
REPORTS

On Implementation of Actions of the 2021 Representative Assembly Of the National Education Association 2020–2021

July 2022

The purpose of this publication is to inform delegates to the 2022 Representative Assembly about implementation of the actions of the 2021 Representative Assembly. This publication consists of two parts:

1. Report on the implementation of new business;
 2. Report on the implementation of adopted and referred committee recommendations received by the 2021 Representative Assembly.
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Reports on Adopted New Business

A. Transformative Actions for Racially Just, Safe, and Equitable Schools

The National Education Association, in coordination with national partners, NEA state and local affiliates, racial justice advocates, allies, and community activists, shall build powerful education communities and continue our work together to eradicate institutional racism in our public school system by:

1. *Establishing a task force that identifies the criteria for safe, just, and equitable schools, including exploring the role of law enforcement in education.*
The task force will:
 - *Create a clear vision for the NEA on what must be included to create safe, just, and equitable schools for all students;*
 - *Craft an Association-wide plan in consultation with leaders of current police-free school movements, as well as successful police-free schools legislation across the country, to include developing common language, understanding historical and current student experiences, training and workshops, and opportunities to take collective action;*
 - *Provide recommendations to amend existing policy, including the NEA School Discipline and School-to-Prison Pipeline Policy Statement (2016), NEA Resolutions, the NEA Legislative Program, and any other related documents;*
 - *Compile current data that documents the criminalization of Native students and students of color, the disparities in appropriate staffing with mental health professionals and caring educators, and provides analysis comparing the impact of on-site or community-based programs and personnel with the use of law enforcement on campuses;*
 - *Inform the work identified in numbers two and three.*
 2. *Supporting and leading campaigns that:*
 - *Advocate for just funding formulas that remedy pervasive resource disparities based upon race, income, and geographic wealth patterns, and advocate for no-cost higher education;*
 - *Reallocate funding to provide students with school-based, non-privatized, non-outsourced services to meet their social-emotional and mental health needs by;*
 - *Achieving robust staffing levels, including appropriate class sizes, access to electives, art, librarians, ESPs, and appropriate Higher Education staffing levels;*
 - *Training specific school personnel to be full-time restorative practice coordinators and providing all*
- school employees with professional development around cultural responsiveness, implicit bias, anti-racism, trauma-informed practices, restorative justice practices and other racial justice trainings;*
- *Training educators to lead on equity and racial justice, leveraging the Leaders for Just Schools curriculum and model;*
 - *Hiring school-based mental health providers trained to provide culturally appropriate services, such as school counselors, nurses, social workers, drug and alcohol counselors and psychologists, and utilizing trauma-informed, restorative justice practices, meditation/peace centers, and other proven methods to address student health and well-being.*
 - *Eliminate the school-to-prison and school-to-deportation pipeline;*
 - *Win transformative investments for racially just schools that include addressing the academic, social, and emotional needs of every student through their entire educational journey, including non-biased access to pre-K and post-high school opportunities;*
 - *Seek remedy to economic justice issues including, but not limited to, affordable housing, housing insecurity, food insecurity, and access to health care and childcare;*
 - *Achieve dramatic funding increases for proven programs such as services for low-income students under Title I and students with disabilities under the Individuals with Disabilities in Education Act (IDEA);*
 - *Result in greater numbers of Native educators and educators of color in the education profession(s) and the union; specifically in high-quality, full-time, professional or tenure-track positions;*
 - *Result in increased investment to expand community schools leveraging the NEA Community Schools Model;*
 - *Result in increasing the implementation of culturally responsive education, critical race theory, and ethnic (Native people, Asian, Black, Latin (o/a/x), Middle Eastern, North African, and Pacific Islander) Studies curriculum in pre-K-12 and higher education;*
 - *Eradicate racist laws, policies, and practices, the over-criminalization of communities, students, and families of Native people and people of color, as well as the criminalization of poverty.*
3. *Engaging and empowering students, families, community members and other key stakeholders in the decision-making process in their schools, districts, higher education institutions, and communities.*
To this end, NEA will:
 - *Expand the development of trauma-informed schools*

and the implementation of trauma-informed practices in education communities to support learning, social and emotional wellbeing, and inclusive educational environments;

- *Leverage Bargaining for the Common Good to engage broad stakeholder groups to win on transforming education communities;*
- *Provide technical assistance to expand state and local affiliate education community partnerships to deliver professional development and training curriculum targeted to education employees charged with creating affirming accountability practices and supportive climates by;*
- *Expanding the implementation of training in age-appropriate responses and interventions, cultural responsiveness and culturally relevant pedagogy, implicit bias, anti-racism, trauma-informed practices, restorative justice practices and other racial justice training.*

COMPLETED

An NEA cross-center team on Safe, Just, and Equitable Schools has driven activities over the year to advance the goals and activities described in the NBI.

Section 1. Establishing a Task Force

NEA established a 33-member Taskforce, consisting of members, board members, and local and state leaders. Executive Committee members Christine Sampson-Clark and Gladys Márquez chair the Taskforce, with a team of nine NEA staff members from across NEA serving as support.

- The Taskforce has met several times to focus on community building, clarifying goals and outcomes, establishing processes, and completing the products.
- The Taskforce agreed to structure into three workgroups:
 - Workgroup 1: Create a clear vision for the NEA on what must be included to create safe, just, and equitable schools for all students;
 - Workgroup 2: Craft an Association-wide plan in consultation with leaders of current police-free school movements, as well as successful police-free schools legislation across the country, to include developing a common language, understanding historical and current student experiences, training and workshops, and opportunities to take collective action;
 - Workgroup 3: Provide recommendations to amend the existing policy, including the NEA School Discipline and School-to-Prison Pipeline Policy Statement (2016), NEA Resolutions, the NEA Legislative Program, and other related documents.
- The workgroups have met to develop, draft, and produce the determined products and outcomes based on the NBI, which the Taskforce will present to the NEA Board of Directors in Spring 2022.

Section 2. Supporting and Leading Campaigns

Economic Justice:

NEA shined a light on affordable housing for educators by publishing an article in NEA Today (<https://www.nea.org/advocating-for-change/new-from-nea/affordable-housing-teachers-its-table-now>). Additionally, NEA met with the US Department of Housing and Urban Development to discuss how rental properties converting into AirBnBs and other short-term rentals impact members, specifically Education Support Professionals.

The Child Nutrition Team collaborated with external partners, such as the Food Research Action Center and National Farm to School Network, to advocate for the mitigation of barriers to learning, such as hunger. They also met with senior-level officials at the White House, USDA, HHS, and the US Congress to advocate for an extension of the national child nutrition waivers. The team offered technical assistance to states and locals interested in addressing food insecurity through legislation and partnerships. The team advised affiliates and partners on lunch periods, universal breakfast, scratch cooking, and nutrition standards.

NEA collaborated with the Colorado Education Association and the US Department of Health and Human Services to host a youth mental health roundtable with Secretary Becerra in Denver, CO.

NEA Secretary-Treasurer Noel Candelaria participated in the Latino Labor Leaders Meeting with the White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics. The Initiative also began rolling out Economic Summits in multiple cities to connect Federal agencies with the Latino community. The summits kicked off in San Antonio, TX and local leaders, members, and American Recovery Plan coordinators represented NEA at these events.

Additional information is provided in the final report for NBIs 11, 22, 62, and 64 below.

Non-privatized, Non-outsourced Services with Robust Staffing Levels:

NEA worked with members, affiliates, and partners to engage in a campaign to limit the proliferation of for-profit charter schools, particularly in communities of color where such schools have the most detrimental impact. The Biden Administration has proposed federal rules that would limit the types of organizations eligible for federal dollars for charter school implementation. NEA has similarly engaged US Congress and federal agencies on transportation and nutrition services issues.

NEA explored the trends in educator shortage exacerbated due to attacks on the profession and hardships caused by COVID-19. NEA used these reports to engage affiliates and advocate for potential actions to the Biden administration to ensure the effects of the losses to the teaching profession can be reversed or blunted.

Leveraging the Leaders for Just Schools Program:
NEA continued to leverage the Leaders for Just Schools (LJS) program with more than 250 educators. It aims to create a national network of leaders who will advocate for equitable outcomes for students. LJS employs multiple methods of keeping in touch with and supporting its diverse network of equity leaders through a combination of in-person learning (suspended during the COVID-19 pandemic), continuous mentorship and small-group check-ins, quarterly virtual cohort meetings, and virtual learning series events.

Ending the School-to-Prison and School-to-Deportation Pipelines:

NEA submitted a significant comment letter on school

discipline to the US Department of Education on July 23, 2021. That work resulted in two meetings with the Department during the summer of 2021, one before submitting the NEA letter and one immediately after. NEA also submitted a comment letter in response to DHS's Notice of Proposed Rulemaking on DACA in November 2021. The letter focused on supporting DACA and proposing changes to the program to benefit current and future DACA holders. In addition, NEA joined letters written by partners, including: A letter led by the Detention Watch Network to the inspectors general of the Department of Justice and the Department of Homeland Security encouraging them to formally review the implementation of President Biden's Executive Order 14006, phasing out the use of private prisons by the Department of Justice (DOJ). As advocates and members of Congress warned, implementation of the executive order (EO) has been inconsistent and allowed private prison corporations to circumvent the intent and spirit of the EO by courting local governments and other federal agencies, including the Department of Homeland Security (DHS).

- A letter led by the American Immigration Lawyers Association (AILA) to congressional leaders urging them to prioritize reducing case backlogs, enhancing citizenship programs, legal representation, detention, and good governance at the border in appropriation discussions.
- A letter led by the Welcome with Dignity Campaign to President Biden and Vice President Harris asking them to end the Title 42 policy, stop defending this illegal and inhumane policy in court, restore meaningful access to asylum at US borders, and welcome with dignity the families and individuals seeking protection in the United States.
- Two coalition comment letters to the Department of Homeland Security in response to DHS's Advanced Notice of Proposed Rulemaking (ANPRM) asking DHS to reconsider the definition of public charge that the Trump administration adopted.
- A letter organized by Jobs With Justice advocating that DHS outline a transparent, fast process for workers defending their labor or civil rights, or a witness, to request affirmative immigration protections (e.g., parole or deferred action). We believe this action would improve the enforcement of workers' rights and civil rights and provide significant protections for workers.
- The Children Thrive Action Network's letters to Senate Democrats and the Biden-Harris Administration urging the passage of the Build Back Better Act, including a pathway to citizenship for undocumented immigrants.
- A letter organized by the Leadership Conference on Civil and Human Rights opposing the Luke and Alex School Safety Act (S.1383) and the Behavioral Intervention Guidelines Act (BIG Act) (S.111). These bills advance school hardening, threat assessment, and criminalization systems in schools, contrary to our efforts to create safe, healthy, and inclusive school climates.
- A letter led by the US Committee for Refugees and Immigrants to congressional appropriations leaders urging them to adopt the distinct \$250 million in funding for unaccompanied children's post-release services as specified in the Senate's FY22 explanatory statement for the Labor, Health and Human Services,

Education, and Related Agencies appropriations bill.

- Two Civil Rights Data Collection (CRDC) comment letters led by the Leadership Conference on Civil and Human Rights and one led by GLSEN encouraging data collection on various topics, including school discipline.

NEA endorsed federal legislation to end the school-to-prison pipeline, including the Amir Locke End Deadly No-Knock Warrants Act (HR 6877), the Restorative Practices in Schools Act, and the 988 Implementation Act. NEA has worked with the attorneys general in Michigan, Illinois, and Minnesota to secure effective guidance on the critical need for restorative practices in schools and the legal work needed to dismantle the school-to-prison pipeline. We developed a spreadsheet that compares the impact of on-site or community-based interventions/programs and personnel with the use of law enforcement on school campuses. Additional information is provided in the final report for NBI 38 below.

Title I and IDEA:

NEA supports state affiliates by responding to requests for assistance regarding IDEA issues. This work is a continuation of assistance NEA provided to a coalition of NEA affiliates (UTLA, Madison, Milwaukee, Ed Austin, and Juneau) who submitted a petition with the US Department of Education seeking guidance to redress the long-term systemic inequities in the delivery of special education services. The petition was accompanied by a UCLA Civil Rights Project report documenting continuing racial disparities in access to certain services for disabled students (e.g., 504 plans and accommodations). Since the filing of the petition, NEA has continued to assist the local affiliate coalition by engaging in multiple meetings with the Department regarding special education and informing the coalition of various pieces of guidance released by the Department on special education issues.

NEA has also worked with partners Alliance to Reclaim Our Schools and Journey for Justice in their advocacy efforts on bolstering Community Schools and Title I funding. President Pringle delivered opening remarks at the Journey for Justice "Equity or Else" Campaign Press Conference and Advocacy Day on December 7, 2021. Additional information is provided in the final report for NBI 19 below.

Community Schools:

NEA advanced the need for additional community school funding in collaboration with our partners at the American Federation of Teachers (AFT), Institute for Educational Leadership (IEL), and the Learning Policy Institute (LPI), including advocacy for increasing federal dollars appropriated to the Full-Service Community Schools (FSCS) Program. As a result of NEA's advocacy, Secretary of Education Miguel Cardona and the Department of Education formally recognized the transformative ability of community schools. The Department gave guidance on strategically using American Rescue Plan funds to invest in the Community Schools Strategy. This guidance was directly created from the NEA's best practices and Community Schools Model. NEA is working with state and local affiliates to use ARP funds for community school strategy implementation. Additionally, we achieved doubling community school

funding at the federal level and continue to advocate for increased funding.

Senator Sherrod Brown (OH) and Representative Mondaire Jones (NY-17) have introduced the Full-Service Community Schools Expansion Act of 2021 (S 385 and HR 1241, respectively) to provide additional, continued investment in Community Schools. NEA, AFT, IEL, and LPI have worked with Senator Brown and Representative Jones to strengthen the bill and to help advocate its support.

Honesty in Education:

NEA created a Sample School Board Resolution and shared it with state affiliates and other partners, including the AAPF Working Group. NEA has worked with We Make the Future, ASO Communications, and Lake Research to implement the Race Class Narrative as a messaging strategy and theory of change. We held briefings for NEA headquarters staff, state affiliate staff, and NEA partners and also supported an Implementers Series focused on state affiliate capacity building. The initial states engaged in the Implementers Series include CA, OH, OR, NC, MD, and WA.

NEA developed and distributed a legislative memo for NEA state affiliates on countering legislative attacks on Honesty in Education. We continue to provide state affiliate leaders with resources to better understand and counter the attacks on Honesty in Education weekly through NCSEA. We also continue to provide legal support to members through Know Your Rights materials and workshops, including, state-specific materials for all states with anti-honesty in education measures; Know Your Rights workshop in November 2021 for Zinn Education Project; and ongoing legal working group participation supporting educators targeted for providing inclusive education and developing litigation challenging anti-honesty in education measures.

NEA has researched the attacks on educators and school boards fueled by disinformation, used to attack providing students with an honest and accurate education including by sharing information with state affiliates to provide context for the recent attacks on educators and school boards and how these threats present opportunities; reviewing media reports regarding the role of CRT in the 2021 election cycle and how adversaries intend to exploit disinformation moving forward; and Compiling an inventory of CRT disinformation, including new QAnon-supported tactics designed to coerce school boards to suspend COVID-related health protocols and ban a variety of curriculum content.

NEA hosted a four-hour learning series focused on Honesty in Education and educators' rights for the cohort members of the Leaders for Just Schools Program in the fall of 2021. Additional information is provided in the final report for NBIs 2 and 39 below.

State Civil Rights Commissions:

NEA worked with the US Commission on Civil Rights and state affiliates to get NEA members appointed to state civil rights commissions. We now have NEA members on state advisory committees in Alaska, the District of Columbia, Hawaii, Louisiana, Mississippi, and Nebraska.

Equity Issue Field Campaigns:

NEA partnered with state affiliates to support campaigns working to build local education justice coalitions (CO); defending public education and resisting the expansion of charter schools in low-income, Latino/a/x neighborhoods (TX); developing racial justice organizing plans in high-poverty, predominantly minority urban school districts (MI); and advancing the effective implementation of community schools in high-needs school districts (CA).

Section 3. Engaging and Empowering Stakeholders

NEA has supported Train the Trainers engagements to develop state/local leaders to facilitate and deliver Implicit Bias training in their state/local affiliates using virtual and in-person formats, including NYSUT, HSTA, and ISTA. Members helped guide the development of NEA's Restorative Practices curricula.

NEA has delivered racial justice training in virtual and in-person formats in the past year. These training engagements included national conferences, governance (Board of Directors) professional learning, state conferences, state and local affiliates (including learning for active K-12 members, retired, aspiring educators, higher education professionals, and retired members), and national and state staff. Topics included Racial Justice 101, Dismantling White Supremacy Culture, Race Talk: Facilitating Racial Justice Conversations, Deconstructing Whiteness, Racial Justice in the Classroom, and Race Equity Tool.

NEA has created the Transformational Journey for Racial Justice Co-Conspirators to develop a cohort of 40 co-conspirators (White, Native People, Asian, Black, Latin(o/a/x), Middle Eastern and North African, Multiracial, and Pacific Islander). These members will embark on a year-long journey to build and strengthen their ability and confidence to engage in the crucial conversations, self-reflection, and action to further their racial justice journey. This journey for NEA Co-Conspirators will include being part of communities of practices, engaging in affinity group work, and receiving culturally responsive coaching and mentoring. Co-conspirators will also engage in a Learning Pathway based on racial justice content and curriculum. NEA will host the Transformational Journey for Racial Justice Co-Conspirator Kickoff from April 29 through May 1, 2022, in Washington, DC.

NEA is continuing to develop asynchronous, self-directed e-learning courses on racial justice curricula. These courses will be hosted on NEA's Learning Management System (LMS), available to members and staff. Additionally, these e-learning modules will be translated into Spanish. NEA's Implicit Bias curriculum is currently available on the LMS. These e-learning courses are presently in development: Dismantling White Supremacy Culture, Racial Justice 101, and Race Equity Tool.

NEA has developed and delivered member-created and member-facilitated racial and justice webinars on White Nationalism Toolkit and Racial Justice in the Classroom. NEA developed and launched micro-credentials related to diversity, equity, and cultural competence and trauma-informed pedagogy. NEA led a trauma training event for

stakeholders at a DSEA conference.

Bargaining for the Common Good (BCG) continues to be leveraged as an effective strategy to ensure that all students attend a public school where they have the opportunities to thrive. Members in St. Paul, Minnesota, successfully used BCG to negotiate an agreement that provides more mental health supports for students. Black Lives Matter at School Week of Action took place between January 31 and February 4, 2022. Educators, students, and allies across race and place took action on key priorities to ensure students have public schools where they can grow and thrive, including, implementing restorative justice practices and ending “zero tolerance” policies; hiring more Black teachers; mandating Black history and ethnic studies; and hiring more counselors, not police.

NEA provided several ways for members and partners to engage in Black Lives Matter at School. We shared the NEA EdJustice Black Lives Matter at School pledge. When our educators and allies signed the pledge, we connected them with more actions they could take, including a link to free downloadable NEA EdJustice Black Lives Matter at School art, lesson plans, sample school board resolutions, and more. NEA disseminated a social media toolkit for Black Lives Matter at School Week of Action that contained sample messages, social media shares, and new art.

NEA shared the “Freedom to Learn: Demanding Accurate, Honest and Fully Funded Public Education” messaging guide. In addition, NEA developed a sample resolution and guidance for community engagement that can be used as a template for local school districts to create a school board resolution of their own. The model resolution contains a commitment to affirming inclusion of all students, respect for educators as professionals, and support for a proven, research-based, culturally responsive education.

NEA is working in several spaces to support the safe and just learning environments for LGBTQ+ students and educators amid increased state-level attacks. NEA hosted a dialogue with our partners at Lambda Legal, GLSEN, and the National Black Justice Coalition to address the growing state-level attacks on LGBTQ+ students and educators on April 21, 2022. NEA created resources as guidance for educators and allies addressing these measures in their states, including, What You Need to Know About State Laws Attacking Transgender Youth, and What You Need to Know about Florida’s “Don’t Say Gay or Trans” Bill.

NEA EdJustice launched a two-week ad campaign on social media targeting allies and activists supporting LGBTQ+ youth and educators. The campaign resulted in more than 4,200 signatures on the pledge. For almost 2,000 of these signatories, this was their first engagement with NEA. NEA also built a partnership with Parents Together to work on digital content and promotion to engage with our essential parental audience. This partnership covers a wide range of work, including Honesty in Education.

1. Voting Rights

NEA shall use its public-facing websites, including

educationvotes.nea.org, to publicly promote and affirm its commitment to access voting and that state legislatures should not implement policies that overturn the will of the voters. Additionally, NEA will partner with external organizations in a public-facing national campaign to educate the public about voting that includes state-based lobbying language to condemn all efforts to limit the rights of voters to have full access to the ballot box.

COMPLETED

NEA continues to play a leadership role, in its own right and in strong coalitions, advocating for the protection of voting rights and democracy reform. In addition, as voting rules have changed, for better and worse, in many states since 2020, we are using the Ballot Ready digital platform in our 2022 campaign efforts to inform members and allies about how to safely vote in the evolving environment.

We continue to partner with our state affiliates and partners to monitor and respond to voting rights threats and opportunities across the country. NEA members put pressure on the US Senate with patch-through calls at critical moments, including calls to Senators Manchin and Sinema to let them know about NEA’s position on voting rights and changing the senate rules, and urge them to take positive action. We also mobilized members via text message and email. During the winter of 2022, NEA members sent over 96,000 emails to congress supporting voting rights.

We also continue to work in powerful external coalitions, and NEA leadership continues to provide public voice in defense of voting rights. Recently, President Pringle joined Martin Luther King, III and other leaders at a Martin Luther King, Jr. Day press conference. President Pringle and other labor union presidents met with Senator Sinema. Secretary-Treasurer Candelaria traveled to Atlanta to join President Biden and VP Harris as they made their speeches on January 11. We have also run accountability digital ads focused on thanking Senators Cortez Masto, Kelly, and Warnock, and criticizing Senator Johnson for their positions, respectively, on voting rights legislation.

We published major articles in NEA Today on voting rights: <https://www.nea.org/advocating-for-change/new-from-nea/are-todays-voter-suppression-laws-new-jim-crow>; <https://www.nea.org/advocating-for-change/new-from-nea/why-voting-rights-are-essential-successful-public-schools>.

Surrounding the Martin Luther King Jr. Day holiday, NEA sent correspondence to the full NEA EdJustice network (an online mailing list of 55,000 NEA members, digital and community activists, allies, etc.) urging that network to take action on critical voting rights legislation. The NEA EdJustice correspondence (<https://view.email.nea.org/?qs=b30d8e2d04a588ab4c061c62bf3ff68c0f5bca82d1ab967f843a70741ad44c41e9af6abf1fb1a1afa3677509d03bdb819625a12a0af0c16bc89a29f106d3cc81a42bdef4b9a03adaa765ff86f7063cf020a126e08fe9de8c>) utilized tested engagement messaging and included a call to action for activists to call their Senators to pass the Freedom to Vote Act and the John Lewis Voting Rights Amendment Act; connecting honoring the legacy of

Martin Luther King Jr. to advancing voting rights.

A Freedom to Vote resource page was created on NEA EdJustice (www.NEAEdJustice.org). That specific resource can be found here: <https://neaedjustice.org/freedom-to-vote/>.

The NEA amplified National Black Voter Registration Day on Friday, September 17 through our social media platforms. The Day was coordinated by our national partner, The National Urban League and BET. <https://twitter.com/NEAToday/status/1438894180512804875>

NEA continues to be a part of the Fighting For Our Vote (FFOV) coalition with NAACP, AFSCME, ACLU, AFT and SEIU. This work, which launched on August 10, 2021, has included voting rights days of action focused on the John Lewis Voting Rights Advancement Act, as well as press conferences and rallies. In addition to NEA leaders speaking at these events, members were engaged over Hustle to participate. In a cross-center effort, we were able to uplift the various actions taking place as we advocate and continue to advocate for the passage of a voting rights bill that can further provide free and fair access to the ballot.

Through NEA's participation in the FFOV coalition, we were able to support the NAACP among other participating civil rights organizations (National Urban League, National Action Network, National Coalition on Black Civic Participation, and National Council of Negro Women) for their release of their United States Senate [Civil Rights Scorecard](#) on November 10th. The Scorecard graded U.S. Senators based on the John Lewis Voting Rights Advancement Act, the American Rescue Plan Act, the For The People Act, and support for eliminating the filibuster.

The Scorecard was released because a minority in the Senate has repeatedly blocked widely popular legislation that is critical to defending free and fair access to the ballot box for communities of color. This effort made it clear that, now more than ever, we must keep the pressure on to lift up a call to action of voting rights and democracy. This Scorecard also led into a week of action in five states (Delaware, Florida, Georgia, Virginia, and Wisconsin) where members and volunteers participated in scorecard delivery events.

NEA partnered with the Poor People's Campaign to support and uplift their Moral Action Monday: Build Back Better Rally on Monday, November 15th. We uplifted the event to our members digitally. The purpose of the rally was to call for Congress to take action and demand they Build Back Better from the Bottom Up and pass voting protections to save our democracy from coordinated attacks across the country. <https://twitter.com/NEAToday/status/1460236902032883718?s=20>

NEA worked in partnership with our national community partners the National Coalition on Black Civic Participation and the National Council of Negro Women to sign on to and support their Black Women Leaders and Allies Freedom Walk and Speak Out for Voting Rights and Economic Justice in October and November. In addition, uplifted this tremendous effort on voting rights to our members on NEA digital platforms.

The purpose of the Freedom Walk and Speak Out was to elevate collective voices in an urgent call for Congress to pass federal voting rights legislation; end the filibuster to adopt federal legislation and budgets to protect our voting rights; and invest in middle and low wage workers and people living in poverty in the nation, by passing the Build Back Better Act NOW!

The Freedom Walk and Speak Outs also included a week of action in October that included a call to action for individuals to phone their Senators, and a national podcast on voting rights. https://twitter.com/nbcip_bwr/status/1453392007221612544?s=20; https://twitter.com/nbcip_bwr/status/146022083245055905?s=20

NEA partnered with The National Coalition of Black Civic Participation in support of their Black Male Initiative 3rd Annual Black Youth Vote Black Men and Boys Virtual Hill Day and Advocacy Training on November 30th – December 1st. The goal of the event was to provide young Black men and boys with advocacy training and educational tools to help them understand how public policy works, and to provide a space where they were able to engage with congressional members to learn of their policy priorities and how they can effectuate and inform policies that impact their communities. One of many issues was voting rights, as they were urged to use their voices ask elected officials to address issues in their communities. NEA staff participated the planning committee of this convening and addressed the men and boys during the convening. In addition, NEA amplified this important convening on our digital platforms. <https://twitter.com/NEAToday/status/1464323324813750279?s=20>

NEA worked in collaboration with the NEA Aspiring Educators Program in a cross-collaborative partnership with VoteDotOrg, NAACP Youth and College Division, Delta Sigma Theta Sorority, Inc., and other leading organizations to engage Aspiring Educators and young activists at minority serving institutions around voting rights. This collaborative effort encouraged young activists to participate in electoral action trainings that empowered them to leverage their collective voices to advocate around the vote. The trainings were host to many students across HBCU campuses in VA including, Hampton University, Virginia State University, Norfolk State University, Virginia Union University, and Virginia University of Lynchburg.

Participants learned a historical perspective on how students and student organizing have played a pivotal role in addressing systemic issues in this country; and received an overview on how the electoral process works and how decisions are made at the national, state, and local levels on important issues that impact them in their schools and communities. In addition, students garnered leadership development skills and proven digital organizing strategies and tools to build collective action, and left invigorated to speak up and speak out on issues that impacted their communities to lead to systemic change. This partnership was uplifted on various NEA digital platforms as well as through various communication channels (email and digitally) with the NEA Aspiring Educators program, and Student Virginia Education Association. https://twitter.com/SVEA_AspiringEd/

[status/1451344160661721092?s=20](https://twitter.com/SVEA_AspiringEd/status/1451344160661721092?s=20)
https://twitter.com/SVEA_AspiringEd/status/1450136231388618763?s=20

Through NEA's coordination in the Fighting For Our Vote (FFOV) coalition's August Detroit Voting Rights Mobilization Event, we worked invited members and leaders from Michigan Education Association to the mobilization event. MEA uplifted the important event in their monthly magazine released in October. The magazine features NEA President, Becky Pringle's participation in the "Fighting For Our Vote" coalition rally engagement in August in Detroit, MI. This engagement was in coalition with the NAACP, ACLU, AFSCME, AFLCIO, AFT, SEIU and NEA as we launched our multicultural, yearlong voting rights campaign – "Fighting for Our Vote," to mobilize millions around access to the ballot and the freedom to vote. NEA President, Becky Pringle is featured in the magazine's opening page of a package of stories built around the theme of #UnionStrong. In this feature, Becky's speech at the rally is used to introduce the theme. <https://twitter.com/NEAToday/status/1454148034833653765?s=20>

On January 17, 2022 (Dr. Martin Luther King, Jr. Holiday), NEA signed on as a supporter of the Martin Luther King, Jr. Memorial Peace Walk. The Peace Walk was coordinated by the [DC MLK Holiday Committee](#). In addition, NEA President, Becky Pringle, participated in the Deliver For Voting Rights Press Conference immediately after the Peace Walk led by Martin Luther King, III. The Deliver for Voting Rights campaign led by Martin Luther King III, Andrea Waters King and over 180 groups called for no celebration without legislation, and urged President Biden and the Senate to eliminate the filibuster for voting rights ahead of the expected Senate vote. NEA participated and supported this event, and uplifted it on digital platforms and various media outlets. View the Live Stream of the Press Conference here: <https://youtu.be/5mhDxNIThU>

View Uplifted Media on NEA Platforms here:
<https://twitter.com/BeckyPringle/status/1483142788480966663?s=20>
<https://twitter.com/NEAToday/status/1483124037702324232?s=20>
<https://twitter.com/BeckyPringle/status/1483143065074376706?s=20>
<https://twitter.com/BeckyPringle/status/1483143065892278273?s=20>
<https://twitter.com/BeckyPringle/status/1483493139612581893?s=20>

View Press from the Event Highlighting NEA's Participation:
<https://www.nytimes.com/2022/01/17/us/politics/martin-luther-king-voting-rights.html>
<https://www.blackstarnews.com/us-politics/elections/voting-rights-multiple-national-organizations-joining-mlk-day>
<https://www.peoplesworld.org/article/with-senate-showdown-looming-voting-rights-tops-unions-mlk-comemorations/>

NEA President, Becky Pringle wrote an op-ed for The Hill that was published on September 16, 2021 and we promoted it across NEA social channels: "Protecting our

democracy is not a partisan issue, yet lawmakers across the country are making it one. That is why I, as well as educators across our nation, have coalesced around the Freedom to Vote as a crucial priority" <https://thehill.com/opinion/civil-rights/572596-dysfunctional-democracy-blocks-educational-progress-senate-protect>

2. Attacks on Anti-Racist Work

NEA will research the organizations attacking educators doing anti-racist work and/or use the research already done and put together a list of resources and recommendations for state affiliates, locals, and individual educators to utilize when they are attacked. The research, resources, and recommendations will be shared with members through NEA's social media, an article in NEA Today, and a recorded virtual presentation/webinar.

COMPLETED

The NEA cross-center team continues to work to defend honest education and the freedom to learn. This includes briefing partner groups with research and message guidance. NEA has partnered with groups, including We Make the Future, to disseminate guidance throughout allied coalitions. We have also recently finished a series of focus groups with parents with ongoing research still in progress.

NEA has also created "Know Your Rights" guides which can be found here: <https://neaedjustice.org/know-your-rights-guides/> as well as a [portal for educators to submit issues](#) that they are facing, [an overview of state issues](#). We have also published a major NEA Today article about these issues: <https://www.nea.org/advocating-for-change/new-from-nea/who-behind-attacks-educators-and-public-schools>

As part of our ongoing advocacy work to uplift Honesty in Education, NEA has updated the [NEA EdJustice Honesty in Education page](#) with new resources for students, educators, and activists.

Lawmakers and policy makers across our country, in yet another attempt to divide Americans along partisan and racial lines, are pushing legislation that seeks to stifle discussions on racism, sexism and inequity in public school classrooms. NEA EdJustice has posted [state-specific Know Your Rights guidance for educators](#). NEA has developed a [model resolution](#) and [guidance](#) for community engagement that can be used as a template for local school districts to create their own school board resolution. The model resolution contains a commitment to affirming inclusion of all students, respect for educators as professionals, and support for a proven, research-based culturally-responsive education. Finally, NEA engaged [NEA EdJustice activists in a survey](#) asking about their own experiences with the attacks on honest and accurate teaching and learning through inclusive curriculum and diverse books; and how those attacks have impacted their schools, students, and teaching.

5. Anti-Transgender Legislation

The NEA will use existing materials to educate its state and local affiliates and members about the dangers of anti-transgender legislation targeting transgender youth in sports and/or restricting their access to gender-affirming health care. Resources should describe the current legal landscape at the

federal and state levels, include model language from partner organizations on ways to support modifications to existing laws that prevent such discriminatory applications, provide talking points for advocacy, and link to existing resources for members and state affiliates to use in efforts to prevent the use of such laws as a license to discriminate.

COMPLETED

NEA has compiled existing materials and has developed comprehensive guidance on countering the new wave of anti-transgender legislation and made those materials available on the NEA Edjustice site. The guidance details the federal limitations on such state legislative efforts and also details positive steps that states have taken as well as helpful guidance from GLSEN and the Transgender Law and Policy Institute. The memo includes specific analysis on inclusion in school sports as well as gender-affirming health care. The memo also includes recommended talking points for advocates and guidance on supporting Gay Straight Alliances, inclusive curriculum, and federal advocacy for the Equality Act.

NEA has also created resources for supporting LGBTQ+ youth that can be found online here: <https://neaedjustice.org/supporting-lgbtq-youth/> These resources include the NEA OGC memo, guidance regarding Florida’s “Don’t Say Gay or Trans” bill, a model school board resolution focused on inclusion and anti-discrimination policies, and more.

NEA also has included issues of gender identity in our parent focus groups. In addition, NEA works with state affiliates dealing with attacks against the rights of transgender students. We also continue to partner with the Democratic Attorneys General Association, whose members defend the legal rights of transgender students and adults. Finally, a cross-center team is working on LGBTQ+ rights and inclusion on an ongoing basis.

6. Least Restrictive Environment

NEA will arrange a meeting between leaders who work in the field of pre-K-21 special education and who are actively involved in special education committee work or work with the Council for Exceptional Children, and Education Secretary Miguel Cardona and/or the Department of Education to talk about the meaning of least restrictive environment (LRE) as it pertains to the field of special education and appropriate models of inclusion. Furthermore, NEA will advocate and promote the acceptance of the idea that the LRE supports students with Individualized Education Programs (IEPs) to make progress on their IEP goals and should be determined based on the student’s individual strengths, needs, preferences, and interests, and is often not the environment provided in a full inclusion model. This advocacy shall also include promoting the list of recognized needs for proper implementation of federal special education legislation from statement B-34 of the Resolutions Document.

COMPLETED

NEA researched case law history of least restrictive environment (LRE), how states interpret the LRE clause in the Individuals with Disabilities Education Act (IDEA), and best practices and evidence-based inclusion strategies for students with disabilities. The research was used to inform a conversation between NEA staff; members of

the NEA IDEA Resource Cadre; and Valerie Williams, director, Office of Special Education Programs (OSEP). During the discussion, NEA promoted the practice of employing an educator-empowered, needs-based model versus an availability-based model as it pertains to placement decisions in the least restrictive environment. NEA staff and NEA IDEA Resource Cadre members highlighted how inclusive practices impact staff, student placement, and the need for robust analysis to identify and employ the use of appropriate supplementary aids and supports (SAAS) to ensure the delivery of a free and appropriate public education using appropriate models of inclusion. Additionally, cadre members and NEA staff emphasized the need to address the lack of collaborative time that general educators and special educators—as well as all others supporting students with disabilities—have to plan, discuss, and revise SAAS to help students meet both their academic and nonacademic goals in the least restrictive environment.

In addition to the discussion, NEA has promoted the list of recognized needs for proper implementation of IDEA from statement B-34 of the Resolutions Document on NEA.org on the Invisible Disabilities (<https://www.nea.org/invisibledisabilities>) and [Understanding Your Rights](https://www.nea.org/professional-excellence/student-engagement/tools-tips/understanding-your-rights-special-needs) (<https://www.nea.org/professional-excellence/student-engagement/tools-tips/understanding-your-rights-special-needs>) pages.

7. Paperless Communication

NEA will communicate with its members via email and give them an easy option to request to have physical mail from NEA converted into paperless formats of communication. In addition, NEA will respect members’ choices not to receive any physical mail from NEA and stop sending it to the greatest extent possible as allowed by NEA Bylaws and policies. The paperless option also would include the option to request to stop NEA-sponsored offers NEA members get through the mail to the greatest extent possible according to our Bylaws and policies. The communication about options may include tiered options for members, such as: 1. request not to receive paper-sponsored mail; 2. request all informational mail that does not require member action/response to be sent in digital formats only; and 3. request all physical mail to be converted to digital formats to the greatest extent allowed by NEA Bylaws and regulations.

COMPLETED

All appropriate NEA Centers and Departments have each been working within their units to make necessary changes so members can opt out of paper mailings.

9. Alternative Pathways to Graduation

NEA will conduct research and publish an article about alternative pathways to graduation for students who experience moderate-to-severe impacts as a result of their exceptionalities and who are in self-contained programs or special education classes for twenty-five percent (25%) or more of their school day. NEA will post this article on online platforms, publish in the NEA Today, and send it to all state affiliates to disseminate to their members. In addition, NEA will advocate for the creation of pathways to graduation for students who experience moderate-to-severe impacts from their exceptionalities by helping to set up meetings about this between its member leaders in the field of special

education and the U.S. education secretary and/or the U.S. Department of Education and will support this effort in practical ways.

IN PROGRESS [ESTIMATED COMPLETION: MAY 4, 2022]

NEA conducted research, which included academic research, state documents, examination of state policies, and data related to increasing attainment of a regular diploma for students with the most significant disabilities. This information served as the foundation for an NEA Today article that will be emailed to state affiliates to disseminate to member leaders working in the field of special education and posted on the Understanding Your Rights (<https://www.nea.org/professional-excellence/student-engagement/tools-tips/understanding-your-rights-special-needs>) webpage. In the email to state affiliates, NEA will share the dedicated email address IDEAinquiry@NEA.org to use as a communications channel between state member leaders and NEA to support affiliate efforts related to this issue.

11. Period Poverty

NEA will use online platforms in addition to the NEA Today to raise awareness about the impact of period poverty (the lack of access to menstrual supplies) on our students.

COMPLETED

NEA has slated a School Me Podcast featuring the maker of this NBI for May 2022. In addition, NEA wrote an article on period poverty (<https://www.nea.org/advocating-for-change/new-from-nea/growing-awareness-period-poverty-schools>) and disseminated the information via Twitter (<https://twitter.com/NEAToday/status/1431352320856629256>; <https://twitter.com/NEAToday/status/1427794879372009472>; <https://twitter.com/NPR/status/1436907985016692740>)

12. NEA Pre-Retired and NEA-Retired

NEA will publish a one-page advertisement in up to two issues of the print issue of NEA Today and/or to the appropriate online/mobile platform inviting members to join as Pre-Retired subscribers and providing the benefits of Active members joining as Pre-Retired subscribers. NEA will also similarly publish a one-page advertisement in up to two issues of the print issue of NEA Today and/or to the appropriate online/mobile platform inviting members to join as NEA-Retired members and providing the benefits of NEA-Retired membership.

COMPLETED

NEA created a full-page pre-retired ad. It ran in January 2022 issue of NEA Today as well as in the NEA Today app. An ad promoting the benefits of Retired membership is being created and will run on the NEA website before June 30.

15. Invisible Disabilities

NEA shall, using existing channels, including social media platforms, the NEA website, NEA Today, video and other media, publicize awareness, advocacy, accommodations, and support tools specifically for students and educators with invisible disabilities. This will be an ongoing effort,

with NEA's social and print media platforms lifting up and celebrating individuals with invisible disabilities during Invisible Disabilities Week, October 17-23, 2021.

COMPLETED

At the start of Invisible Disabilities Week October 17, 2021), NEA sent a text to the EdPractice SMS list that reached 10,440 recipients. The response rate was 15.9 percent, and there were 541 clicks to the Invisible Disabilities NEA.org page. There were no trends in the responses, aside from recipients thanking us for the information.

Text 1: Hey, Amy here! I have a question for you -- did you know it's Invisible Disabilities Week? YES or NO?

If yes:

Great. FYI, Invisible Disabilities Week runs through 10/23. Here are some resources on how they affect students & educators alike:


<http://lil.ms/b4z3>

If no or another response:

Invisible Disabilities Week is today through 10/23. Learn more about invisible disabilities, and how they affect educators and students alike:

<http://lil.ms/b4z3>

The main Invisible Disabilities page (<https://www.nea.org/invisibledisabilities>) received 1,157 unique page views in the first two weeks since its launch. Visits are from Direct and Social. Direct includes the SMS text clicks. The embedded video has been played 213 times to date.

We also incorporated ID Week into Member Monday: [Traci Arway's page \(https://www.nea.org/advocating-for-change/new-from-nea/traci-arway-invisible-disabilities\)](https://www.nea.org/advocating-for-change/new-from-nea/traci-arway-invisible-disabilities) received 18 unique page views, mostly from social media. It was included in one [Twitter post](#). Traci's Member Monday [Facebook post](#) had solid engagement, with 640 reactions, 18 comments, and 92 shares. Because we boosted the post, we were able to reach 24k,000 people. For context, the average unboosted post on our page reaches about 4,000 users. The best performing Tweet was the announcement of [Invisible Disabilities Week](#) which had 57 likes and 35 retweets.  Other tweets had an average of 10 likes and 5 retweets.

Below are the social posts from NEA:

<https://www.facebook.com/181857644075934/posts/196705005924531>

<https://www.facebook.com/nea.today/posts/197424579185907>

<https://www.instagram.com/p/CVVLV76QtS9Y/>

<https://www.instagram.com/p/CVOGMH2sZzM/>

<https://twitter.com/NEAToday/status/1449833348008923141>

<https://twitter.com/NEAToday/status/1450520625198604293>

<https://twitter.com/NEAToday/status/1450172650970652684>

<https://twitter.com/NEAToday/status/1450183906704166914>

We partnered with Parents Together to bring this content and awareness of this topic to a wider audience. We reposted their content as well. They made the following posts to their website and social media properties, performance included:

Parents together

Q4K (Questions for Kids) about ID

Format: Instagram in-feed carousel

LINK: <https://www.instagram.com/p/CVV4bOnJ8We/>

POSTED: 10/22/21

IMPRESSIONS: 16,415

LIKES: 403

SAVES: 275

SHARES: 19

Awkward questions from kids - “Why do they get more time on their test?”

Format: Instagram Reel (video)

LINK: https://www.instagram.com/p/CVWarPzAr_0/

POSTED: 10/22/21

VIEWS: 7,111

LIKES: 163

SAVES: 34

Script for explaining ID to kids

Format: Instagram in-feed carousel

LINK: <https://www.instagram.com/p/CVRX60KrVgP/>

POSTED: 10/20/21

IMPRESSIONS: 21,101

LIKES: 609

SAVES: 353

SHARES: 47

Explaining Invisible Disabilities to Kids

Format: website article

LINK: <https://parents-together.org/explaining-invisible-disabilities-to-kids/>

POSTED: 10/18/21

VIEWS: 81

How to advocate for your child with ID

Format: Instagram Reel (video)

INSTAGRAM LINK: <https://www.instagram.com/reel/CVMHfr1A5tp/>

POSTED: 10/18/21

VIEWS: 13.4k

LIKES: 263

SAVES: 34

TIKTOK LINK: https://www.tiktok.com/@parentstogether/video/7020821083632782597?is_copy_url=1&is_from_webapp=v1

POSTED: 10/19/21

VIEWS: 3931

LIKES: 433

16. Pronunciation of Names

NEA shall use its existing media resources including NEA Today, NEAToday.org, and NEA Today Express, in addition to its social media platforms, to publish and digitally publicize one or more articles that will explain the importance of names, and the need for correct pronunciation and spelling thereof. The articles will also delve into the cultural and historical importance of names and their ability to reflect cultural beliefs and familial transmittal of ancestral history. The Association shall also include in these publications various techniques to help educators learn the correct pronunciation and spelling of names.

NEA wrote an article on the importance of name pronunciation on NEAToday.org: <https://www.nea.org/advocating-for-change/new-from-nea/why-pronouncing-students-names-correctly-so-important>

The article has received 2,890 unique page views as of 12/8/21. This piece was promoted across Facebook, Twitter and Instagram:

<https://www.facebook.com/181857644075934/posts/225739079687790>

<https://www.facebook.com/112325855474892/posts/6814485728592171/>

<https://twitter.com/NEAToday/status/1466109094604034049>

<https://twitter.com/edvotes/status/1467203302274355210>

<https://www.instagram.com/p/CXMPSzMsZGr/>

18. Decolonizing the Curriculum

NEA shall identify, compile, and share on NEA EdCommunities, existing “decolonizing the curriculum” resources to educators seeking to be anti-racist in their classrooms and use existing communications and social media to promote it through their affiliates so that rank and file educators can utilize the resources in the classrooms.

COMPLETED

NEA, via engagement through NEA EdJustice supported the October 14th Day of Action to uplift and make the case for Honest and Equitable Education. NEA sent correspondence to the full NEA EdJustice network (an online mailing list of 55,000 NEA members, digital and community activists, allies, etc.) supporting the teachers across the nation to decolonize the curriculum and teach Honesty in Education. The following resources related to the subject matter will be posted to NEA EdCommunities by the end of the fiscal year August 31, 2022.

Decolonizing the Curriculum

<https://www.timeshighereducation.com/campus/decolonising-curriculum-how-do-i-get-started>

Decolonizing the Classroom

<https://ncte.org/blog/2019/04/decolonizing-the-classroom/>

<https://ncte.org/blog/2019/04/decolonizing-the-classroom/>

Decolonizing the Curriculum Resources

<https://stockton.edu/diversity-inclusion/decolonizing-curriculum.html>

Decolonizing Library

<https://www.zotero.org/groups/4119091/decolonizing-curricular-resources-for-native-american-and-indigenous-studies-teaching-and-learning-in-new-england/library>

Anti-Racist Teaching.Org

<https://antiracistteaching.org/>

How to Build an Anti-Racist Classroom

<https://www.edutopia.org/blog/build-an-anti-racist-classroom-joshua-block>

The ABCs of a Culturally Conscious Curriculum

<https://medium.com/firecopy/the-abcs-of-a-culturally-conscious-curriculum-f5e0f32fe7ca>

Book, Bell Hooks Teaching to Transgress

<https://academictrap.files.wordpress.com/2015/03/bell-hooks-teaching-to-transgress.pdf>

Videos

Decolonizing Curriculum by Melz Owusu

<https://www.youtube.com/watch?v=zeKHOTDwZxU>

The Danger of a Single Story by Chimamanda Ngozi Adichie

https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en

19. Individuals with Disabilities Education Act

NEA will advocate for Congress to fulfill its promise of forty percent (40%) funding of the Individuals with Disabilities Education Act (IDEA) by using existing communication channels to encourage members to contact their members of Congress. NEA will also highlight the findings of the University of California Los Angeles (UCLA) Civil Rights Project report, National Analysis Details Troubling Levels of Pre-existing Education Inequities for Students with Disabilities, in appropriate NEA communication vehicles.

COMPLETED

The NEA Legislative Program outlines NEA's advocacy for IDEA in the "High Quality Public Education" section, "IDEA Special Education" subsection. Our work is framed around the first priority listed: support for "the provision of appropriate educational opportunities within a full continuum of placement and service options for children with disabilities and sufficient resources to achieve these ends, with 100 percent federal funding for federally mandated educational services."

NEA maintains a Special Education issue page (<https://www.nea.org/resource-library/special-education>) in the Action Center with a current action alert on IDEA directing NEA members to ask their representatives in Congress to cosponsor and support the Keep Our PACT Act (S. 72/H.R. 764). This bill would create a mandatory 10-year path to fully funding Title I and IDEA. We have lobbied in support of the House funding bill that includes an increase of more than \$3 billion to IDEA for Fiscal Year 2022, which would be the largest single-year increase in decades.

NEA has also taken several actions to highlight the UCLA Civil Rights Project report, "[Disabling Inequity: The Urgent Need for Race-Conscious Justice Remedies](#)," including facilitating meetings between United Teachers Los Angeles (UTLA), Civil Rights Project staff, and congressional authorizing committee staff. In addition, the UCLA report was entered into the record for the May 2021 House Subcommittee on Early Childhood, Elementary, and Secondary Education hearing entitled "[Addressing the Impact of COVID-19 on Students with Disabilities](#)." We are working with UTLA and the American Federation of Teachers on a congressional briefing this fall to underscore the need for IDEA full funding.

20. Anti-Harassment/Non-Discrimination Policy and Procedures

NEA will encourage state affiliates to use the National Education Association Standards of Conduct at NEA events and meetings and Member Anti-Harassment/Non-Discrimination Policy and Procedures as a model to develop a set of standards of conduct for events and meetings within their own affiliation spaces, virtual and in person, as well as establish a reporting and investigatory procedure to work towards the creation of a respectful climate that values all

members and encourages full participation in the Association without fear, intimidation, retaliation, discrimination, or harassment.

COMPLETED

NEA has developed a model Standards of Conduct for affiliates that includes the reporting and investigation procedure as called for in the NBI. That model has been distributed to both NCUEA and NCSEA and will be made available generally to affiliates later this spring.

21. Stipend for Student Teachers

NEA shall write a letter to U.S. Department of Education Secretary Cardona requesting that a grant be created within the U.S. Department of Education budget to provide a livable stipend to all current student teachers to assist with college tuition, housing, transportation, and other necessities, beginning fall 2022.

COMPLETED

The NEA president prepared a letter to Secretary Cardona in September 2021. The letter was sent to the Secretary and as this document went to print, NEA was awaiting a response.

22. Access to Health Care

NEA shall advocate through existing publications and communications to members encouraging them to contact Congress for the need of equal access to health care services for all to minimize health disparities of educators, students and families in rural and/or multicultural areas.

COMPLETED

NEA has worked with our civil rights allies on closing the Medicaid coverage gap, and this work has continued with the current reconciliation package/Build Back Better Act (H.R. 5376), with the goal of expanding the program to the 12 states that have opted not to expand Medicaid. This would positively impact health care insurance coverage in communities of color. [An alert in the Action Center https://www.nea.org/advocating-for-change/action-center/letters-testimony/vote-yes-build-back-better-act](https://www.nea.org/advocating-for-change/action-center/letters-testimony/vote-yes-build-back-better-act) urges members to contact their representatives in the House to support the Build Back Better Act, which includes provisions to close the Medicaid coverage gap for 4 million people; reduce health coverage premiums for 9 million people by closing the Medicaid gap; and lower the cost of some prescription drugs and reduce Part D co-payments for Medicare beneficiaries.

NEA has also supported the [Health Equity and Accountability Act](#) (H.R. 6637), which would take a number of steps to reduce disparities, including requiring more detailed reporting of demographic and health disparities data, directing the U.S. Department of Health and Human Services to support health care workforce diversity, and increasing access to culturally and linguistically appropriate health care. This legislation was last introduced in 2020; we are continuing to monitor its reintroduction, and as such, our work in this area is ongoing.

23. Human Trafficking

NEA shall advocate for continued support through existing

publications and communications with members, encouraging them to contact Congress for concerted efforts to resolve human trafficking of our students and address negative impacts on our students and school community, such as chronic safety issues, health issues, absenteeism, drop outs, and suicides.

COMPLETED

NEA is endorsing the [Human Trafficking and Exploitation Prevention Act of 2021](#) (S. 2136), led by Senators Lisa Murkowski (R-AK) and Tina Smith (D-MN), and has posted an action alert in support of this legislation. The bill would provide grants to non-profit organizations and schools to develop and implement age-appropriate, culturally competent, and gender-responsive curriculum to help students, parents, and educators understand, recognize, prevent, and respond to signs of human trafficking, prioritizing geographic areas with the highest prevalence of trafficking. The bill has bipartisan cosponsors and is endorsed by groups including Afterschool Alliance, Alliance to End Slavery and Trafficking, Covenant House International, ECPAT-USA, National Center on Sexual Exploitation, National Crittenton, National Network for Youth (NN4Y), Rights4Girls, SchoolHouse Connection, Selah Way Foundation, Shared Hope International, and YMCA of the USA.

Pending introduction, we would examine possible endorsement of the Put Trafficking Victims First Act, led by Representatives. Karen Bass (D-CA) and Ann Wagner (R-MO), which would require the Department of Justice to work with federal entities and other stakeholders to establish a working group to improve collection and analysis of data on the incidence of trafficking; report on efforts to develop methodologies to determine its prevalence; and survey victims to improve services for them. Although the bill has been introduced in previous sessions of Congress, it is unclear if or when the sponsors will introduce it in this session.

In addition, given Representative Bass's co-chairmanship of the Congressional Caucus on Foster Youth and leadership on child welfare issues, NEA is in touch with her office to determine whether there are other efforts we can join.

26. Health and Safety Toolkit

The NEA will create a toolkit for its members to conduct walk-throughs at their workplaces to record and report unhealthy and unsafe conditions, including but not limited to potential risks in indoor spaces (restrooms, libraries, locker rooms, classrooms, etc.) of poor ventilation, inadequate or ineffective air filtration systems and/or devices, shortages of PPE and safe cleaning supplies, presence of legacy toxins (i.e., PCBs in lighting ballasts, sealants and caulking, mercury in the classroom and gym floors, lead in drinking water and paint, asbestos and glass fibers particulates in HVAC system and acoustical ceiling tiles), rodents, insects, and other pests, excessive noise, air pollution, and other harmful and potentially harmful working conditions.

IN PROGRESS [ESTIMATED COMPLETION: MAY 31, 2022]

NEA, in collaboration with an industrial hygienist on contract with the NEA, are finalizing a toolkit that

addresses recording and reporting on unhealthy and unsafe conditions. The toolkit also includes information related to leadership competencies, collective bargaining, and identifying community allies.

32. Transgender and Transitioning Members

NEA shall create a training program within the UniServ department to train UniServ staff and Association representatives on how to support and effectively represent transgender and transitioning members.

COMPLETED BY SEPTEMBER 2022

NEA completed three live, interactive trainings on LGBTQ+ Foundations and Trans Advocacy for members of NEA's UniServ Director Training Cadre. Materials for these were developed by two outside consultants. Further training for the entire UniServ Facilitator team will be done over three days in June at their annual planning meeting. Three live, online trainings for UniServ Directors from across the country will be completed during the last two weeks of June, and a two and a half day face to face training will be provided in September 2022 for UniServ Directors.

35. Harassment and Discrimination Toolkit

NEA shall update the Harassment and Discrimination Toolkit (published 2014) to include a gender identity, gender expression, and sexual orientation category.


COMPLETED

NEA has updated the Harassment and Discrimination Toolkit and shared it as a resource for affiliates and members. The updated Toolkit will be available soon on appropriate NEA media properties.

37. Armenian Genocide

NEA shall use existing digital and print media to promote teaching about the Armenian genocide by writing an article about the history of the Armenian genocide, including Americans' assistance of genocide victims and orphans through the Near East Relief. This article shall contain teaching resources from the Armenian National Committee of America-Western Region (ANCA-WR) Education Committee (www.ancawr-ed.org).

COMPLETED

NEA wrote an article and published in online on April 24, Armenian Genocide Remembrance Day (<https://www.nea.org/advocating-for-change/new-from-nea/teaching-students-about-armenian-genocide>). Excerpts of this online article will also appear in the April  of NEA Today.

38. Immigration

The NEA will publicize via appropriate social media a call to end Title 42, the Trump-era racist policy of turning away immigrants at the southern border and forcing family separations. NEA will further publicize via appropriate social media a call for the shutdown of all child detention centers and support granting refugee status, as well as an increased number of work and family visas, to immigrant children and their families.

COMPLETED

NEA sent correspondence to the full NEA EdJustice network (an online mailing list of 55,000 NEA members, digital and community activists, allies, etc.) urging that network to take action on the Build Back Better Act.

NEA EdJustice communications on Build Back Better included support for the immigration provisions of the bill. The message included a Call to Action urging Congress to pass this important legislation.

On September 22nd 2022, NEA held a Zoom webinar for immigration activists to update them on the latest federal and state actions surrounding immigration and discussed how to engage lawmakers to ensure permanent protections and provide a pathway to citizenship. NEA also sent a letter to Congress on April 5, 2022 asking they repeal Title 42 and restore asylum at the border.

39. Honesty in Education

The NEA will, with guidance on implementation from the NEA president and chairs of the Ethnic Minority Affairs Caucuses:

- A. Share and publicize, through existing channels, information already available on critical race theory (CRT) -- what it is and what it is not; have a team of staffers for members who want to learn more and fight back against anti-CRT rhetoric; and share information with other NEA members as well as their community members.
- B. Provide an already-created, in-depth, study that critiques empire, white supremacy, anti-Blackness, anti-Indigeneity, racism, patriarchy, cisheteropatriarchy, capitalism, ableism, anthropocentrism, and other forms of power and oppression at the intersections of our society, and that we oppose attempts to ban critical race theory and/or The 1619 Project.
- C. Publicly (through existing media) convey its support for the accurate and honest teaching of social studies topics, including truthful and age-appropriate accountings of unpleasant aspects of American history, such as slavery, and the oppression and discrimination of Indigenous, Black, Brown, and other peoples of color, as well as the continued impact this history has on our current society. The Association will further convey that in teaching these topics, it is reasonable and appropriate for curriculum to be informed by academic frameworks for understanding and interpreting the impact of the past on current society, including critical race theory.
- D. Join with Black Lives Matter at School and the Zinn Education Project to call for a rally this year on October 14—George Floyd’s birthday—as a national day of action to teach lessons about structural racism and oppression. Followed by one day of action that recognize and honor lives taken such as Breonna Taylor, Philando Castile, and others. The National Education Association shall publicize these National Days of Action to all its members, including in NEA Today.
- E. Conduct a virtual listening tour that will educate members on the tools and resources needed to defend honesty in education including but not limited to tools like CRT.
- F. Commit President Becky Pringle to make public statements across all lines of media that support racial honesty in education including but not limited to critical race theory.

COMPLETED

NEA and We Make the Future, a strategic advocacy

communications and coalition-building partner, completed an extensive research project resulting in the [Freedom To Learn: Demanding Accurate, Honest and Fully Funded Public Education](#) messaging guide and [Freedom to Learn Digital Toolkit](#). The digital toolkit includes sample social media posts and sample creative (memes, GIFS, and short video, sample language for forms and petitions) that can be branded as useful by NEA, activists, and partners.

NEA, via engagement through NEA EdJustice, supported the October 14, 2021 Day of Action. NEA sent correspondence to the full NEA EdJustice network (an online mailing list of 55,000 NEA members, digital and community activists, allies, etc.) supporting the teach-ins to decolonize the curriculum.

As part of our ongoing advocacy work to uplift Honesty in Education, NEA has updated the NEA EdJustice [Honesty in Education page \(https://neaedjustice.org/honesty-in-education/\)](https://neaedjustice.org/honesty-in-education/) with new resources for students, educators, and activists.

Lawmakers and policy makers across our country, in yet another attempt to divide Americans along partisan and racial lines, are pushing legislation that seeks to stifle discussions on racism, sexism and inequity in public school classrooms. NEA EdJustice has posted state-specific Know Your Rights guidance for educators at <https://neaedjustice.org/know-your-rights-guides/>.

NEA developed national overviews of the anti-honesty in education measures for the NEA and EdJustice sites, recorded a podcast on those issues, provided Know Your Rights training during the October 14, 2021 Day of Action, and provided additional Know Your Rights training during the first week of November with the Zinn project. NEA also has worked to assist affiliates in defending educators targeted for inclusive education and held professional development sessions for lawyers to promote and strengthen such representation. In addition, NEA has developed state specific guidance for all states with anti-honesty in education measures and guidance for state affiliates facing such measures in the upcoming litigation sessions. NEA also continues to work with allied organizations seeking to mount affirmative challenges to the new spate of censorship laws.

NEA has developed a sample resolution (<https://neaedjustice.org/wp-content/uploads/2021/10/2021.10.1-Model-School-Bd-Reso-Template.docx>) and guidance (<https://neaedjustice.org/wp-content/uploads/2021/10/Model-SB-Resolution.10.2021.Guidance-for-Engagement.docx>) for community engagement that can be used as a template for local school districts to create their own school board resolution. The model resolution contains a commitment to affirming inclusion of all students, respect for educators as professionals, and support for a proven, research-based culturally-responsive education.

NEA engaged NEA EdJustice activists in a survey asking about their own experiences with the attacks on honest and accurate teaching and learning through inclusive curriculum and diverse books; and how those attacks have impacted their schools, students, and teaching. Finally, NEA developed and distributed a legislative memo for NEA state affiliates on countering legislative attacks on

40. HBCUs

NEA will collect an inventory on land-grant institutions and develop a report on the disparities in funding, along with the current funding models among historically Black colleges and universities (HBCUs) and predominantly White institutions (PWIs). Additionally, NEA will use the data uncovered in this research to develop a public awareness and organizing campaign to pressure states to match the federal dollars HBCUs receive as a part of the Morrill Act.

IN PROGRESS [ESTIMATED COMPLETION: JUNE 30, 2022]

The NEA Center for Education Policy and Implementation (EPIC) released two reports about land-grant universities, both of which focused on the distinctions between HBCU and non-HBCU land grants. The second report concentrates specifically on funding models and disparities. The reports have been posted on NEA.org and can be found at nea.org/resource-library/land-grant-university-research. They will also be lifted via NEA social media properties before the 2022 Representative Assembly. Reports have been shared with state affiliates for incorporation into their advocacy work, impacted their schools, students, and teaching. Finally, NEA developed and distributed a legislative memo for NEA state affiliates on countering legislative attacks on Honesty in Education.

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Reports on Representative Assembly Referrals

41. State Legislation Awareness Campaign

NEA will work with its partners and affiliates to raise money for and create an awareness campaign to address the recent wave of state legislation that prohibits educators and courses from including certain concepts and facts because, according to the lawmakers sponsoring this legislation, they have the potential to make some people uncomfortable. As a part of this awareness campaign, NEA will work with coalition partners to raise funds to create a variety of public messages and will reach out to its members and well-recognized actors, musicians, and sports figures to solicit their input and help. This campaign will focus on the importance of teaching our students to be able to evaluate the influence of the intersections of identity, including but not limited to, exceptional-ity, ability, gender, gender identity, sexual orientation, age, race, ethnicity, religion, and socio-economic status, based on the experiences of peoples, groups, and events.

COMPLETED

NEA and We Make the Future, a strategic advocacy communications and coalition-building partner, completed an extensive research project resulting in the [Freedom To Learn: Demanding Accurate, Honest and Full-Funded Public Education](#) messaging guide and [Freedom to Learn Digital Toolkit](#). The digital toolkit includes sample social media posts and sample creative (memes, GIFS, and short video, sample language for forms and petitions) that can be branded as useful by NEA, activists, and partners.

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Lawmakers and policy makers across our country, in yet another attempt to divide Americans along partisan and racial lines, are pushing legislation that seeks to stifle discussions on racism, sexism and inequity in public school classrooms. NEA EdJustice has posted [state-specific Know Your Rights guidance for educators](https://neaedjustice.org/know-your-rights-guides/) at <https://neaedjustice.org/know-your-rights-guides/>. NEA endorsed Rep. Jamaal Bowman's African American History Act to support the truth-telling of American history. The bill authorizes \$10 million over five years for the National Museum of African American History and Culture to support African American history education programs that are voluntarily available for students, parents, and educators.

In January and February 2022, NEA launched a national ad campaign on social media to build awareness and engagement on Black Lives Matter at School, specifically focused on accurate and honest education and the freedom to learn. [NEA 2021 | Black Lives Matter at School | Blueprint Interactive](#). On March 24, 2022, NEA conducted a webinar for state affiliate staff to discuss

strategies and hear from state staff on their ground efforts to fight attacks on Honesty in Education and Freedom to Learn in state legislatures.

NEA has developed a sample resolution (<https://neaedjustice.org/wp-content/uploads/2021/10/2021.10.1-Model-School-Bd-Reso-Template.docx>) and guidance (<https://neaedjustice.org/wp-content/uploads/2021/10/Model-SB-Resolution.10.2021.Guidance-for-Engagement.docx>) for community engagement that can be used as a template for local school districts to create their own school board resolution. The model resolution contains a commitment to affirming inclusion of all students, respect for educators as professionals, and support for a proven, research-based culturally-responsive education.

NEA engaged NEA EdJustice activists in a survey asking about their own experiences with the attacks on honest and accurate teaching and learning through inclusive curriculum and diverse books; and how those attacks have impacted their schools, students, and teaching. Finally, NEA developed and distributed a legislative memo for NEA state affiliates on countering legislative attacks on Honesty in Education.

42. Holocaust and Genocide Education

NEA will use existing means to urge state and local affiliates to encourage their states to require Holocaust and genocide education in all K-12 and higher education public institutions.

COMPLETED

NEA drafted a memo for state providing resources to support state and local efforts to require Holocaust and genocide education. These resources include sample bills from other states and sample curriculum and professional development from partners. The memo urges state and local affiliates to encourage their states to require Holocaust and genocide education in all K-12 and higher education public institutions. The memo will be sent during the Spring of 2022.

43. Opportunity Audit Toolkit

Using existing staff and resources, the NEA will highlight affiliates that have used NEA's Opportunity Audit Toolkit, along with what indicators, other than test scores, they have secured to measure equity.

IN PROGRESS [ESTIMATED COMPLETION: MAY 31, 2022]

NEA emailed a survey about the Opportunity Audit to past participants from the Educator Voice Academies and 50/50 grantees. Survey results are currently being summarized and will be available on an information sheet.

44. Amazon Workers

NEA will encourage state and local affiliates to support efforts to unionize Amazon workers and use existing means and communication tools to publicly communicate that support. NEA will provide an article that indicates why unions are important, especially today.

COMPLETED

NEA promoted the support of unionizing Amazon

workers through the Association of Research and Bargaining Professionals, the state affiliate collective bargaining coordinator network. This information was also shared with NEA regional field staff, UniServ Managers, and UniServ staff. NEA also published an article on the "5 Reasons Unions Matter" on its social media platform. The article focuses on how unions are more important than ever in ensuring safe and healthy workplaces, fair pay and health care for all workers. Five of our members were interviewed on why they believe that unions matter.

45. Genocide Femicide and Ethnic Cleansing

NEA shall explore the development of continuing professional development programs concerning genocide, femicide, and ethnic cleansing. NEA shall use existing resources where possible, but will also reach out to U.S.-based, non-governmental organizations for expertise and possible partnerships as appropriate. NEA will strive to offer the first programs no later than May 2022.

COMPLETED

NEA published [links to educator resources \(https://www.nea.org/professional-excellence/student-engagement/tools-tips/education-peace-learn-history-and-how-foster\)](https://www.nea.org/professional-excellence/student-engagement/tools-tips/education-peace-learn-history-and-how-foster) concerning genocide, femicide, and ethnic cleansing on nea.org.

46. State Mandated Boards

NEA shall call upon all governors and state legislative leaders to fully staff all state boards, panels, committees, councils, and other legally mandated bodies. NEA shall encourage the appointment of educators to vacancies on these bodies when educators meet the eligibility requirements. NEA will also call for these bodies to be allowed to function both freely and fully.

The NEA Executive Committee decided that NEA would take no action on this NBI, as it falls outside the planned work within the Strategic Plan and Budget approved by the 2021 Representative Assembly. The Executive Committee believes that a blanket approach to all governors and state legislative leaders will not advance the strategic goals of this NBI. An overly broad appeal risks confusing or obscuring affiliate policy and appointment priorities to elected officials.

48. Fathers and Father Figures

NEA will, in accordance with Resolution C-26 (Family Stability for Children), pursue strategies to publicize the importance of fathers and father figures in the positive social-emotional development and greater academic success for students. Beginning in the fall of 2021, using existing communication resources, NEA will publicize the positive impact fathers and father figures have for students. NEA will publicize the following issues, demonstrating that the presence of a father or father figure during a child's life increases the likelihood of positive social-emotional development and academic success of students:

- 1. Less poverty*
- 2. Higher graduation rates*
- 3. Lower rates of incarceration*
- 4. Fewer teen pregnancies*
- 5. Fewer suicides*
- 6. Lower rates of drug and alcohol abuse*

COMPLETED

NEA has written an article in accordance with this NBI that will be available later than April 2022 on NEA.org/NEAToday

49. Environmental Pollution

The NEA will convene a task force to collect and analyze data and metrics about environmental pollution and its impact on America's students and educational communities. This report will be presented to the NEA Board of Directors and used to deliberate about the creation of a research-based NEA policy statement on environmental equity. Data collection will include, but is not limited to, the following:

1. *Data outlining the impact of environmental pollution on students in impoverished communities and/or Indigenous communities of color.*
2. *Data outlining the long-term health conditions suffered by communities impacted by environmental pollution (i.e., Flint, Michigan).*
3. *Data outlining the dollars spent on special education programs and supports for students who have been impacted as a result of environmental pollution.*
4. *A comparative analysis of impacted communities and neighboring non-impacted affluent communities in the same geographic region.*

Aspects of this NBI are incorporated in the proposed 2022-23 Strategic Plan and Budget. During the upcoming budget year, NEA will partner with allied organizations to review and analyze research on issues related to climate and environmental justice and its impact on our members, schools and communities. A report on these findings will be shared broadly.

51. Palestinian Children and Families

NEA will:

1. *Use existing digital communication tools to educate members and the general public about the history, culture, and struggles of Palestinians, including the detention and abuse of children in the Occupied Palestinian Territory.*
2. *Use existing digital communication to publish an article in NEA Today recognizing the work done by our members fighting for the rights of Palestinian children and families.*
3. *Publicly advocate for Palestinian children to have access to a quality education while supporting their right to a safe and just future in accordance with the United Nations Convention on the Rights of the Child and other international standards.*
4. *Highlight the need for state and local affiliates to honor and protect the rights of members advocating for Palestinian human rights.*

The NEA Executive Committee decided that NEA would take no additional action on this item beyond the Education International statement referenced below. However, the NEA Executive Committee will continue to discuss these issues and foster conversations throughout the year.

Over the years, NEA's delegates have adopted resolutions affirming NEA's deep belief in human and civil rights for all (Resolution I-12), in education for all children, and

in instructing students on the atrocities of the Holocaust (Resolution B-62) and genocide (B-61) in order to prevent such atrocities from ever recurring. NEA's Legislative Program also voices NEA's support of legislation that forbids using funds appropriated to any nation to assist or support the detention, interrogation, abuse, or ill-treatment of children in violation of international humanitarian law.

The NEA delegation at the 7th World Congress voted to support the Education International (EI) Statement on Israel and Palestine. The statement was carefully worded and negotiated, including NEA's input. NEA supports EI's efforts in supporting its member organizations in Israel and Palestine as they defend human and workers' rights and promote dialogue involving civil society as the path to ensure progress and alleviate the suffering of people. (<https://www.ei-ie.org/en/item/21664:statement-by-7th-world-congress-on-israel-and-palestine> and <https://www.ei-ie.org/en/item/24969:israel-and-palestine-education-international-calls-for-immediate-action-to-ensure-lasting-peace>)

52. WIDA standards

NEA will provide ongoing and updated information through existing communication channels about the new WIDA standards (formerly known as World-Class Instructional Design and Assessment standards) so all education professionals will have access to updated information in participating states.

COMPLETED

NEA continues to support English language proficiency assessments such as WIDA to measure the extent to which English language learner (ELL) students can meet the language demands of the state academic standards (what public school students are expected to learn in reading, math, and other subjects in each grade) to identify where they are in their language learning and what they need instructionally to move their learning forward. In partnership with WETA (who hosts Colorin Colorado's website), members currently have access to resources related to the new WIDA standards to ensure updated information in participating states. In addition, NEA provides blended learning courses that support teachers of ELL students through the intentional design, creation, and evaluation of assessment tools for classroom use so that results best reflect ELLs' content knowledge, as well as their language ability. This work will continue under the NEA Strategic Plan and Budget.

53. Virtual Professional Development

NEA will support affiliates in promoting NEA, state, and local affiliate-created virtual professional development workshops, webinars, micro-credentials, and/or blended learning classes by creating a webinar and template for training that could be made available at member convenings.

COMPLETED

All of NEA's professional learning offerings are available to any affiliate that wants to use them with their members, either through participating in a national cohort or bringing the training to their own state or local affiliate. Offerings are regularly shared with NEA affiliate

leadership. Affiliates are also developing their own trainings. For example, Oregon EA developed a course specifically focused on supporting higher ed members with online teaching. NEA adapted that training to make it available to a larger audience on the NEA platform. In addition, NEA has provided many offerings for Oregon EA's LMS system including, but not limited to, multiple courses about distance learning. All of NEA's offerings have been created by members, for members and are facilitated by members. Templates are available for various modes of potential training – webinar templates, blended learning course templates, as well as micro-credential templates. Affiliates are able to take these materials and templates and adapt content for their own purpose. This work will continue under the NEA Strategic Plan and Budget.

54. RA Locations

The National Education Association from this point forward will no longer hold its Representative Assemblies or any of its national conferences in any state that openly supports voter suppression, including states that revoke voting rights for people who are convicted of felonies who have completed their sentence.

The NEA Executive Committee decided that NEA would take no action on this NBI, as it would constitute a boycott of certain cities. The 2022 Representative Assembly was relocated from Dallas to Chicago due to concerns over COVID and the safety of delegates and staff.

55. Strength-Based Labels

NEA will promote the use of strength-based labels and titles rather than deficit-based labels in existing communication channels, by publicizing that school-ascribed designations in reading and language can reinforce negative self-concepts and the perception that students cannot achieve.

IN PROGRESS [ESTIMATED COMPLETION: AUGUST 31, 2022]

NEA will draft and post an article to NEA.org by August 31 that suggests the use of strength-based labels and titles and offers alternatives to existing deficit-based schools. This resource can be used by members and local and state affiliates to further promote the use of strength-based labels.

56. NEA Department of Health and Safety

The NEA will determine the cost of a Department of Health and Safety within the organization, including hiring a director/administrator with a strong background in public health and/or occupational health and both policy and environmental/industrial hygiene technical experts as staff. The duties of this department will include such tasks as:

- *establishing contacts with relevant federal agencies (especially Occupational Safety and Health Administration (OSHA), National Institute for Occupational Safety and Health (NIOSH), Environmental Protection Agency (EPA), Centers for Disease Control and Prevention (CDC));*
- *maintaining relationships with key allies, such as 21st Century Foundation, American Public Health Association (APHA), and other environmental organizations;*
- *coordinating within NEA to monitor, lobby, and advocate for federal legislative and regulatory policy;*

- *crafting model legislative and regulatory policies for state affiliates;*
- *organizing and supporting effective district-wide and school health and safety committees;*
- *assisting state affiliates and union locals to evaluate and resolve health and safety problems;*
- *assisting with or conducting education and training programs for state affiliates, union locals, and health and safety representatives, committees, officers, and staff;*
- *participating in legal cases involving health and safety to assist state affiliates and union locals;*
- *advocating for better health, safety, and environmental regulations, standards, and laws to protect our members, students, the public and our communities;*
- *assisting as needed with negotiations to strengthen health and safety language in collective bargaining agreements;*
- *assisting with health and safety issues associated with organizing new union locals.*

This budget proposal will be presented to the NEA Strategic Planning and Budget Committee for consideration and a report will be made to the 2022 NEA Representative Assembly.

The NEA Executive Committee decided that NEA would not implement this NBI. The Executive Director is currently assessing structure, capacity, and alignment of the organization, which includes the ongoing and enhanced support of the existing, organization-wide Health and Safety cross-center team.

57. Minimum Recess Period

The NEA president will write a letter to U.S. Secretary of Education Cardona encouraging the U.S. Department of Education to adopt a national recommendation of a minimum 30-minute recess period for grades pre-K-6.

COMPLETED

NEA drafted a letter on behalf of NEA President Becky Pringle on a national recommendation for a minimum 30-minute recess period. The letter was received by Education Secretary Miguel Cardona's office on March 31, 2022.

58. Greenwood and Beyond

NEA will generate a "Greenwood and Beyond" initiative. The goal is to make sure all students learn what happened not just in Tulsa, but in several Black townships during "The Red Summer" of 1921. Furthermore, NEA will work with historians and educators to create an online resource database that will store curriculum for "Greenwood and Beyond." This database will provide educators with information that can be used to educate students in the factual account of what happened during that period.

IN PROGRESS [COMPLETED BY AUGUST 31, 2022]

NEA continues to investigate the best medium for posting content related to this NBI and placement for the online database/repository. If content can be accessed broadly via EdCommunities, NEA will continue to publish and promote links to existing resources from various organizations including: The U.S. Holocaust Memorial Museum, The University of Southern California's Shoah Foundation, The National Council for Social Studies, Zinn Project, Learning for Justice,

The National Museum of African American History and Culture, among others on NEA media platforms including NEA EdJustice (www.NEAEJustice.org), NEA EdCommunities and other creative platforms.

59. Environmental Requirements for Charter Schools

NEA shall use existing resources to advocate that charter schools adhere to the same stringent environmental requirements followed by traditional public schools prior to building any new campus to avoid a charter school from being built on toxic grounds. This includes proper review of potential land and thorough clean-up involving a state environmental agency. No charter school should be allowed building plans without approval by said state agency. Lastly, no charter school shall be allowed for their building plans to fall under a waiver or ministerial project (exemption). All building projects involving charter schools must adhere to strict building codes overseen by a public agency that will look out for the best interests of students, staff, and community members. This is for the purpose of preventing charter schools from being built on toxic sites.

IN PROGRESS [COMPLETED BY AUGUST 31, 2022]

NEA is working on a letter with a check list to be shared with affiliates that can be used to determine whether charter schools' environmental requirements for siting new buildings is aligned with the requirements for public schools.

61. Suicide Alertness

NEA will fund training materials and space for two half-day safeTALK (suicide alertness) classes for up to 30 delegates per class at an RA event in 2022.

WITHDRAWN

The NBI has been withdrawn by the maker in compliance with COVID safety protocols.

62. Working Parents and Child Care

NEA will:

- Build coalitions and partnerships with organizations to demand contractual protections for working mothers and parents;
- Draft model contract language to build access to worksite childcare for infant, toddler, and pre-kindergarten children and flexibility for workplaces that enables working caregivers to meet their family's needs that adequately meet the financial and developmental needs of our community's youngest members;
- Demand employer-sponsored childcare and subsidized discount agreements with local non-profit and home-based providers;
- Build coalitions with the child care provider industry like the Child Care Providers Union to support a fair and living wage for child care providers;
- Develop a comprehensive plan to provide a pathway to continue with existing programs into early education centers and transitional kindergarten programs;
- Publish articles through its appropriate media properties about how NEA is elevating the demand to improve work conditions that support working families by providing convenient, reliable, and high-quality worksite childcare;
- Publish articles detailing the cost savings related to onsite

childcare; and how it can be used to build capacity within the educator pipeline to recruit and retain talent for the education field that may want to start a family or plan one in the future; foster lower absenteeism; help mothers return to work after maternity leave; reduce turnover; create good morale; and offer emotional security for parents;




- Push out culturally relevant message as outreach with the above-mentioned topics out to community-run news outlets, ethnic media outlets in most common languages spoken at homes: Spanish, Mandarin, Cantonese, Tagalog, Vietnamese, Arabic, French, Korean, Russian, German, Haitian Creole, Hindi, and Portuguese when possible in sound and print. When possible, use contracted services of women-owned small businesses and minority-owned businesses for in-language communications, interpretation, and translation services;
- Have an email and/or develop a hashtag to collect the progress stories and data points across the nation to continue the momentum to make worksite childcare a reality.

COMPLETED

NEA identified potential already-existing contract and policy language as well as resources related to worksite child care and workplace flexibility. We have conducted outreach to state collective bargaining coordinators to seek out examples of existing local contract language or locals engaged in—or planning to engage in—bargaining/advocacy over the issue, and outreach to the American Federation of State, County, and Municipal Employees (AFSCME) and Family Values @ Work to inquire about the Labor Project for Working Families.

In addition, NEA will be represented on the Board of the Commission on Professional Excellence in Early Childhood. This national commission is made up of organizations that represent early childhood educators. Its mission is to implement a comprehensive vision for the early childhood education profession that ensures early childhood educators are fairly compensated, operate with professional autonomy, and are valued and supported in their workplace. NEA staff also continue to advocate for the passage of the American Families Plan Act and the Build Back Better Act.

NEA has promoted the following resources related to support for working families, including child care, across various NEA media outlets:

- [NEA Statement on the Build Back Better Act](#)  [network](#)
- [Build Back Better Social Toolkit](#) 
- [Educator Rights to Paid Sick Leave](#) 

As part of the approved Strategic Plan and Budget, NEA is conducting research to identify existing contract and policy language as well as resources related to worksite child care and workplace flexibility. NEA is also advocating at the federal level for massive expansion of child care, including passage of the American Families Plan Act. If this legislation passes, NEA will develop, as part of the approved Strategic Plan and Budget, materials and messaging for use by affiliates in educating members about the child care resources

63. Reasonable Assurance Standard

NEA shall research (and report back before the next RA) the impact of the "reasonable assurance" standard on state laws

(in particular, in Washington and, more recently, in New Jersey), as well as how recent incremental shifts in interpretation of the standard by the U.S. Department of Labor (2016, 2020) have affected implementation of the “reasonable assurance” standard at the state level.

IN PROGRESS [Completed by June 2022]

NEA is updating the overview it provided in 2017 on the U.S. Department of Labor’s unemployment “reasonable assurance” guidance. The Department’s guidance has not substantively changed since 2017. In 2020, the Department simply clarified that the “reasonable assurance” guidance continued to apply to the CARES Act’s pandemic-related unemployment programs. The updated overview will include a review of how states have applied the 2017 guidance. The updated overview will be completed and circulated before the 2022 RA.

64. Single Payer Health Care

The NEA will educate its members, using existing electronic media, about the positive effects that having a tax-supported, single-payer health care plan for all residents of the United States, its territories, and the Commonwealth of Puerto Rico would have on reducing the U.S. health care gap.

COMPLETED

NEA has social media posts slated in April 2022 to lift up single-payer health care. We will lift up articles/reports from partners about the positive impacts of single-payer health care.

2020-21 Committee Recommendations

Advisory Committee on Aspiring Educators	
<i>Charge 1: Identify and compile promising strategies and/or practices that can be shared with and utilized by NEA affiliates and members to support recruitment and support of Aspiring Educators of color at Minority Serving Institutions (MSI) into the profession and union.</i>	
1. That NEA create an outreach plan to recruit Aspiring Educators of Color (AEOC), and emerging educators of color, to help them enter and succeed within the teaching professions and within the NEA's national, state, and local union structures.	Adopted as part of our work to recruit and retain educators of color in the teaching professions: Utilizing existing NEA structures and events, a contingent of AE's of Color were supported to attend the NEA Leadership Summit. During the Summit, the participants were encouraged to caucus with their state leadership and a session was held to support their learning. In addition, State Affiliates were strongly encouraged to include AE's of Color as part of their teams to the MLT/WLT. Teacher Quality's Early Leadership Institute (ELI) program focuses on helping affiliates to strengthening connections with early career educators through addressing issues of concerns for new teachers. As a part of the recruitment process, NEA staff work with affiliate leaders and staff to recruit educators of color in their work. In addition, the Early Career Learning Labs (ECLL) program has several local affiliates that created educators of color cohorts to support these emerging leaders be successful in their classrooms.
2. That NEA work to support Aspiring Educators of Color's professional success and NEA union leadership by creating a mentoring/training program for AEoCs	Referred to Executive Director /Budget Committee: Report Coming by August 31, 2022
3. That NEA work to support Aspiring Educators of Color's professional success and NEA union leadership by identifying opportunities within its existing member recruitment, engagement and programs to increase the NEA's representation of — and support for — AEOC	Adopted: In collaboration with the AE Advisory Committee and the Center for Governance, a Leadership Plan was developed. The plan will be implemented during the 2022-2023 Budget Cycle. An initial outreach to AE's of Color was held in December, 2021 to pilot some of the content.
<i>Charge 2: Collect information on successful chapters and state programs, and what makes them successful, to determine how their success can be replicated.</i>	
4. That NEA pilot the Empowered NEA Aspiring Educators Program Rubric.	Referred to Executive Director: Report Coming by August 31, 2022
Committee on Legislation	
<i>Charge 1: Review the NEA Legislative Program and gather feedback from NEA members and leaders. Provide recommended modifications to the NEA Legislative Program to the Board of Directors and present for approval to the annual Representative Assembly.</i>	
1. That the NEA Board of Directors propose the revised Legislative Program for the 117th Congress to delegates to the 2021 NEA Representative Assembly.	Adopted: The 2021 Representative Assembly approved the Legislative Program for the 117th Congress.

Committee on Local President Release Time Grants

Charge 2: Review and make recommendations as needed related to the LPRTP guidelines and budget.

1. The committee recommends making adjustments to the membership question in the grant application.	Adopted: Two questions were added at the start of the grant application. 1) Are you currently a full-time release president? 2) Have you received a full-time release grant from NEA previously? If a recipient answered yes to either question, they were prevented from completing the application. This change prevented unqualified applications.
2. That funding for all of the grant recipients continue for another term.	Adopted: The committee agreed to continue funding for all grant recipients for 2021 – 2022.

Charge 4: Review the 2019-20 survey results on release time and make recommendations on implementation of best practices identified.

3. That the NEA Local Presidents Release Time Program Committee reflect on the existing NEA release time grant program and review criteria for eligibility to ensure local affiliates have a sustainability plan that is not vulnerable to political attacks	Adopted: The existing program has had seen a reduction in applications from Zones 1 & 2, and an increase in applications from Zone 3 & 4. The potential of political attacks on release time is more evident in Zone 2, but the committee is not clear if this is the reason for the reduction in applications.
4. That the NEA Local Presidents Release Time Program Committee consider requiring that participants in the release time program write and implement 12-month membership growth plans in order to support sustainability of the program.	Adopted: As part of the training sessions for next year, there will be a commitment to a 12-month membership growth plan as part of the program's requirement.
5. That the NEA Center for Organizing review existing curriculum for its local presidents training to address sustainability planning for release time programs.	Adopted: The curriculum for the 2021 – 2022 was modified due to a virtual learning environment, but with the 2022 – 2023 being conducted in person, more of an emphasis on sustainability will be included.

Committee on Membership Organizing

Charge 1: Identify model policies and best practices, develop a policy to submit these lists during the annual membership roll reconciliation, and move a standard national prospect policy.

Charge 2: Review the current policies to track local leaders across the NEA enterprise. Identify opportunities to track local presidents, worksite leaders, activists, building reps, etc. and build systems to ensure NEA's ability to successfully communicate with local leaders.

1. That NEA provide technical assistance to states to implement the suggested best practices and protocols outlined in the committee's report.	Adopted: State year round organizing plans include sections on best practices and protocols for list acquisition and potential member list management in NEA360. NEA increased adoption of IMS Bulk Uploader and expanded the new hire entry protocol directly into VAN.
2. That NEA create and deploy NEA360 Organizing Tools that will support Member Organizers in recruitment and engagement work to track organizing conversations and data from conversations with members and potential members within NEA Data Eco Systems.	Adopted: NEA piloted use of 360 Conversation button to track 1-1s within NEA 360. We are tracking "Abandoners" on Join Now for follow-up organizing in the field and are planning to roll out a 360 Mobile Leader app in the coming year.
3. That NEA continue to build out and refine processes and protocols to regularly sync data between NEA360 and VAN, and IMS to track engagement data with potential members, and that NEA create automatic/manual processes to analyze data in VAN, IMS, NEA360 to identify potential and active members.	Adopted: We are in the final stages of updating frequency of IMS to VAN sync of data. (Year Round Organizing data engagement Data available within 24hrs across 360 and VAN.)

<p>3. That NEA continue to build out and refine processes and protocols to regularly sync data between NEA360 and VAN, and IMS to track engagement data with potential members, and that NEA create automatic/manual processes to analyze data in VAN, IMS, NEA360 to identify potential and active members.</p>	<p>Adopted: We are in the final stages of updating frequency of IMS to VAN sync of data. (Year Round Organizing data engagement Data available within 24hrs across 360 and VAN.)</p>
<p>4. That NEA create processes or protocols for collecting potential member data when they participate in NEA programs. For example, if a potential member completes micro-credentials, NEA should match that data to existing records within NEA Data Ecosystem, and sharing this data with local leaders.</p>	<p>Adopted: NEA has begun to match data ecosystems to charge a fee to potential members for using micro-credentials. We are currently identifying NEA Communications forms to streamline the identification and entry of potential members and leads in the NEA data ecosystem.</p>
<p>5. That NEA incorporate List Acquisition and potential member organizing trainings, support, and resources into all trainings for local and state leaders, and make resources and training on list acquisition available in the NEA LMS system for local/state association leaders and staff.</p>	<p>Adopted: Year round organizing conferences and training included List Acquisition and Potential Member sessions and all resources available in YRO Digital Library</p>
<p>6. That NEA investigate the ability to “transfer” NEA, SEA, and LEA memberships seamlessly between employers when a current member changes their employer of record within the current active membership year without the need for re-enrollment or filling out a new membership form.</p>	<p>Adopted: The office of General Counsel is currently determining the feasibility of this transfer ability on membership forms. However, it seems that the problem is related to lack of drop protocols, a lack of proper drop coding by state affiliates, and an inability to track a person’s journey to being hired in another district.</p>
<p>7. That NEA work with state affiliates to build a process to identify Retired Educators as potential members, for example using the “Cancellation Reason” within IMS and 360, and share that potential member data with NEA Retired Leadership and staff to support their engagement and recruitment efforts.</p>	<p>Adopted: NEA has developed a set of streamlined drop codes and begun to recommend them to state affiliates. NEA-Retired is in discussions with the Center for Organizing on how to access those who “Retire” in IMS to drive their membership organizing work. These lists will go through the new telephonic join program.</p>

Committee on Sexual Orientation and Gender Identity

Charge 1: Assist in the development and execution of webinars/video conference/virtual engagements and resources that address current needs of the LGBTQ students and staff

<p>1. NEA should, in conjunction with the NEA SOGI Committee, develop quarterly webinar topics based on the common themes and questions found within the SOGI Hearing forms.</p>	<p>Adopted: due to the late confirmations of SOGI members, there was a delay in developing and hosting quarterly webinars. NEA and SOGI did host a webinar on March 31, 2022, with Project Thrive titled: Assets and Allyship: Supporting LGBTQ+ Educators In and Out of the Classroom. NEA and SOGI will also host a webinar on gender pronouns for ESP in June of 2022. Additional topics for webinars will be finalized for future offerings.</p>
<p>2. NEA should, with the support of the NEA SOGI Committee, partner with the NEA LGBTQ+ Caucus, to promote the NEA LGBTQ+ Caucus Rainbow Series.</p>	<p>Referred to President/Executive Director: Report Coming by August 31, 2022</p>
<p>3. NEA should provide the NEA SOGI Committee with quarterly updates regarding external partnerships with LGBTQ+ community organizations.</p>	<p>Adopted: NEA provided the NEA SOGI Committee with updates on external partnerships with LGBTQ+ community organizations via email, at all virtual meetings held throughout the year, and at the NEA SOGI in-person meeting held in April 2022.</p>

4. NEA should provide data driven quarterly updates on the ongoing development of the NEA LGBTQ+ Resource page in order for the NEA SOGI Committee to provide updates on the NEA LGBTQ+ Resource page on the NEA.org website.	Adopted: NEA provided the NEA SOGI Committee with updates made to the NEA LGBTQ+ Resources Page when new resources were added, and NEA solicited input from the SOGI Committee for additional resources to be added to the resource page. This took place via email, at all virtual meetings held, and at the in NEA SOGI in-person meeting held in April 2022.
5. NEA should add a plus(+) to LGBTQ on all communications, including, but not limited to, committee charges, emails, resources, social media platforms, etc.	Adopted: NEA made the recommendation to the NEA Centers of Communication and Governance and the “+” was adopted and implemented.
<i>Charge 2: Assist in the development of resources regarding supports needed to address the suicide rate within the LGBTQ community, especially our students.</i>	
6. NEA should, in partnership with the Trevor Project, develop a social media slide campaign in conjunction with the NEA SOGI Committee that addresses the disparate suicide rates and suicide prevention within the LGBTQ+ community, especially our students during, but not limited to: Suicide Awareness Month, Trans Visibility Day, National Coming Out Day, National Day of Silence, etc.	Adopted: NEA has reached out to the Trevor Project and discussions are being had about a partnership. This work is ongoing.
<i>Charge 3: Review input from the SOGI hearing and identify the broad themes that will help inform implementation of NEA's Strategic Objectives.</i>	
7. NEA should include intersectionality as a priority in all their conferences, resources, materials, NEA Today, website(s), social media, committee charges, etc.	Referred to President and Executive Director for implementation: Report coming by August 31, 2022
8. NEA should create a direct communication strategy with LGBTQ+ state committees, task forces, groups, etc. and connect them for resource sharing, partnerships, collaborations, campaign planning, organizing issues, etc.	Referred to President: This type of work would require more staff and staff time that is currently not allocated in the current budget. The Center for Governance will review in conjunction with state affiliates as appropriate, considering equity and parity amongst other social justice committees on levels of support and promotion.

<i>Charge 4: Identify current school board policies, resolutions, and other governing documents that schools are implementing as a result of the recent LGBTQ SCOTUS decision.</i>	
<p>9. NEA should publish, promote and disseminate the following resources to our members, affiliates, and partners through multiple social media platforms, including but not limited to the LGBTQ+ Resource page on the NEA.org website:</p> <p>School Board Resolutions</p> <ul style="list-style-type: none"> o NEA sample board resolution <p>Model policy resources for state departments of education and local school districts</p> <ul style="list-style-type: none"> o GLSEN model district policies o Gender Inclusive Schools - state-by-state map of policy guidance for transgender and gender non-conforming students o Schools In Transition (In process of update) o Expanding Non-Discrimination Policies to include Gender Identity and Sexual Orientation o Kansas - Olathe Public Schools (2019) o Comprehensive District policies for transgender and gender non-conforming students/staff: <ul style="list-style-type: none"> o California - Los Angeles Unified School District o Illinois - Chicago Public Schools (2016), Harlem School District 122 (2020), Berwyn South School District 100 (2015), Evanston Township High School District 202 (2017), Evanston District 65 (2020) o Canada - Toronto District School Board o State-specific LGBTQ survey data, to be used for state-level advocacy - National Data HRC 2018 Youth Report o GLSEN survey state-by-state snapshots o Relevant state laws (check both education-specific law and employment law that affects LGBTQ school staff). Include both pro-LGBTQ and anti-LGBTQ laws e.g. No Promo Homo laws. o No Promo Homo laws (anti-LGBTQ) o Colorado “Right to be Out” rule o Where you should be looking for these things in your state since policies are always changing o Lambda Legal “In Your State Map” Workplace Rights 	<p>Adopted: NEA published the resources on the NEA LGBTQ+ Resources Page, as well as have been lifted via social media, and NEA edjustice.</p>
<p>10. NEA should create a legal brief summarizing the impact of SCOTUS decision and the recent DOJ announcement on students and school employees. “Know Your Rights”</p>	<p>Adopted: NEA created and published a legal document that addresses LGBTQ rights for both Educators and Students: Both documents can be found on the NEA LGBTQ+ Resources Page and on NEA edjustice. NEA OGC published a document What You Need to Know that discusses the Florida anti-LGBTQ+ law passed.</p>
<i>Charge 5: Provide input to the Conference on Racial and Social Justice Planning Team through the SOGI Chair.</i>	
<p>11. NEA should accept at least 3 topics suggested by the NEA SOGI Committee to be presented at the Conference on Racial & Social Justice.</p>	<p>Referred to Conference Alignment Team: The Conference Alignment Team recommended to SOGI to work with the chair and planning committee for the Conference on Racial & Social Justice, as the recommendation is outside the purview of the charges of the Conference Alignment Team.</p>

12. NEA should ensure an intersectional lens is used in the planning and implementation of the conference, with the representation of LGBTQ+ and gender individuals/communities, specifically with a powerful representation of Trans Folx of color who should be centered in the conversation.	Referred to Conference Alignment Team: The Conference Alignment Team recommended to SOGI to work with the chair and planning committee for the Conference on Racial & Social Justice, as the recommendation is outside the purview of the charges of the Conference Alignment Team.
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UniServ Advisory Committee

Charge 3: Develop recommendations on how NEA can support affiliates in advancing the diversity in hiring goals established in the Guidelines (Section XII).

1. That NEA develop a “best practices” document on hiring for diversity to be shared with affiliates to assist in increasing the diversity of the UniServ workforce.	A cross-center team at NEA, along with affiliate staff, have worked for months to develop a guidance document for affiliate governance and leaders who are involved in the hiring of field staff. The goal is to provide affiliate leaders with the tools they need to intentionally review their recruitment, screening and hiring practices in order to improve their ability to attract and retain a more diverse UniServ field staff. A final report is expected this summer.
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Charge 4: Consider revisions to the Dispute Resolution Procedure provisions in the Guidelines to incorporate criteria to be considered in the review process

2. That the Board of Directors approve the proposed revision to the UniServ Guidelines Dispute Resolutions provision (as outlined in the committee report).	The Board of Directors approved the revised Guidelines at their May 2021 meeting.
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Charge 5: Consider whether or how surveying members can contribute to the UniServ Program assessment.

3. That the NEA Research Department and Center for Organizing develop the next iteration of the survey incorporating the feedback from the committee.	The NEA Research Department and Center for Organizing and Affiliate Support collaborated on the redesign of the member survey that is used in the state UniServ Program Evaluations established in the NEA UniServ Guidelines. The new survey has been in use in the state program evaluations as of September 2021.
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Committee on Women’s Issues


Charge 1: Investigate the impediments for women and more specifically women of color with advancing to leadership roles within the NEA at all levels. Identify and/or develop promising solutions for dismantling those impediments.

1. That NEA request states begin systematically advancing women in leadership by creating Women’s Leadership Plans (similar to 3.1(g)) with an intentional opportunity to discuss best practices in this work and learn from each other.	Adopted: The NEA continues to work with the appropriate internal parties and departments – including the NEA Center for Governance and Office of General Counsel – to determine how the recommendation can best be implemented. Regular updates will be given to the Committee on progress.
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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 within the Association that impact women and girls, i.e. #MeToo.

2. That the WIC committee be charged next year with a thorough evaluation of NEA documents to search for opportunities for women and necessary anti-harassment language (to include Resolutions, Legislative Agenda, Standard of Conduct).	Referred to President: Recommendation resulted in the following 2021-2022 Committee Charge: Identify potential modifications to NEA governing documents needed to further advance women’s rights.
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3. That NEA conduct an NEA Internal Audit of gender bias recognizing the possible points for consideration that are included in the committee report.	Referred to President and Executive Director: Report Coming by August 31, 2022
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<p>4. That NEA complete implementation of adopted recommendations from 2019-2020 that were not completed this year.</p>	<p>Adopted recommendations from 2019-2020 are systemic in nature and therefore require the continued discussion, planning and collaboration between the Committee, NEA staff and contributing departments. This work will remain with the Committee, as regular updates will be given towards their progress. WIC evaluation of NEA documents of opportunities for women and necessary anti-harassment language continued in 2021-2022. NEA Resolutions were reviewed for possible modifications to address sexual violence, and gender discrimination.</p>
<p>5. That NEA make specific language change to the NEA Resolutions. These changes help to address and reflect the climate and culture surrounding women's leadership across the organization and will lead to increased awareness, reconciliation and solution-building: </p>	<p>Referred to President: The president sent this recommendation to the NEA Resolutions Committee for their consideration. The recommended language for consideration of a New Resolution J on Harassment and New Resolution J on Gender Equity has been transmitted to the Resolutions Committee as part of its winter and summer agenda for 2021-2022. The Resolutions Internal Editing Committee is reviewing the language to determine how to appropriately incorporate these provisions into the NEA Resolutions document and expects to complete its review and provide proposed amendments at its July 2022 meeting for consideration by the full committee and report any recommended changes in its final report to the 2022 NEA Representative Assembly.</p>
<p>New J - Harassment</p>	
<p>The Association believes that all members should have equitable access to full participation in the Association at all levels. That participation should be free of bullying or harassment from others including other members, leaders, or Association staff with awareness of prevailing privileges due to race, ethnicity, gender, gender expression, sexual orientation, religion, or elected or hired position.</p>	
<p>New J - Gender Equity</p>	
<p>The Association believes it is its responsibility to ensure the full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life for women and non-binary persons throughout all levels of the Association.</p>	