiliates and community groups, and the first time the target audience were parents, students, and community members of color. The event brought candidates running for school board from 4 different Santa Clara County School Districts: East Side Union High School District, Alum Rock Union Elementary School District, Evergreen School District, and Santa Clara County Board of Education. To make the event accessible to parents, childcare and Spanish translation was provided. The event attracted over 200 community members and was standing room only.
Racial Justice in Education
American Indian/Alaska Native Social Justice Dialogue

On October 6, 2016, MCOP organized a social justice workshop during NIEA’s Annual Convention in Reno, NV. Mary Levi, AI/AN Caucus Chair, Ron “Duff” Martin, President WEAC, and Margaret Landin, Student ND United, shared NEA’s role in supporting education professionals at the national, state and local level to improve racial equity in the education system, address institutional racism, and improve outcomes for students. Participants included over 60 educators from across the nation, Native youth, and program directors who support youth through tribal-culture based efforts.

Education Minnesota TOCAI: The Need for Diverse Educators

Student diversity has increased and will continue to increase throughout the nation, but teacher diversity has not increased over the past two decades. In 2015, a group of teacher educators who were concerned about barriers that especially impact people of color who want to enter and stay in the teaching profession came together around a common goal to double the current number of teachers of color and ensure that 20% of candidates in teacher preparation are of color and American Indian by 2020.

On October 8th Education Minnesota (Braulio Carrasco, Kathryn Fairbanks, Kassie Benjamin, Tucker Quintone, Patrick Julien) shared their work and progress with a grant through the National Education Association, Education Minnesota is inspiring current and aspiring teachers in the field by mentoring new teachers of color, providing professional development opportunities on how to lead change as an educator of color and recruiting community members into teaching.
Organizing: Collaborating with Partners at the State and Local Level

Panel Discussion at UCLA: Bridging the Empathy Gap for Immigrants Symposium

On October 21st, NEA MCOP Staff were invited to participate and speak at the UCLA Bridging the Empathy Gap Symposium focused on networked communities to address social inclusion of immigrant children and youth. There were panels with researchers, artists, and community organizations. NEA MCOP staff were on the panel with other community and youth organizations and specifically spoke about the work taking place within our MCOP grants – especially our grants that work on immigration. Shared during this panel specifically were: how MCOP grants came about; what we’ve been able to do with the MCOP Grants, ie: empower educators, empower students, empower parents; and how we should partner with others to invest in these strategies.

MCOP Grantees Building Capacity: Train the Trainer

On October 21-22, 2016, MCOP Grantees traveled to Austin, Texas, for a Train-The-Trainer Organizing Session on DACA.

During the two-day training there were members from three states including IEA-NEA, Colorado Local Affiliates, and Education Austin. The first day included training with local pro-bono immigration attorneys, and the second day was a DACA Clinic that over 60 families attended.
ESSA Parent Engagement: Hearing Migrant Parents

On October 27-28, 2016, MCOP organized an ESSA focused Migrant Parent Listening Session in Hillsborough, Florida co-hosted by the White House Initiative on Educational Excellence for Hispanics (WHIEEH), the National Migrant Seasonal Head Start Association (NMSHSA), & members of our NEA Local Affiliate of Hillsborough.

- Over 62 participants adults of both migrant parents, district leaders, community leaders, and educators
- 17 migrant head start toddlers
- 12 high school students

ESSA How ESSA can Strengthen Relationships with State Legislators

On November 17, in Miami, Florida, UTD President Karla Hernandez-Matz served on the Education Panel at the Board of Hispanic Caucus Chairs Annual Conference. President Hernandez-Matz shared NEA Resources on ESSA Implementation and Parent Engagement.

The Board of Hispanic Caucus Chairs Annual Conference was comprised of 17 states (AZ, CO, HI, FL, IL, IN, KS, MA, NJ, NM, NV, NY, RI, TX, UT, MI, CA) and 32 Latino state legislators who serve in leadership positions in their respective states.

On Saturday, November 19th the NEA was the Lead on the Education Work Committee where there were commitments made regarding:

- Assistance in drafting model legislation regarding ESSA Implementation that includes ELL work
- Model Legislation around ESSA and Preventing Charter School Take Overs
- Hosting a Facebook Tele Town Hall on Supporting Public Education
- Engaging with NEA Staff on social media campaigns around DACA Students & Families and Educator Coalition with them in their respective states.
- Co-Hosting a Pro-Public Education activity
- Hosting an Education Panel on ESSA & DACA Resource Work

Florida UTD President Karla Matz-Hernandez presented on the Education ESSA Parent & Community Engagement Panel, sharing NEA’s ESSA co-branded material with the NMHSA Parent Council.

Panelists included Tx Rep. Mary Gonzalez and Dr. Margarita Pinkos of Palm Beach County School District/NABE Vice President.

Board of Hispanic Caucus Chairs Latino state senators and representatives from Colorado, Connecticut, Utah, Massachusetts, Hawaii, Arizona, New Mexico, Florida, Indiana, Kansas, Maryland, Michigan, California, Texas, Rhode Island, Delaware, Illinois, & Virgin Islands.
Organizing: Collaborating with Partners at the State and Local Level

MCOP Grantee Post-Election DACA for Educators Event in Los Angeles, CA

On December 1, 2016, the MCOP Grantees in Los Angeles hosted a Post-Election DACA for Educators Workshop at United Teachers Los Angeles (UTLA). The MCOP Grantees in Los Angeles included the following 3 affiliates: 1) Alhambra Teachers Association (ATA), 2) California Faculty Association at California State University Northridge (CFA-CSUN), and United Teachers Los Angeles (UTLA). The event was organized in partnership with Asian Americans Advancing Justice | Los Angeles, a great partner of the MCOP Grantees. There were approximately 170 participants who attended the event. The agenda started with a welcome from CTA Vice President Theresa Montaño and UTLA Treasurer Arlene Inouye, where they gave some background on the MCOP grant, who was involved, how the grant came about, and the work they have been able to do with the grant. Following the welcome, there were opening remarks from UTLA President Alex Caputo-Pearl, where he talked about UTLA’s commitment to the schools ALL LA students deserve, including undocumented students. Additionally, remarks were brought by ATA President Tammy Scorcia whom talked about why as a K-12 teacher, it’s important to support our students.

The latter part of the engagement was moderated by Asian Americans Advancing Justice | Los Angeles Youth and Family Programs Director Li’i Furumoto. In the phenomenal panel participants heard from first-hand experiences from panelists such as a student from Abraham High School that spoke about what having Dream Center on campus meant to her. She also spoke about how she was involved in the different walk outs and walk-ins on campus that happened across Los Angeles this past school year. Additionally, she gave examples of how some of her educators supported her and other student organizers even if they were afraid that administrators would reprimand them. Following the speakers, immigration attorneys from our partner organization Asian Americans Advancing Justice | Los Angeles did a short immigrant rights presentation and moderated a question and answer session from the audience. To wrap up, UTLA Parent and Community Organization gave action steps on what members can do to get involved, including a march on December 18th and the city-wide school action on January 19th.

MCOP YEAR END REPORT 2016
Organizing: Collaborating with Partners at the State and Local Level

Sharing, Collaborating, and Inspiring the Building, Managing, and Sustaining of Successful Partnerships through MCOP Grants

On December 3rd in San Antonio, Texas at the National Council of Urban Education Associations (NCUEA) Fall 2016 Conference, MCOP held two workshops with some of our local and state grant recipients. The first workshop entitled: Building Community Partnerships for Community Action, Engagement and Mobilization to Support Public Schools, and was led by Thomas Hardy, NJEA Organizing Specialist, Jerell Blakeley, Healthy Schools Now (HSN) Coordinator, and Kim Schroeder, President of the Milwaukee Teachers Education Association (MTEA).

This workshop allowed for participants to not only learn of the work taking place within each of the grant sites that presented, but presented an opportunity for participants to develop community scans, strategize around brokering relationships at both the state and local level to advance their community engagement efforts, navigate partnerships, and ultimately leverage national partnerships at the local and state level.

Over 60 participants left prepared and ready to engage their community stakeholders through partnerships to actively engage, and mobilize their members to support public schools.

MCOP’s second workshop entitled: Building, Managing, and Sustaining Partnerships to Support Undocumented Students & Their Families, was led by: Areli Zarate, Education Austin DACAmented Educator, Gladys Marquez, Illinois Education Association-NEA & NEA Hispanic Caucus Chairwoman, and Rosa RiVera-Furumoto, Professor California State University, Northridge (CSUN).

An audience of over 40 members learned why it is important to build relationships and partnerships at the state and local level to support students. Presenters, and workshop participants also shared personal stories of how post-election they are strengthening their forces with community partners such as the Mexican American Legal Defense and Education Fund (MALDEF) to combine resources and tools to help support families, students, and educators. Marisa Bono, MALDEF Immigration Attorney (national community partner), was able to share the various services offered by MALDEF and how people can make sure their rights are not being violated.
Below are some of MCOP’s historic national partners and civil rights organization partners:
For more information on MCOP, our tools, and resources please see our links and contact information below.

MCOP State and Local Project Grants Overview:
The NEA-Minority Community Organizing and Partnerships (MCOP) grants are intended to assist local affiliates identify, engage, and mobilize minority community organizations and community leaders of color around increasing student achievement, engaging members who have participated in leadership trainings, and creating union roles to build capacity to engage community partners. Grant considerations are made on the following strategic priorities:

- Initiatives to Improve Student Achievement, particularly in struggling schools
- Engaging NEA members who have been trained in NEA's leadership trainings or those who have a demonstrated record of activism for the purpose of furthering social justice activism and/or professional issues activism
- Establishing or institutionalizing new union roles related to parent and/or community engagement
- Focus on advancing NEA's priority on racial justice in education

MCOP State and Local Project Grants Website:
http://www.nea.org/grants/58935.htm

MCOP Website:
www.nea.org/MCOP

202-833-4000

National Education Association
Minority Community Organizing & Partnerships (MCOP)
1201 16th Street, NW
Suite 410
Washington, DC 20036

Lily Eskelsen Garcia
President

Rebecca Pringle
Vice President

Princess Moss
Secretary-Treasurer

Executive Committee
Eric Brown
Kevin Gilbert
Maury Koffman
Shelly Moore Krajacic
George Sheridan
Earl Wiman

John C. Stocks
Executive Director

Rocio Inclan
Senior Director, Center for Social Justice

Merwyn Scott
Director, Minority Community Organizing & Partnerships (MCOP)
National Education Association
Minority Community Organizing & Partnerships (MCOP)
1201 16th Street, NW
Suite 410
Washington, DC 20036
www.nea.org/MCOP