
REPORTS

On Implementation of Actions of the 2022 Representative Assembly Of the National Education Association 2023

July 2023

The purpose of this publication is to inform delegates to the 2023 Representative Assembly about implementation of the actions of the 2022 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 2022 Representative Assembly.
-

Contents

New Business

Adopted NBIs

Gun Violence
GPO/WEP Cadre
Completion of Probationary Period
Contingent Faculty
Special Education Class Size/Caseload
School Board Institute/See Educators Run
Impact of Gender on Neurodivergent Individuals
Educating about Palestinian People
Vaping
Organizations Fighting Against Honesty in Education
Education Support Professional Substitute Shortage
Aspiring Educator Mentoring Program
Funding for Advanced Degrees
Aspiring Educator Funding for Education Preparations Programs
Applied Behavior Analysis
Palestinian and Israeli Teacher Union Efforts
Terminology for Violent Perpetrators
Financial Literacy and Personal Finance
Mental Health Resources at Higher Education Institutions
Committee of Ten
Anti LGBTQ+ Legislation
NEA Today Childhood Trauma
Abortion and Reproductive Rights
Impact of Trauma on Learning
Migrants from Venezuela and Central America
“Downsizing” School Districts
“Don’t Say Gay” Laws
Mental Health Resources and Awareness
Bereavement Leave for Pregnancy Loss, Failed Fertility Treatments, and Failed Adoption Defined Benefit Pension Programs
Economics and Personal Finance Standards Related to Racial and Gender Wealth Gaps

Representative Assembly Referrals

Referred to the Executive Committee

Palestinian Children and Families
Blending Learning Opportunities
Blending Learning Classes for English Language Learners
NEA/AFT Merger
Blended Learning for Educators of Long-Term English Learners
Pre-RA Training on Standing Rules and Roberts Rules of Order
Online Learning Module about the RA
UNESCO Free Press Freedom Day
Prayer and Religious Observances at School/Work
GPO/WEP
Early Childhood Standing Committees
Human Rights Violations
Russian Invasion of Ukraine
Hybrid Events
Faculty Retrenchment at Community Colleges
Human Trafficking
National Heritage Months
”Statistically Irrelevant” and “Insignificant”

Referred to the Annual Meeting Review Committee

safeTALK Classes

Referred to the Committee on Human and Civil Rights Awards

Native Hawaiian/Pacific Islander HCR Award
HCR Award for Members of the Disabled Community

Implementation of Committee Recommendations

Committee Recommendations Adopted by NEA Board of Directors

Committee on Aspiring Educators
Committee on Legislation
Committee on Local President Release Time Grants
Committee on Sexual Orientation and Gender Identity

Committee Recommendations Referred to Executive Director

Committee on Aspiring Educators
Committee on Sexual Orientation and Gender Identity

Reports on Adopted New Business

A. Gun Violence

*The NEA shall issue a National Call to Action to ensure that all students, educators, schools, campuses, and communities are safe from gun violence.
The Call to Action shall:*

- Include a cross section convening of national, state, local leaders, and staff to create a unified, national set of strategies and tactics at every level of the Association that keep the threat of gun violence to our students and educators at the forefront of policy discussions until we can ensure the safety of our communities.
- Expand upon our current federal advocacy work by planning joint organizing actions and activities with our state and local affiliates and partners in communities across the country.
- Acknowledge and identify in our written materials, speeches by governance leaders, partner strategy, and resources the connections and tactics related to the disparate impact gun violence has on communities of color, as well as the nation's overall student population.
- Provide members with resources and information across our digital and social media properties to access the professional development and professional practice supports needed to educate and support students as they return to schools and campuses for the 2022-2023 school year, particularly, support related to trauma-informed instruction, mental health supports, and engagement with parents and communities.
- Hold accountable elected officials and candidates in the 2022 elections by, for example, including appropriate questions on candidate questionnaires and placing op-eds and ads in their local media to make sure they are willing to put an end to gun violence on school campuses and in our communities.
- Support organizing and education efforts with and to parents, communities, elected officials, business leaders, faith leaders, and allied organizations by providing staff assistance, written materials, and funding as appropriate.
- Provide staff assistance and written materials to state and local affiliates to assist them in mobilizing members to take action.

Completed (work continues under Strategic Plan and Budget)

The NEA gun violence cross-center team established in September 2022 met regularly to plan, assess, and adjust to ensure that all students, educators, schools,

campuses, and communities are safe from gun violence. With a consistent focus on the disparate impact of gun violence on communities of color, NEA advocated in Congress, developed resources and trainings, encouraged media and academic coverage of the subject, and engaged with partners. The Association also twice convened members, leaders, and staff to help develop strategies and actions related to ending gun violence. The cross-center team remains in place and active.

Congressional Advocacy, Resource Development, and Trainings

The Association continued to lobby Congress to protect children and others from gun violence, urging federal legislators to pass commonsense gun reforms, including those that establish universal background checks and ban assault-style weapons. The Association also encouraged NEA members to email their representatives through alerts on the NEA Action Center. In 2022 alone, NEA supporters sent 60,874 action messages to Congress about gun violence. In addition to the gun-focused congressional testimony provided by NEA President Becky Pringle and the nine letters to Congress on gun issues in the 117th Congress, the Association issued gun-related alerts in both the 117th and 118th Congress including:

- Ban Assault Weapons (S.25 & H.R.698), asking the Senate and the House to pass the assault weapons ban;
- Support Commonsense Gun Reforms, asking the Senate and the House to pass the Bipartisan Background Checks Act (H.R.715) and the Background Check Expansion Act (S.494); and
- Do More to Protect Children from Gun Violence, asking Congress to support common-sense gun reforms such as expanded background checks, assault weapons bans and more (in the 117th Congress)

Partnerships

NEA held accountable elected officials and candidates in the 2022 elections by including appropriate questions on candidate questionnaires and placing op-eds and ads in their local media to make sure they were willing to put an end to gun violence on school campuses and in our communities. The NEA Congressional Candidate Questionnaire, which was used in the 2022 election, included the following question, and answers helped inform the PAC Council's candidate recommendations

as well as how we work with elected officials once they are in office.

Which approaches to preventing gun violence and improvements to safety preparedness in schools do you support? (Select all that apply):

- Universal background checks for guns bought in stores, online, or at gun shows;
- Banning assault-style weapons, high-capacity magazines, and bump stocks;
- Lifting the prohibition on gun violence research and study by the Centers for Disease Control;
- Increasing funding and access to school-based mental health and trauma-informed services, including the full complement of specialized instructional support staff (i.e. counselors and nurses);
- Prohibition on federal funding to purchase firearms and firearms training for educators;
- Preserving the Gun-Free School Zones Act;
- None of the above.

The *Bipartisan Safer Communities Act* (BSCA) (P.L. 117-159) opened new possibilities to reduce violence through school-based support services and community mental health. NEA advocated for the bill before passage, and included it in the 2022 Congressional Report Card. After President Biden signed the BSCA into law, a cross-center team convened to capitalize on the possibilities. Activities included:

- Creation of a comprehensive resource document that summarizes the law and outlines action steps affiliates and states can take to increase mental health and other support services for students and educators and reduce gun violence in schools and communities.
- Creation of an article in NEA Today's June 2023 issue that explains the law and how people can maximize it.
- Creation of a web page to consolidate and simplify all this material, with release connected to Mental Health Month in May 2023.
- Use of Health Care Benefits Liaison Network and the Collective Bargaining/Member Advocacy monthly health care newsletter to advise affiliates about maximizing the opportunities within the BSCA to amend state plans and expand access to school-based mental health services.
- Signing on of a letter lead by the Leadership Conference on Civil and Human Rights commenting on the Department of Education's Frequently Asked Questions about the BSCA. NEA encouraged the Department to strengthen the draft document's guidance to more directly support safe, healthy, and inclusive learning environments for all students, while highlighting the harms caused by some law-enforcement based, school-hardening strategies.
- Joining of coalitions such as [Healthy Schools, Promising Futures](#) (HSPF), whose members include, but are not limited to, the School Superintendents' Association, National Association of School Nurses, National Association of School Psychologists, National Association of State Boards of Education, National Alliance for Medicaid in Education, National Center for School Mental Health, National Conference of State Legislatures, and the American Federation of Teachers. The HSPF hosts regular meetings, peer-collaboration opportunities, and advocacy instruction to help leverage Medicaid

funding to meet the health needs of students and educators.

- Participation in regular discussions and webinars with the US Department of Education and Department of Health and Human Services' Centers for Medicare and Medicaid Services, as well as State Education Agencies and State Medicaid Departments, regarding BSCA implementation.
- Work with associated organizations to inform and influence their own work. NEA helped the Center for American Progress draft a report, [How to Make Schools Safer Without Additional Physical Security Measures](#), that lauds the BSCA for directing emphasis toward mental health and other support services. NEA raised similar issues with the National Alliance of Specialized Instructional Support Personnel. This included close coordination with partners on a joint [press release](#) to lift up the report with key media.
- Post-BSCA vote, NEA ran paid accountability ads in three states and eight congressional districts. For elected officials who supported gun violence legislation, the ads applaud them for their vote and encourage people to thank the member/senator. For elected officials who voted against the legislation, the ads call them out and ask people to express their disappointment.

NEA participated in cross-center gun violence prevention meetings and planning sessions and contributed to the development of Association gun violence information and resources, including enhancements to NEA.org and the production of the report on the BSCA. NEA is also finalizing an advocacy document composed of bargaining language regarding gun violence for affiliates to consider in their rounds of negotiations.

NEA continued to enhance its digital presence and to offer information in support to students, including providing resources on the health and safety section of the Association's website and holding a back-to-school webinar for members with the White House that included focus on mental health and mental health resources. NEA organized the webinar jointly with the American Federation of Teachers. In addition to NEA President Becky Pringle and AFT President Randi Weingarten, speakers included Education Secretary Miguel Cardona, Health and Human Services Secretary Xavier Becerra, Centers for Disease Control and Prevention Director Dr. Rochelle Walensky, and White House Coronavirus Response Coordinator Ashish Jha.

NEA's current and in-development resources include:

- NEA is finalizing an advocacy document composed of bargaining language regarding gun violence.
- NEA is developing a train-the-trainer program on crisis prevention and school safety, including training resources and schedules. NEA has developed a crisis preparedness training that covers crisis management protocols. The training also covers whole-student supports, and interventions practitioners can use this to help create a safe school environment. This training was presented at the 2023 ESPQ conference in Seattle, WA.
- In partnership with the Right Question Institute

(RQI) and Brown University School of Public Health, NEA developed a training on a practical method for families and educators to work more effectively with each other to improve communication, increase parental/family participation, nurture engagement, and develop stronger partnerships. Based on RQI's work, the training includes a case study focusing on gun violence and school safety. NEA provided the training at a National Council of Urban Education Associations meeting in November and at the Leadership Summit in March. The training is also available as a self-paced online module on NEA.org.

Partnerships

NEA participates in multiple coalitions focused on ending gun violence, including Moms Demand Action; Everytown for Gun Safety; and Healthy Students, Promising Futures, an umbrella coalition that includes the School Superintendents' Association, American Public Health Association, and the National Alliance for Medicaid in Education. NEA coordinated with the Congressional Hispanic Caucus Institute on its annual conference in September 2022. Texas State Teachers Association President Ovidia Molina participated in a panel, "Ending Gun Violence and Keeping Latino Youth Safe at School."

Additionally, NEA Secretary-Treasurer Noel Candelaria spoke on a school safety panel on December 6, as part of the Center for American Progress's annual conference on gun violence prevention.

With the Leadership Conference on Civil and Human Rights and more than two dozen other organizations, NEA called on the Biden administration to produce educational material related to the BSCA that more directly supports safe, healthy, and inclusive learning environments for all students. "Leadership and action from the U.S. Department of Education can and must advance policies that create real safety for communities without compounding the harms and discrimination of school hardening that already plague millions of students today," the letter noted. NEA also joined the National Parent Teacher Association in a letter calling for a ban on assault weapons and signed onto a letter with the Invest in Us Coalition calling for a public hearing that would consider whether to call the gun violence epidemic a public health emergency.

NEA Leader, Member, and Staff Convenings

On January 6 and 7, 2023, NEA hosted an in-person gun violence convening of national, state, and local leaders, members, and staff, with the goal of beginning to create a unified, national set of strategies and tactics at every level of the association that keep the threat of gun violence to our students and educators at the forefront of policy discussions until we can ensure the safety of our communities. Twenty-one participants drawn from a diverse cross-section of the Association supported, challenged, and engaged each other, sharing experiences, strategies, fears, and hopes during the course of the sometimes-emotional gathering. NEA plans to reconvene the group remotely to build on the progress made during the January gathering.

The full-day meeting on January 7 opened with a team-

building exercise designed to challenge participants to think critically about their understanding of the relationship between two dozen categories of people and institutions that play a role in gun violence in our communities. It set the tone for the rest of the day's work by highlighting that folks no less passionate than ourselves about ending gun violence bring to the table different perspectives, experiences, and even terminology. After the initial exercise, a full-group discussion followed a moderated panel with convening participants from Colorado, Iowa, Michigan, Texas, and Utah, each of whom shared experiences as students at, leaders during, or staff addressing school massacres in Columbine, Des Moines, Oxford, Uvalde, or Parkland. Resilience, crucial preparatory and response needs, appropriate roles for leaders and staff, short- and long-term effects, and helpful community partners were among the topics discussed.

After hearing from NEA Headquarters staff about the Association's work to prevent gun violence, NEA President Becky Pringle spoke with participants about her own hopes for progress in ending gun violence. "I appreciate your openness to bring your whole heart to this work. It is hard, but it is necessary," she said. "As long as we are living with gun violence in this country, we the NEA will do everything we possibly can to lead change."

Participants then worked in groups to address five questions fundamental to the goals of the convening, identifying local-, state-, and national-level answers. NEA is currently compiling and analyzing the insightful responses to these questions.

1. In your experience, what are the most important relationships, practices, and policies affiliates should adopt to be prepared to respond effectively to incidents of gun violence, both immediately and in the medium and long term? What preventative or preemptive measures were or would have been useful?
2. In times of crisis, would it be useful to have a checklist of items to guide you through? If so, what should the checklist include?
3. What is the most helpful follow-up after a gun violence situation? How can this be broken down into actionable steps?
4. How, if at all, would you recommend that NEA revise the crisis guide?
5. Are there existing resources or partnerships with outside organizations you rely on when it comes to dealing with incidents of gun violence?

After making suggestions for new or revised NEA publications related to gun violence and crisis response, participants closed the session by focusing on their own commitments for continued work.

NEA Today wrote an article about the affiliate gun violence convening,: [‘Help Us Stop the Attacks’: Educators Urge Action on Gun Violence](#). At the heart of the story are the experiences of NEA members and staff, some of whom survived school shootings and all of whom played a part in helping their communities recover from gun violence. The article also demonstrates how NEA and its affiliates are working to identify root causes of violence in order to save lives and reduce community trauma.

During the convening, NEA communications hired a photographer to capture photos throughout the day, including photos of members to utilize in helping share stories in future content.

We also utilized the opportunity to have media speak with participants in attendance as Madeline Will from EdWeek joined us for a roundtable. She published the story, “[‘This Is Not the Job We Signed Up to Do’: Teachers Speak Out Against School Shootings.](#)”

After the first, in-person Gun Violence Prevention convening, a second, virtual convening took place on March 28, 2023. The goals of this meeting included providing members an update about the gun violence prevention work that President Pringle and NEA have conducted since January, providing an update on federal work, facilitating discussion and feedback on the NEA Crisis Guide revision, and holding space for collaborative thinking on strategies and tactics to keep the threat of gun violence to our students and educators at the forefront of policy discussions. Members shared their local and state level updates around gun violence prevention including prioritization of bargaining language, board authority in relation to providing gun violence prevention solutions, provision of bulletproofing devices in schools, school hardening practices, and right to carry laws.

NEA staff provided an overview on President Pringle’s work and affiliate gun violence related rallies. In collaboration with March for Our Lives, NEA celebrated the 5th anniversary of the historic march on Washington. In its honor, [Becky Pringle and David Hogg co-authored an op-ed published in USA Today](#). Additionally, there were five rallies across the country in Florida, Michigan, Pennsylvania, California, and Texas. President Pringle was on the ground at the rally in Tallahassee, Florida.

Federal updates were provided from NEA staff as well, including the lack of action seen in Congress on gun violence. NEA continues to call on Congress to ban assault weapons and high-capacity magazines, require background checks for all gun sales, and require safe storage of firearms. With relation to the Bipartisan Safer Communities Act, NEA is ensuring state affiliates have up to date information to take advantage of this new source of money. An update on President Biden’s new executive order on background checks for firearm purchases was provided as well. Following this, the Health and Safety program detailed the structural plan of the Crisis Guide revision, sought feedback from members, and presented the attendees with strategic questions to further shape the new version of the guide.

The meeting closed with providing members with an online board to submit ideas about strategies and tactics that should be used to keep the threat of gun violence at the forefront of policy discussion.

Overall, there have been over 90 posts on social media related to gun violence prevention. This has generated nearly 500,000 impressions and more than 180,000 engagements.

Some of the top posts include:

<https://www.instagram.com/p/CnZmoigME07/>

<https://twitter.com/NEAToday/status/1613601959528767488>
<https://www.instagram.com/p/CopbsaUsFN1/>
<https://twitter.com/NEAToday/status/1625688852085059585>
<https://twitter.com/NEAToday/status/1625634328800534530>

NEA also continues to coordinate with state and local affiliates in response to school shootings, and have pushed out numerous press statements and/or social media posts in the aftermath those horrific events. In each instance, we call not just for thoughts and prayers, but for action that will help prevent future tragedies.

2. GPO/WEP Cadre

Move that the NEA create a lobbying cadre of one (1) active and one (1) retired member from each impacted state, recommended by state presidents, focused solely on the repeal of Government Pension Offset-Windfall Elimination Provision (GPO-WEP).

Completed

Based on recommendations from state presidents, NEA created a cadre of active and retired members. The cadre met in December 2022 and held a Day of Action in Spring 2023 to lobby members of Congress on legislation that would repeal GPO-WEP. Other meetings/activities will follow.

4. Completion of Probationary Period

NEA will advocate for changes that would allow members who have successfully completed a probationary period of their contract to retain their contract status when they switch jobs to work in new districts. In addition, utilizing NEA’s existing means of communicating with members, such as the digital version of NEA Today, social media, and electronic communications, NEA will provide to its members:

- An explanation of what the barriers are to make this change.*
- What work, if any, that NEA historically has done related to this issue.*
- Recommendations of steps to bring about the change.*

Completed

A cross-center team of NEA staff have developed a guidance document titled, “Advocating for Tenure and Post-Probationary Portability for Educators.” The document provides background information, including policy reasons that support the portability of contract status (i.e., tenure) and its relevance to current issues affecting educators, an overview of state laws that govern non-probationary portability, and recommendations related to legislation, local policy, and collective bargaining.

The guidance document will be published on nea.org, and an article on tenure portability has been developed and will be published in NEA Today.

5. Contingent Faculty

NEA will use its existing communication vehicles to educate the public about the plight of contingent higher education faculty in the United States. Part of this campaign will include collecting and disseminating “horror” stories from the trenches of higher education faculty.

Completed by late spring 2023

Interviews with multiple higher education contingent faculty are in process for an NEA Today story, with completion likely later this spring.

9. Palestinian Children and Families

NEA will use existing digital communication to highlight and feature members and affiliates for their work in advocating for the rights of Palestinian children and families and personal stories of Palestinian NEA members and students.

Completed by late spring 2023

As this document went to print, NEA was drafting a story to be published on nea.org/neatoday at the end of April. The reporting of the story is done and a former member and Palestinian member have been interviewed to share their stories and that of their students.

10. Special Education Class Size/Caseload

NEA will use existing resources to assist and guide state affiliates seeking to add or amend special education class size and caseload/workload caps in their state education code language during the 2022-2023 school year.

Completed

NEA compiled sample bargaining language and prepared a Special Education Analysis Case Load Model on special education class size and caseload/workload caps and research report on a review of caseload policies state by state. The materials can support affiliate campaigns to change state education code language to amend class size and caseload/workload caps. These resources were disseminated through NEA's affiliate staff collective bargaining coordinators listserv and other relevant affiliate communications.

11. School Board Institute/See Educators Run

I move that NEA review its current School Board Institute and See Educators Run training program to ensure that it includes curriculum on recruiting a diverse set of candidates. They will also develop strategies, which will be shared in these trainings, that are specific to the recruitment of Board of Education candidates that are queer and people of color.

Completed

NEA has reviewed and updated available resources shared through the School Board Institute emphasizing racial and LGBTQ+ representation as part of NEA's affiliate candidate recruitment efforts in the school board space. NEA also updated the See Educator Run materials to reflect more diverse candidates. In addition, NEA made specific outreach to the LGBTQ+ & minority caucuses at leadership summit for recruitment into See Educators Run.

12. Impact of Gender on Neurodivergent Individuals

NEA shall publish, through existing NEA media, an article to inform members about the developing understanding of the impact of gender on neurodivergent individuals with Autism Spectrum Disorder (ASD). Topics that should be covered by the article include:

- The exclusion of female research participants in developing diagnostic criteria.*
- Characteristics of female, transgender and gender nonconforming autistic behavior.*
- The impact of gender roles on the pressure for females*

with ASD to mask.

- The intersection of ASD and gender identity.*
- Barriers to diagnosis, including cost.*

Completed

Working with the NEA IDEA Resource Cadre and an academic focusing on the topic of gender and those with autism spectrum disorder, NEA shared a review of current and emerging research and literature related to the topic via an article that published online in NEA Today and posted to the NEA website Supporting Individuals with Disabilities.

13. Educating about Palestinian People

NEA will support members who educate students and other members about the history, geography, and current state of affairs of the Palestinian people. NEA will provide state affiliates with a clear protocol for members doing this work to utilize when they are under attack.

Completed

NEA's Office of General Counsel has drafted guidance to for state affiliates with guidance and protocol to support members who are attacked while doing this work.

14. Vaping

The NEA shall strongly urge the Department of Education to be proactive and provide better resources and interventions to prevent vaping on campus to create a more healthy and positive learning environment for students.

Completed

NEA crafted and sent a letter to U.S. Secretary of Education Miguel Cardona strongly urging that the U.S. Department of Education provide enhanced resources, support, and interventions to counter vaping on campuses. The letter was sent on April 10, 2023.

15. Organizations Fighting Against Honesty in Education

NEA shall compile research to create fact sheets about the largest 25 organizations that are actively working to diminish a student's right to honesty in education, freedom of sexual and gender identity, and teacher autonomy. These fact sheets should include, but not be limited to, information about these organizations' funding sources, their leaders within the organizations, connections to known entities that are seeking to dismantle public education, organization headquarters and chapter locations, characteristics of employed campaign strategies used by these organizations, and connections to known entities that are seeking to dismantle public education. The fact sheets will be made available to state affiliates electronically as needed to help be armed with information to organize against attacks on public education.

Completed

NEA developed and refined templates to facilitate the rapid compilation of basic information about organizations that do not support public education. These templates contributed to the creation of multiple fact sheets that highlight the staff, governance, policy priorities, and funding sources of these entities. In the event of an attack at the state or national level, NEA staff can rapidly update these fact sheets or use the templates as models to investigate emerging threats, and provide strategic support based on the most current, relevant,

strategic information.

16. Education Support Professional Substitute Shortage

NEA will, by using existing resources, explore possible solutions to the Education Support Professional (ESP) substitute shortage and publicize the need for substitutes for all ESP classifications, including but not limited to paraprofessionals, transportation services, secretarial and clerical, health services, information technology, food services, security services, skilled trades, maintenance, and custodial services.

Completed

NEA published [*ESP and ESP Sub Shortages at Historic Proportions*](#) in the digital version of NEA Today on January 13, 2023. In addition, NEA completed a [report](#) highlighting the causes and impacts of Education Support Professional (ESP) substitute shortages and potential solutions for retention and recruitment of ESP positions. NEA developed and refined templates to facilitate the rapid compilation of basic information about organizations that do not support public education. These templates contributed to the creation of multiple fact sheets that highlight the staff, governance, policy priorities, and funding sources of these entities. In the event of an attack at the state or national level, NEA staff can rapidly update these fact sheets or use the templates as models to investigate emerging threats, and provide strategic support based on the most current, relevant, strategic information.

17. Aspiring Educator Mentoring Program

NEA shall explore the development of a mentor program for Aspiring Educators that involves the development of a portal to pair students with veteran NEA members.

Completed

A cross-center team of NEA staff studied the potential for the development of a mentoring program for Aspiring Educators via a portal to pair students with veteran NEA members. Analysis of the implementation of this model was broken into several key areas and is presented here with a range of potential actions to be considered by NEA leadership.

Mentors

Under this model, NEA will need to advertise through its varied channels to solicit applicants who can serve as mentors. Communication should include a description of the program and the expectations and time demands for serving in this role. A vetting process will need to be developed including a system to review applicants to ensure they represent the knowledge, skills, and dispositions necessary for mentoring best practices, including understanding of culturally responsive teaching, identifying and overcoming the range of biases and discrimination in schools and communities, trauma, brain-based learning, and relevant content areas the mentee may be teaching.

Selected mentors should participate in an induction and training program to prepare them for their roles. Ongoing professional support should be a resource provided to mentors. As with a mentoring program implemented in any of our locals for early career induction, mentors should receive compensation for their work. This is particularly important since mentors would be working beyond their contractual responsibilities in their regular employment.

Among the questions to be answered:

- What compensation is professionally appropriate for persons serving as mentors?
- Will there be liability costs if aspiring educators believe the support received from a remote mentor does not match the expectations of their setting?

Aspiring educators

Recent surveys of aspiring educators indicated an interest in mentoring for new teachers. We assume this is for both their early career experiences when they are employed as a teacher of record AND during their preparation time as an aspiring educator. This would be worth verifying with additional surveying as most Educator Preparation Providers (EPPs) include some level of support for candidates during their program, and particularly during their clinical practice. Feedback from reviews of EPPs does reveal an unevenness in the quality of that support. Another element to be included in surveying AE members would be to determine how much time per week they might anticipate being in contact with a mentor and if that support would be relevant if it was not directly connected to the program where they are studying and/or the school where they are placed for clinical experiences. Finally, is there an expectation that the mentoring would also provide support for the mentee's growth as an association leader?

Matching mentors and aspiring educators

Research on matching mentors and mentees involves several crucial factors. Primary factors would include matching based on personal characteristics such as ethnicity, race and gender. Also, the mentor should be familiar with the content area being taught by their mentee and with the particular job expectations for their worksite (e.g., district and state testing of students, instructional norms for the school.) Ideally, mentoring in schools includes proximity for easy access and adjustments in the school day. If mentors are virtual, they will be challenged to provide specifically relevant support aligned with the expectations for the aspiring educators.

Implementation considerations -

The following costs associated with implementing a virtual mentoring program are rough estimates of several key project elements. It does not include the likely need for a governance oversight committee to oversee implementation and make ongoing recommendations for project improvements. Additional details would become available upon generating an RFP for technology providers, surveying to determine likely participation more

Project Element	Description	Projected Cost
Mentor Honoraria	Honorarium for 500 mentors (1-1 ratio with mentees) at \$1000 per year.	\$500,000
	Alternative: \$30-\$35 per hour if the mentor documents their time acting as mentor.	
Advertising	Develop targeted recruiting communications for print, web, and social media, conduct marketing through existing media tools	\$25,000
Consultant	Consultant to: -annually review mentor and mentee applications, create matching based on criteria, provide initial mentor training, Ongoing support for 1000 mentors. Oversee review of mentor performance to plan for needed support, ensure mentor quality.	\$300,000
Technology Platform	Develop an NEA platform for online mentoring or contract with external provider at a cost of \$250 per participant for 1000 mentees. Provide ongoing technical support/help desk to participants. Integrate platform with NEA's current NEA360 database of members.	\$250,000
Administrative costs	Professional liability insurance coverage for mentors, administrative costs for database maintenance, processing applications, maintaining W-9 and related financial records for honoraria and project expenses. Ongoing data collection to monitor project quality, needed improvements. Provide annual reports on project implementation	\$100,000

accurately, and governance decisions regarding such cost items as the appropriate honorarium amount for mentors.

Potential next steps

- Conduct specific targeted surveying to determine from current AE members what kinds of mentoring support they currently receive through their preparation programs and placement sites and what additional kinds of support would be needed
- Utilize data to estimate the demand for, and kinds of mentoring support needed.

Based on the results of the formal surveying, NEA may find that one of the following FOUR OPTIONS best matches their needs and organizational capacity:

- Consider a small-scale pilot implementation with a small, representative sample of preparation providers/ aspiring educator chapters. This may also require creating an RFP for potential technology providers and hiring necessary staff/consultants for a small-scale implementation.
- If the data indicates that the needed mentoring would be better accomplished by educators with knowledge about the specific school districts or preparation

programs where aspiring educators are studying, NEA may develop a toolkit to support NEA local affiliates and Aspiring Educator chapters that would be willing to partner with nearby preparation programs to provide local mentors. NEA's role would be to help develop the tools to assist the local affiliate to implement the project in their setting.

- Identify preparation providers that are already providing aspiring educators with the kinds of mentoring support they need and provide information about what they are doing so local and state affiliates can join aspiring educator members and campus chapters in advocating for needed preparation program improvements
- Create communities of support for aspiring educators, facilitated by a mentor teacher. This could be done locally, regionally, or nationally. Aspiring educators would support each other and have an experienced person to offer their voice and experience to the group. These communities could be affinity groups based on subject matter, grade level, or type of community setting where the aspiring educator is participating in clinical practice.

Potential next steps :

- Conduct specific targeted surveying to determine from current AE members what kinds of mentoring support they currently receive through their preparation programs and placement sites and what additional kinds of support would be needed
- Utilize data to estimate the demand for, and kinds of mentoring support needed.

Based on the results of the formal surveying, NEA may find that one of the following FOUR OPTIONS best matches their needs and organizational capacity:

- Consider a small-scale pilot implementation with a small, representative sample of preparation providers/ aspiring educator chapters. This may also require creating an RFP for potential technology providers and hiring necessary staff/consultants for a small-scale implementation.
- If the data indicates that the needed mentoring would be better accomplished by educators with knowledge about the specific school districts or preparation programs where aspiring educators are studying, NEA may develop a toolkit to support NEA local affiliates and Aspiring Educator chapters that would be willing to partner with nearby preparation programs to provide local mentors. NEA's role would be to help develop the tools to assist the local affiliate to implement the project in their setting.
- Identify preparation providers that are already providing aspiring educators with the kinds of mentoring support they need and provide information about what they are doing so local and state affiliates can join aspiring educator members and campus chapters in advocating for needed preparation program improvements.
- Create communities of support for aspiring educators, facilitated by a mentor teacher. This could be done locally, regionally, or nationally. Aspiring educators would support each other and have an experienced person to offer their voice and experience to the group. These communities could be affinity groups based on subject matter, grade level, or type of community setting where the aspiring educator is participating in clinical practice.
- Consider full implementation by creating an RFP for potential technology providers and by hiring consultants and building infrastructure as described in the project elements above.

18. Funding for Advanced Degrees

NEA shall write a sample letter for locals and states encouraging school districts and state lawmakers to provide funding for educators to receive advanced degrees.

Completed

A sample letter for NEA local and state affiliates has been drafted and shared with state affiliates to be used to advocate with SEAs and LEAs to provide funding to educators for advanced degrees. The argument, using research from NEA, states that teachers are more likely to stay in the profession when they are supported to pursue advanced degrees. A secondary argument points out that teachers are more likely to stay in the profession when they are paid more, and that the attainment of an advanced degree can be helpful in this respect since it comes with a salary boost on most schedules.

19. Aspiring Educator Funding for Education Preparations Programs

NEA shall write a letter to the U.S. Department of Education as well as the state Departments of Education, to promote the appropriation of funding for Aspiring Educators to matriculate in an education preparation program.

Completed

A letter was drafted and sent by the NEA President to Secretary Cardona. A copy was shared with State Presidents and Executive Directors for their use with State Department of Educations.

20. Applied Behavior Analysis

NEA shall publish, through existing NEA electronic platforms, an article discussing the different viewpoints about the use of applied behavior analysis (ABA) therapy, including describing the approach, why some advocates support its use, why other advocates oppose its use, and current advocacy and work being done to diversify the practice.

Completed

In consultation with the NEA IDEA Resource Cadre, NEA has identified and outlined critical elements on the differing viewpoints on the use of Applied Behavior Analysis to be shared via appropriate communication vehicles.

Completed

In consultation with the NEA IDEA Resource Cadre, NEA has identified and outlined critical elements on the differing viewpoints on the use of Applied Behavior Analysis to be shared via appropriate communication vehicles.

21. Native Hawaiian/Pacific Islander HCR Award (referred to the Human and Civil Rights Awards Committee)

NEA shall establish an additional category in the Human and Civil Rights Awards program that honors an individual or group whose work specifically impacts education and the achievement of equal opportunity for Native Hawaiians and/ or Pacific Islanders.

Completed

The NEA Human and Civil Rights Awards Committee reviewed this item and decided to establish this award. The motion was unanimously approved and expressed the Committee's desire to honor the intent and spirit of the New Business Item. The committee will meet in May 2023 and subsequently as necessary to provide recommendations on the logistics of implementation.

22. Palestinian and Israeli Teacher Union Efforts

Using existing digital communications tools, NEA will work to find ways to support and spotlight the efforts of our fellow teacher union colleagues within the Palestinian and Israeli teachers unions affiliated with Education International, focusing on their efforts to create safe learning environments for both Palestinian and Israeli children by striving to build trust, empathy, and dialogue.

Completed by August 31, 2023

NEA is working to finalize content for the NEA International Relations website to provide insight into the President's visit to the region, the work of fellow teacher union colleagues in Palestine and Israel, and the current

affairs in the region.

23. Terminology for Violent Perpetrators

That National Education Association shall, where applicable, appropriate, and legal, use the words “murderer” and “murder(s)” or “alleged murderer” and “alleged murder(s)” in referring to occurrences such as those recently occurring in Buffalo at the Tops Market, Uvalde, Texas, and too many others.

Completed

The following are examples of NEA communications in which violent perpetrators of gun violence are referred to as murderers:

<https://twitter.com/edvotes/status/1555656390584287233>
<https://twitter.com/edvotes/status/1562123805023248385>
<https://www.facebook.com/112325855474892/posts/8103848412989223/>

24. Blending Learning Opportunities

NEA shall use its existing media resources, including the digital version of NEA Today and NEA Today Retired, NEAtoday.org, and NEA Today Express, in addition to its social media platforms, to promote NEA’s existing blended learning and webinar opportunities available to all members including retirees.

Completed:

NEA used multiple resources to promote existing blended learning and webinar opportunities, as follows

Editorial Resources

- The October issue of NEA Today included promotion of Arts Integration micro-credentials.
- The January issue of NEA Today included promotion of co-teaching blended learning.
- A digital story on offerings in general will be published in May 2023 to promote participation during summer break.

Paid: Resources:

- Secondary Trauma (Sept 12 – 23): 219 leads
- Facilitated Awareness of Institutional Inequities (Sept 28 – Oct 8): 160 leads
- Facilitated SEL (Oct 9 – 21): 115 leads
- LGBTQ+ Series (Dec 15 – 30): 868 leads
- Trauma 4 Race Based Trauma (Jan 3 – 27): 1480 leads
- DECC4 (Jan 31 – Feb 24): 865 leads
- DECC 5 (Apr 14 – 28)

Social Media

- <https://www.facebook.com/181857644075934/posts/378474437747586>
- <https://www.facebook.com/181857644075934/posts/388700563391640>
- <https://twitter.com/NEAToday/status/1558848928396853248>
- <https://www.facebook.com/181857644075934/posts/470220878572941>
- <https://www.facebook.com/181857644075934/posts/481276380800724>
- <https://twitter.com/NEAToday/status/1605649053638922263>
- <https://twitter.com/NEAToday/status/1613945732431495168>

- <https://www.facebook.com/181857644075934/posts/496524185942610>
- <https://twitter.com/NEAToday/status/1616592937269317640>
- <https://www.instagram.com/p/Co2dKepMfUS/>
- <https://twitter.com/NEAToday/status/1627673497102057472>

25. Financial Literacy and Personal Finance

NEA shall publish, through existing NEA media, an article to inform members about the movement in states to add high school graduation requirements related to financial literacy and personal finance, in order that educators may have a more informed voice in advocating for the creation of, or amending of, financial literacy standards in their states.

Items that should be covered in the article include:

- Data related to the states that guarantee, and others who have committed to guaranteeing, all high school graduates will take a standalone personal finance course as a requirement for graduation.
- Highlighting Florida’s “Dorothy L. Hukill Financial Literacy Act,” which will guarantee, beginning in the 2023-2024 school year, a personal finance course for all Florida high schoolers.
- Call attention to the divide in access to personal finance education in the 42 states that do not currently require a standalone personal finance course for BIPOC students, students eligible for free and reduced lunch, and based on locale type (rural, suburb or town, and urban).
- Spotlight resources for educators including, but not necessarily limited to, Next Gen Personal Finance and Council for Economic Education.

Completed

NEA produced an *NEA Today* article in the spring edition to inform members about the movement in states in regard to adding high school graduation requirements related to financial literacy and personal finance. The article incorporated member voices about financial literacy graduation requirements, as well as examples of areas pursuing this work so other educators can learn from their peers and have an informed voice in advocating for the creation of or amending of financial literacy standards in their state.

26. Blending Learning Classes for English Language Learners

NEA will expand its blended learning classes and/or webinars for educators of English language learners to include information on language acquisition, articulation, and developmental milestones for preschool students.

Completed by August 31, 2022

NEA has convened member leaders with ELL (English Language Learners) content expertise to revise and integrate our existing ELL (facilitated) blended learning courses with new research-based information and resources on language acquisition, articulation, and developmental milestones for preschool students and to expand professional development opportunities for aspiring and experienced educators in all tiers of the education system.

Timeline to Completion/Publication

- April 15/16 - Writing Event in NJ
- May/June -- Editing, finalizing content
- July - MindSpring (builds the digital course content)

- August- Roll-Out as NEA (facilitated) ELL national blended learning courses

27. Mental Health Resources at Higher Education Institutions

- *NEA will use existing resources to amplify the issue of inadequate and under-resourced mental health resources at higher education institutions, especially for Black, Latinx, Asian American/Pacific Islander, American Indian/Alaska Native, and LGBTQ+ communities. Among its efforts, NEA will:*
- *Provide Aspiring Educator members with information about accessing support for mental health needs at their college or educator preparation program.*
- *Conduct research on the shortage of mental health providers of color, its relationship with the stigmatization of mental health care in communities of color, as well as its effect on the victimization, oppression, and criminalization of Black and Latinx communities, and its impact on the educator pipeline.*
- *Provide members with resources and information via NEA Today, digital communications, and social media about the disproportionate shortage of health care, especially mental health care, at HBCUs across the country and its impact on the Black educator pipeline.*
- *Expand professional development opportunities for members about restorative self-care, mindfulness-based practices, and burnout prevention and mitigation in the profession, as well as during clinical experiences and student teaching.*
- *Advocate for enhanced training for mental health practitioners serving in schools about affirming and supporting LGBTQ+ students, particularly transgender students.*
- *Call on colleges and universities to hire more counselors, mental health providers, and trauma-response professionals, particularly those that identify with Black, Latinx, Asian American/Pacific Islander, American Indian/Alaska Native, and LGBTQ+ communities.*

Completed by August 31, 2023

NEA staff conducted background research on the issue of inadequate and under-resourced mental health resources at higher education institutions, especially for Black, Latinx, Asian American/Pacific Islander, and LGBTQ+ communities. Using this research, NEA created a persuasive letter directed at institution leaders and policymakers that discusses the effect that inadequate mental health support services can have on students, as well as implore these decision makers to implement changes to increase access of culturally competent and gender-affirming mental health services on campus.

NEA has convened member leaders with mental health awareness content expertise to develop five new (facilitated) blended learning courses that will explicitly expand professional development opportunities for aspiring and experienced educators in all tiers of the education system around:

- restorative self-care
- mindfulness-based practices
- burnout prevention
- mitigation in the profession (including student teaching), and
- addressing mental health awareness and coping strategies with their students

Timeline to Completion/Publication

- April 15/16 - Writing Event in NJ
- May/June -- Editing, finalizing content
- July - MindSpring (builds the digital course content)
- August- Roll-Out as NEA (facilitated) national blended learning courses

28. Committee of Ten

NEA shall amend the “A Brief History of NEA” timeline located on the [nea.org](https://www.nea.org) website to include the year “1892” as the year that the NEA Committee of Ten was formed. The accompanying text for this notation should include an explanation about the Committee of Ten, how resulting decisions shaped our public school system, and some of the positive and negative results from these decisions, including movement away from classic Greek curricula that expanded the scope of who became educated but created a standardization framework that was based in a white colonialist mindset.

Completed

The [nea.org](https://www.nea.org/about-nea/mis-sion-vision-values/history-nea) website <https://www.nea.org/about-nea/mis-sion-vision-values/history-nea> has been updated to read: “1892 After the Civil War, publicly funded high schools began to appear alongside the privately funded academies that prepared students for college. By the 1890s various, often competing academic philosophies – rote memorization vs. critical thinking, working trades vs. college bound – could be found in secondary education curricula throughout America. In 1892, NEA charged a ten-member Committee on Secondary School Studies with ‘taking stock of current practice in America’s high schools and making recommendations for future practice.’ The Committee of Ten’s 1894 Report made recommendations that established curriculum standards for a generation and continue to have both positive (movement away from classic Greek curricula, expanded scope of who is educated) and negative (standardization framework rooted in White colonialism) impacts on how American students receive their educations.”

29. Anti LGBTQ+ Legislation

The NEA will publicly denounce current and forthcoming anti-LGBTQ+ legislation, working with states to fight against it in multiple ways, including, but not limited to the following:

- *Upon request, the NEA will work with state affiliate leadership to write a letter to the leaders of each state legislature about the harm anti-LGBTQ+ bills have on LGBTQ+ students and members.*
- *Upon request, the NEA will work with state affiliates to challenge state legislatures that adopt anti-LGBTQ+ legislation by filing amicus briefs where appropriate.*
- *Upon request, the NEA will assist state and local affiliates in actively organizing to defeat anti-LGBTQ+ bills through lobbying efforts such as but not limited to letter writing campaigns, social media campaigns, protests, etc.*
- *Utilize the NEA Today publication to educate members about the harm anti-LGBTQ+ bills have on LGBTQ+ students and members and showcase the work affiliates and members are doing to organize around defeating these bills.*
- *Work with current LGBTQ+ partners in organizing against anti-LGBTQ+ legislation.*

Completed (work continues under the NEA Strategic Plan and Budget)

As attacks on LGBTQ+ people have accelerated over the past several years, NEA has engaged in ongoing work with allies and affiliates to counter the wave of anti-LGBTQ+ initiatives. NEA convened an expanded cross-departmental team that meets regularly to develop the resources and engagements called for in the NBI. Major work that is specifically responsive to NBI 29 includes the following:

Federal Litigation

- Signing on to this [amicus brief filed by the National Women's Law Center \(NWLC\)](#) in *303 Creative v. Elenis*, a case pending before the U.S. Supreme Court. This is an important case for LGBTQ+ rights and for the enforcement of anti-discrimination laws in many states, as the Court considers whether the Free Speech Clause and its protections against compelled expression effectively carve out a "right to discriminate" when providing certain types of "expressive" services (in the *Elenis* case, a wedding planning website). If the Court allows such a carve out from non-discrimination mandates, the result would be to restrict drastically the scope of protections against discrimination under current law. The NWLC amicus brief joined discusses how discrimination causes economic and dignitary harm, how anti-discrimination in public accommodation laws help women and LGBTQ+ people, particularly, LGBTQ+ people of color, and how allowing free speech exceptions like the kind petitioner urges in this case would destroy these laws.
- Filing this [amicus brief](#) in support of the Biden Administration's appeal to the Sixth Circuit Court of Appeals in *State of Tennessee, et al v. Dep't of Education, et al*, defending against a lawsuit brought by Tennessee and 19 other states (AL, AK, AZ, AR, GA, ID, IN, KS, KY, LA, MI, MO, MT, NB, OH, OK, SC, SD, and WV) to guidance from the U.S. Department of Education ("ED") concluding that, like Title VII, Title IX's prohibition against discrimination "on the basis of sex" necessarily includes a prohibition against discrimination on the basis of sexual orientation and gender identity. The states filed their case before a Trump-appointed Tennessee district judge, who enjoined ED from enforcing the guidance. The NEA amicus, which was joined by AFT, SEIU and AFSMCE, argues that ED's interpretation of Title IX's protections is well grounded in case law and guidance going back decades and culminating in the Supreme Court's *Bostock v. Clayton County* decision, and is in step with many school district policies across the country. The amicus brief describes how politically motivated anti-LGBTQ+ laws and policies harm students and staff and degrade education environments, whereas inclusive policies and practices are good for all students, as evidenced by large studies and by educators' direct experiences.
- Jointly with ISTA, signing on to this [amicus brief](#) by the National Women's Law Center to the Seventh Circuit Court of Appeals in *A.M. v. Indianapolis Public Schools* in support of a 10-year-old transgender girl who was kicked off her elementary school softball team after a sports ban targeting transgender girls and women took effect. Although A.M. subsequently withdrew her lawsuit when she changed schools, the NWLC's brief that NEA and ISTA joined made important points highlighting how inclusive school

policies (like the local Indianapolis policy displaced by an anti-trans statewide ban) are consistent with Title IX and a key part of creating gender equity in education. The brief emphasized how inequities girls face in K-12 sports are not due to inclusion of transgender girls; rather, rules targeting some girls because they are not "feminine enough" perpetuate sexist and racist stereotypes that harm all girls, especially girls of color.

Federal Legislation

- Creating a campaign to support the passage of the Respect for Marriage Act, which drove 9,501 messages and 674 calls to Congress by NEA supporters.
- Working with partners, state affiliates, and NEA member groups in strong opposition to H.R. 5 – the so-called Parents Bill of Rights – that included several anti-LGBTQ+ provisions.
- Working with partners, state affiliates, and NEA member groups in strong opposition to H.R. 734 – the so-called Protection of Women and Girls in Sports Act – a bill that specifically targets and attacks trans youth.

Federal Regulation

- Preparing and submitting [comments](#) in support of the Department of Education's [proposed rule](#) that would make explicit that Title IX prohibits discrimination against students or school employees on the basis of sexual orientation, gender identity, sex stereotypes, or sex characteristics.
- Creating and promoting member actions in support of the proposed rule, driving thousands of comments to the federal register in support of the rule in order to show educators' support for these protections for LGBTQ+ students and educators.
- Joining this letter by the [Women's Sports Foundation, Athlete Ally and NWLC](#) urging the U.S. Department of Education to act swiftly in issuing a Title IX rule on participation in athletics consistent with students' gender identity.
- Currently drafting comments on the proposed [Title IX rule on sex-related eligibility criteria for athletic teams](#), and developing message guidance to defend transgender athletes from efforts by conservative lawmakers to deny them the experience to fully participate in K-12 sports.

Direct Work With State and Local Affiliates

- Collaborating with the Virginia Education Association to submit [comments](#) opposing Virginia Governor Youngkin's proposed 2022 model school policies requiring discrimination against transgender and nonbinary students. The proposed model policies pander to fears and lack of familiarity with transgender people to the detriment of some of our most vulnerable students by singling out gender nonconforming students for surveillance, invasion of privacy and harassment.
- Opposing Youngkin's model policies on [Facebook](#) and promoting the NEA/VEA comment letter on [Twitter](#).
- At the request of a local affiliate in Ohio, submitting a letter from NEA President Becky Pringle to the school board in support of educators who choose to wear the NEA LGBTQ+ Caucus "I'm HERE"

badges, which indicate safety for and affirmation of LGBTQ+ students.

- Tracking false stories on social media about the LGBTQ+ Caucus “I’m HERE” badges and putting out supportive messages.

Member & Advocate Training and Tools

- Moderating a national webinar for the ABA titled, “What about the Students: The Emotional and Psychological Impact of Anti-Inclusive Legislation on K-12 Learning,” which detailed the impact of the current wave of legislative proposals and enacted laws on LGBTQ+ students.
- Creating a model template letter that local unions and educator advocates can use to urge changes to policies and practices that harm LGBTQ+ students.
- Delivering a plenary session at NOLEA (NEA’s annual lawyer conference) on countering attacks on LGBTQ+ students and staff.
- Presenting a two-part series on LGBTQ+ issues for the Leaders for Just Schools Spring Series.
- Continuing to promote the “[Supporting LGBTQ+ Youth](#)” page on NEA Ed Justice. This page includes an action map, analysis of state laws, and an NEA developed model school board resolution, which has been successfully adopted by school districts in response to member advocacy.

NEA Today Coverage

The following stories have been or will be published in *NEA Today*:

- In “[Why Pronouns Matter](#),” NEA members speak to how affirming one’s identity can empower someone to take ownership of themselves and their identity, underscoring that district policy must be followed. A sidebar to the story, lists some of the anti-LGBTQ+ bills from around the country and actions taken by state affiliates to oppose these laws.
- “[Educators Mobilize Against Anti-LGBTQ+ Laws](#),” describes NEA’s commitment, past and present, to supporting LGBTQ+ educators and students, including student walkouts. The story also touches on the risks students face when anti-LGBTQ+ laws are proposed and/or passed, and it includes a quote from President Pringle from her open letter in the *South Florida Sun Sentinel*.
- A short blurb appeared in the April issue of NEA Today featuring a local Connecticut union passing a school board resolution, based on NEA’s model template, to affirm LGBTQ+ staff and students. (A link was not available at the time of reporting.)
- “The Pride Flag Flies Again” is a two-page story scheduled to appear in the June issue of NEA Today. The story is the long-form version of the April blurb and celebrates a local union and community working together to reinstate pride flags in a Connecticut school district.

Press Coverage and Social Media

- Highlighted NEA’s commitment to promoting LGBTQ+ rights in the press, including:
 - NEA President Becky Pringle’s USA Today op-ed criticizing Florida Gov. DeSantis for banning AP African American studies and also for attacking LGBTQ+ students: [Black History is American History: DeSantis is hurting our students](#)
 - President Pringle quoted in [ABC News](#) story criticizing House Republican leaders for attacking

LGBTQ+ students with their introduction of the so-called Parent Bill of Rights.

- President Pringle [issues statement](#) about the mass shooting that affected the lives of LGBTQ+ people in Colorado.
- NEA General Counsel, Alice O’Brien is quoted in this [Washington Post story](#) about the legal challenges to restrictive laws limiting lessons on race and gender.
- NEA members are featured in this [Washington Post story](#), with the help of NEA Communications, about the subjects that they will not teach since restrictive laws were implemented in their states.
- Posting LGBTQ+ supportive content 41 times on social media, with 141,315 potential impressions, including these posts that garnered the most engagement:
 - <https://twitter.com/NEAToday/status/1578824802982563841>
 - <https://www.facebook.com/181857644075934/posts/455202510074778>
 - <https://www.instagram.com/p/ClkHJfMG3q/>
 - <https://twitter.com/NEAToday/status/1592697965642412032>
 - <https://www.facebook.com/181857644075934/posts/458633619731667>

Additional Collaborations and Messaging

- Partnering with the [Human Rights Campaign](#) in National Day of Reading to promote books about and by LGBTQ+ authors.
- Celebrating [Read Across America at 25](#) by spotlighting books about and by LGBTQ+ authors.
- Developing and sharing talking points for responding and reframing attacks on our freedoms.

30. Childhood Trauma

NEA will conduct research and collect stories from members who have experienced significant trauma during their childhood in order to highlight the strategies and supports that helped them. NEA will also ask these educators if they believe that experiencing trauma at a young age contributed to their ability to support students who have adverse childhood experiences and social-emotional learning needs more effectively. After conducting this research, NEA will publish an article about its findings.

Completed

NEA used their networks to identify a list of individuals who are willing to share their experiences with editorial for the article about ACEs in April 2023.

31. NEA/AFT Merger

I move that the NEA create a committee and a plan to work with American Federation of Teachers (AFT) to strongly consider a national merger of the two (2) education unions.

The NEA Executive Committee referred this item to the NEA president.

32. Blended Learning for Educators of Long-Term English Learners

NEA will expand its blended learning courses for educators of long-term English learners within the K-12 and higher education systems to maximize student progress in English language development.

Completed by August 31, 2023

NEA has convened member leaders with ELL content expertise to revise and integrate new research-based information and resources for aspiring and experienced educators in all tiers of the education system of long-term English language learners on language acquisition, to maximize student progress in English language development.

Timeline to Completion/Publication

- April 15/16 - Writing Event in NJ
- May/June -- Editing, finalizing content
- July - MindSpring (builds the digital course content)
- August- Roll-Out as NEA (facilitated) ELL national blended learning courses

34. Abortion and Reproductive Rights

NEA will publicly stand in defense of abortion and reproductive rights and encourage members to participate in activities including rallies and demonstrations, lobbying and political campaigns, educational events, and other actions to support the right to abortion, contraception, and a person's decision about their health.

Completed (work continues under Strategic Plan and Budget)

Since the U.S. Supreme Court's decision overturning *Roe v. Wade*, NEA has advocated for federal legislation protecting women's health and right to make health care decisions for themselves; affirming the right to legal and safe abortion; and protecting health care providers. We have written to Congress, and a [current alert in the NEA Action Center](#) encourages members to email their federal representatives on this issue. We encourage NEA members to engage with their state-level representatives because the Dobbs decision shifted the right to abortion, contraception, and reproductive health care back to the states.

Recent Letters to Congress

- [Women's Health Protection Act of 2022 \(H.R. 8296\)](#): A bill to protect a person's ability to determine whether to continue or end a pregnancy, and to protect a health care provider's ability to provide abortion services.
- [Ensuring Access to Abortion Act \(H.R. 8297\)](#): A bill to prohibit the interference, under color of state law, with the provision of interstate abortion services, and for other purposes.

35. Impact of Trauma on Learning

NEA will collect, disseminate, and elevate, via existing communication channels, best practices for educators to use at varying levels of the pre-kindergarten through grade 12 system that support students who are unable to engage with school learning due to trauma that impacts their social emotional well-being. Locals can use the information to advocate and bargain for supports for members that have research-based foundations.

Completed by June 1, 2023

NEA has developed a list of research-based practices related to trauma and trauma-informed practices for member review. A selected group of educators will review and provide feedback on the research-based practices and the final list will be shared via existing communication

channels by June 1.

39. Migrants from Venezuela and Central America

The NEA will demonstrate its support for the right to asylum for migrants from Venezuela and Central America now arriving at the U.S. southern border and demand an end to Title 42 and the Trump "Remain in Mexico" policies by working with affiliates to publicize the impact of such policies on students and families in their communities.

Completed

NEA sent a letter to Homeland Security Secretary Mayorkas urging him to uphold the right to asylum and rescind the policies that restricted those rights: <https://www.nea.org/advocating-for-change/action-center/letters-testimony/nea-urges-secretary-mayorkas-uphold-right-asylum> NEA also sent a comment to U.S. Citizenship and Immigration Services on the Circumvention of Lawful Pathways that would restrict the right to asylum, which can be found here: <https://www.regulations.gov/comment/USCIS-2022-0016-12263> NEA held a webinar informing members and community activists about the federal court decision about DACA as well as other immigration actions on November 29, 2022. (<https://www.nea.org/resource-library/community-daca-update>). We also encouraged activists to reach out to their members of Congress to take action on immigration reforms: <https://bit.ly/3J5DBhR>. NEA has also signed on to various letters with partner organizations to demand changes to immigration policies:

- Alianza Americas: "Processing Backlogs for Temporary Protected Status (TPS)" <https://www.alianzaamericas.org/press-release/immigration-agency-backlog-puts-thousands-of-tps-recipients-at-risk-for-deportation/?lang=en>
- Human Rights First: "NGO Letter Responding to Expansion of Title 42 Expulsions for Venezuelans" <https://humanrightsfirst.org/library/ngo-letter-responding-to-expansion-of-title-42-expulsions-for-venezuelans/>

40. "Downsizing" School Districts

NEA will work with state affiliates to oppose the attempts by school boards and politicians across the country to "downsize" school districts and close campuses permanently. Specifically, NEA will use existing media channels to publicize and oppose such school closure plans, support direct community actions to keep them open, and advocate for smaller class sizes and public schools in every neighborhood.

Completed

NEA using our existing online media channels published an article on "How Educators are Stopping School Closures." This article highlighted efforts by local affiliates to prevent the closure of schools attended predominantly by Black and Brown students. <https://www.nea.org/advocating-for-change/new-from-nea/how-educators-are-stopping-school-closures>

41. "Don't Say Gay" Laws

The NEA will take all necessary steps to defeat and overturn the "Don't Say Gay" law in Florida and other homophobic and anti-transgender laws and attacks throughout the country. We will demonstrate this by publicizing our support of and participation in mass actions for LGBT rights and

Pride. The NEA will publicize our continued commitment to LGBT youth and all young people's right to learn about and develop their own sexual orientation and gender identity. The NEA will demonstrate its support for the independent mass actions of youth to defend their existence, dignity, and rights of the LGBT community by encouraging membership participation in rallies, pickets, etc. The NEA will take action to vigorously defend educators who support LGBT youth and who teach about the existence, dignity, rights, mass actions, history, and pride of LGBT people. We will publicize these positions through existing media outlets.

Completed (work continues under the NEA Strategic Plan and Budget)

NEA led efforts to counteract these laws and similar attacks on the rights and dignity of LGBTQ+ students and educators in several ways, including state and federal campaign efforts in partnership with NEA affiliates. In this effort, NEA created activist, legal, and communications guidance, public statements, articles, and other resources and materials to support LGBTQ+ students and educators and effectively advocate for just and inclusive laws and policies. NEA provided and continues to share with the cross-department team weekly updates and analysis of state legislation affecting LGBTQ+ students and educators in K-12 schools and institutions of higher education.

NEA supported affiliate advocacy efforts to protect LGBTQ+ rights via our cross-center Affiliate Defense Team, state and national Labor Tables, other strategic partnerships, and through the Ballot Measure Legislative Crisis (BMLC) Fund, when applicable.

- For example, the Indiana State Teachers Association (ISTA) received a BMLC grant to fight legislation that would limit discussions of LGBTQ+ identities and expression in the classroom and force teachers to out transgender students. With this funding, ISTA is bringing members to the capitol each Wednesday to testify, and organizing members into legislative action teams, which target legislators for relationship building and lobbying. ISTA is also mobilizing pro-public education parents and members of the general public to contact their legislators to oppose these bills.
- The South Carolina Education Association (SCEA) received a BMLC grant to fight several variations of "Don't Say Gay" copycat legislation. SCEA contracted a lobbyist to build relationships with new members of the legislature. They've also been doing an "advocacy tour" to hold regional trainings for locals about how to engage in the legislative process, and focused "power hour" action-taking events. With this grant, SCEA aims to identify and train ten active members, four student members, and six retirees in each of its seven congressional districts in the state who are prepared to lead and train other members in advocacy and lobbying to combat this harmful legislation.
- Other affiliates that have received legislative crisis grants to fight this legislation include: Georgia, Iowa, Kansas, Kentucky, Montana, North Dakota, Oklahoma, and Texas.

Examples of public statements and resources follow. This reflects a wide range of actions, storytelling, and organizational support by NEA for LGBTQ+ rights, respect,

dignity, and inclusion.

- [President Pringle Statement – Florida students: We see you, we hear you and we are with you](#)
- [President Pringle Tweet on Florida 1](#)
- [President Pringle Tweet on Florida 2](#)
- [NEA Resource: What You Need to Know about Florida's "Don't Say Gay" Law](#)
- [NEA Resource: New Survey Data Shows LGBTQ+ Youth Mental Health Crisis](#)
- [NEA Resource: Know Your Rights: A Back-to-School Guide](#)
- [Communications Resource: Message Guidance: Defending the Freedom of our LGBTQ+ Students to be Themselves NEA Race, Class, Gender Narrative](#)
- [NEA Today: Educators Fight Back Against Gag Orders, Book Bans and Intimidation](#)
- [NEA Today: Pride Month: Protecting LGBTQ+ Students and Educator Rights](#)
- [EdJustice: Supporting LGBTQ+ Youth](#)
- [EdJustice: Pride Wins: LGBTQ Rights and Resources](#)

42. Mental Health Resources and Awareness

The NEA will advocate for more mental health resources and awareness by:

- *Encouraging each state affiliate to develop a mental health and wellness committee.*
- *Creating a more dominant space online featuring a mental health toolkit with resources and links to available mental health websites, training, legislation, and more.*
- *Using virtual platforms and grassroots campaigning to involve members in contacting legislators.*

Completed

NEA prepared updated and expanded mental health content on NEA.org, with a launch of the new material scheduled to coincide with Mental Health Awareness Month in May 2023. The new material includes external mental health programming supports, funding from federal and nonprofit sources, courses, certifications, and the development of mental health and wellness committees.

NEA also lobbied Congress in support of legislation to address the mental health needs of students and educators and provide training and funding for mental-health professionals. Through our virtual platform, the Action Center, NEA connected NEA members with their federal representatives on legislation. Action was focused on

- [Enhancing Mental Health and Suicide Prevention Through Campus Planning Act \(H.R. 5407\)](#), a bill to promote mental health among college students and encourage comprehensive planning on college campuses to prevent suicide and other mental health crises;
- [The Campus Prevention and Recovery Services for Students Act \(H.R. 6493\)](#), a bill to promote evidence-based prevention and intervention strategies on college campuses, and encourage collaboration among campus-based health services to address substance use and mental health;
- [The Mental Health Matters Act \(H.R. 7780\)](#), a bill to promote the use of evidence-based mental health, social-emotional, and behavioral health interventions for young children enrolled in early education programs such as Head Start, which would

also create a grant program to increase the number of school-based mental health services providers; and

- [The Restoring Hope for Mental Health and Well-Being Act \(H.R. 7666\)](#) a bill to reauthorize federal programs that support mental health and address substance use disorders and close a loophole that can make it difficult for educators and other public service employees and their families to access treatment. NEA has consistently advocated that resources addressing the mental-health needs of students and educators be included in COVID-related legislative packages, such as the [American Rescue Plan Act](#).

In addition, NEA lobbied in support of the [Bipartisan Safer Communities Act](#), the gun-violence prevention legislation signed by President Biden in June 2022. The law invests in programs to expand mental health and supportive services in schools, such as early identification and intervention programs. It also:

- expands Certified Community Behavioral Health Clinics nationwide;
- provides \$120 million for Mental Health Awareness Training;
- provides \$150 million for the National Suicide Prevention Lifeline; and
- includes provisions requiring the Centers for Medicare and Medicaid Services to give guidance to states on increasing access to care via telehealth under Medicaid and CHIP, including strategies related to training and providing resources for providers and patients.

44. Bereavement Leave for Pregnancy Loss, Failed Fertility Treatments, and Failed Adoption

NEA will inform states and locals of the following sample language that may be put in contracts to include bereavement leave for pregnancy loss, failed fertility treatments, and failed adoption. The language will be as follows: An employee or expectant parent, spouse, and/or partner who suffers a pregnancy loss (including, but not limited to, chemical pregnancy, ectopic pregnancy, molar pregnancy, miscarriage, Terminated for Medical Reasons (TFMR), stillbirth, neonatal loss) shall be eligible for bereavement leave. An employee or expectant parent, spouse, and/or partner who suffers a failed fertility treatment (including, but not limited to, Intrauterine Insemination (IUI), Assisted Reproductive Technology (ART), surrogacy loss) shall be eligible for bereavement leave. Employees must submit bereavement documentation upon request.

Completed

NEA distributed the NBI 44 sample language, with slight changes agreed upon by the maker, to state affiliates through our collective bargaining coordinator listserv. NEA also provided additional language samples covering other types of paid leave that would cover pregnancy loss, stillbirth, and failed fertility treatments.

45. Defined Benefit Pension Programs

Move that the NEA create and develop a media campaign (through existing media sources and outside media when possible) to more fully educate and inform members about the importance and value of defined benefit pension programs which provide for financial security, which allows our members to live with dignity in their retirement.

Completed

NEA developed a Pensions 101 Toolkit designed to educate our members about pensions. The Toolkit provides information about how pensions work, benefit structures including sample calculators to help members understand how retirement benefits are determined, frequently asked questions about pensions, and the differences between Defined Benefit plans and Defined Contribution Plans. The toolkit also gives a clear explanation of 401ks (not offered in schools) and 403bs as supplements to traditional defined benefit plans.

NEA published new resources on NEA.org about pensions. The resources were also turned into flyers for states and locals to adapt and use as part of a welcome or organizing kit. We also promoted the resources on social (see below), SMS, and email (including a special edition of NEA Today that was sent to more than one million members). NEA will continue throughout the year to promote pensions and retirement security to internal and external audiences.

Webpages

- [Pensions & Retirement Security](#)
- [Pensions, Explained for Educators](#)
- [Frequently Asked Questions about Pensions](#)

Social Media

- <https://www.facebook.com/181857644075934/posts/381605714101125>
- <https://twitter.com/NEAToday/status/1547733689102061568>
- <https://twitter.com/NEAToday/status/1549906253090095104>
- <https://twitter.com/NEAToday/status/1559332869641834497>
- <https://twitter.com/NEAToday/status/1559600958358822913>
- <https://www.instagram.com/p/ChaBTPZsRxB/>
- <https://www.facebook.com/181857644075934/posts/391225019805861>
- <https://www.facebook.com/photo.php?fbid=391225009805862&set=a.181857134075985&type=3>

47. Economics and Personal Finance Standards Related to Racial and Gender Wealth Gaps

In order to aid the Association's goal of promoting honesty in education, NEA shall create resources and information for all state affiliates to be housed and published in existing media, including NEA EdJustice, about the need to amend or establish economics and personal finance standards related to historical reasons that have exacerbated the racial and gender wealth gaps in the United States, so that state affiliates may best push for legislation or language in standards that acknowledge these matters.

Information in the resources may include items such as:

- *Data related to the disparities in the percentages of White Americans and Black, Indigenous, and People of Color (BIPOC) Americans who hold assets including, but not limited to, home equity, other real estate, farms or businesses, stock, and other investments, checking and/or savings accounts, vehicles, other savings, and debt.*
- *The drivers of the growing wealth gap, including, but not limited to, the number of years of home ownership, household income, disparities in unemployment, data related to college education, and information about*

- inheritance, financial supports, and pre-existing college wealth.
- Government policies that have historically oppressed BIPOC people to participate in the wider American economy, including, but not limited to, slavery, servitude via sharecropping, and the effects of Federal Housing Administration policies such as redlining and housing segregation.
- New Deal era policies that segregated lower income people of all races integrating housing projects.
- The long-term effects of prohibitions for African Americans and other members of the global majority diaspora being prohibited from buying homes in suburban communities and building equity.
- The exploration of the gender wealth gap in the United States, with a specific focus on women of color and

transgender individuals and the particularly high levels of poverty, unemployment, and other economic hardships of these persons.

Completed by August 31, 2023

NEA has compiled data and resources on wealth inequality from a variety of sources, and is finalizing a series of data visualizations organizing the information under the thematic areas of income/employment, housing/homeownership, and personal finance. This information will help inform an article that will be featured on NEA Today online. In collaboration with the staff of the Center for Racial and Social Justice, the information and resources will be hosted on the EdJustice website and shared with affiliates.

Reports on Representative Assembly Referrals

Referred to the NEA Executive Committee

36. Pre-RA Training on Standing Rules and Roberts Rules of Order

NEA shall develop and implement optional pre-Representative Assembly webinars and/or optional in-person meetings for new and veteran delegates that explain NEA Standing Rules and relevant Robert's Rules of Order as it relates to the NEA Representative Assembly, as well as the different floor strategies that could be seen.

To Be Completed by July 2023

NEA contracted with an outside vendor to develop a self-paced training course. Staff and leaders have met with vendor representatives and provided input and background materials. The course map is in draft, and the vendor is currently developing the anticipated course for input, with a goal of completion and availability for delegates in states before the 2023.

43. Online Learning Module about the RA

NEA shall create an online, self-paced learning module that gives an overview training about the Representative Assembly. The target audience of this module should be first-time delegates, as well as those who may be interested in attending and would like to learn more about it. Topics should include, but not be limited to:

- New business items (NBIs)
- Resolutions
- Legislative Program
- Constitution and Bylaws
- Caucus information
- Caucus information
- Overview of the RA agenda each day (in general terms)
- Voting process and requirements
- An explanation of Robert's Rules of Order
- Social events
- An explanation of Political Action Committee (PAC)

This NBI was combined with NBI 36 for implementation. See report above.

48. UNESCO Free Press Freedom Day

The NEA shall honor UNESCO Free Press Freedom Day to celebrate journalism, reporters, and the fundamental

principle of press freedom, using existing outlets and publications.

For World Press Freedom Day (May 3, 2023), NEA scheduled social media promotion of the article across all NEA handles. This includes a custom social media graphic.

50. Prayer and Religious Observances at School/Work

NEA shall provide, through existing communication channels, information on how educators can avoid possible disciplinary action when engaging, while at school/work, in individual prayer or other individual religious observance no matter their religion or belief system while also being considerate of and demonstrating clear respect for their students' religions/belief systems.

Completed

NEA has developed a comprehensive guide to [educators' advocacy rights](#) that includes guidance on when off duty private prayer may be protected at work. The Educators' Advocacy guide has been emailed to NEA activists and is posted on the NEA website. In addition NEA is developing and will circulate by the end of June further more detailed guidance for state and local affiliates on the Supreme Court's decision in *Kennedy v. Bremerton*. The additional guidance will focus, in particular, on how the Supreme Court's evolving and expansive view of Free Exercise protections may provide additional protections for educators while engaged at work, but on personal time, in personal religious observances or actions.

64. GPO/WEP

The NEA will, using existing resources, publish data and information on how GPO/WEP negatively impacts those members in the states where it is law. Using existing websites and media, NEA shall create an additional tool in our online "Retirement Security" area for members in all states and jurisdictions to use in lobbying their Congressional representatives about the impact of the Windfall Elimination Provision on members and their Social Security benefits. The tool shall be oriented to facilitate advocacy by both members in the affected states and delegations (Alaska, California,

- inheritance, financial supports, and pre-existing college wealth.
- Government policies that have historically oppressed BIPOC people to participate in the wider American economy, including, but not limited to, slavery, servitude via sharecropping, and the effects of Federal Housing Administration policies such as redlining and housing segregation.
- New Deal era policies that segregated lower income people of all races integrating housing projects.
- The long-term effects of prohibitions for African Americans and other members of the global majority diaspora being prohibited from buying homes in suburban communities and building equity.
- The exploration of the gender wealth gap in the United States, with a specific focus on women of color and

transgender individuals and the particularly high levels of poverty, unemployment, and other economic hardships of these persons.

Completed by August 31, 2023

NEA has compiled data and resources on wealth inequality from a variety of sources, and is finalizing a series of data visualizations organizing the information under the thematic areas of income/employment, housing/homeownership, and personal finance. This information will help inform an article that will be featured on NEA Today online. In collaboration with the staff of the Center for Racial and Social Justice, the information and resources will be hosted on the EdJustice website and shared with affiliates.

Reports on Representative Assembly Referrals

Referred to the NEA Executive Committee

36. Pre-RA Training on Standing Rules and Roberts Rules of Order

NEA shall develop and implement optional pre-Representative Assembly webinars and/or optional in-person meetings for new and veteran delegates that explain NEA Standing Rules and relevant Robert's Rules of Order as it relates to the NEA Representative Assembly, as well as the different floor strategies that could be seen.

To Be Completed by July 2023

NEA contracted with an outside vendor to develop a self-paced training course. Staff and leaders have met with vendor representatives and provided input and background materials. The course map is in draft, and the vendor is currently developing the anticipated course for input, with a goal of completion and availability for delegates in states before the 2023.

43. Online Learning Module about the RA

NEA shall create an online, self-paced learning module that gives an overview training about the Representative Assembly. The target audience of this module should be first-time delegates, as well as those who may be interested in attending and would like to learn more about it. Topics should include, but not be limited to:

- New business items (NBIs)
- Resolutions
- Legislative Program
- Constitution and Bylaws
- Caucus information
- Caucus information
- Overview of the RA agenda each day (in general terms)
- Voting process and requirements
- An explanation of Robert's Rules of Order
- Social events
- An explanation of Political Action Committee (PAC)

This NBI was combined with NBI 36 for implementation. See report above.

48. UNESCO Free Press Freedom Day

The NEA shall honor UNESCO Free Press Freedom Day to celebrate journalism, reporters, and the fundamental

principle of press freedom, using existing outlets and publications.

For World Press Freedom Day (May 3, 2023), NEA scheduled social media promotion of the article across all NEA handles. This includes a custom social media graphic.

50. Prayer and Religious Observances at School/Work

NEA shall provide, through existing communication channels, information on how educators can avoid possible disciplinary action when engaging, while at school/work, in individual prayer or other individual religious observance no matter their religion or belief system while also being considerate of and demonstrating clear respect for their students' religions/belief systems.

Completed

NEA has developed a comprehensive guide to [educators' advocacy rights](#) that includes guidance on when off duty private prayer may be protected at work. The Educators' Advocacy guide has been emailed to NEA activists and is posted on the NEA website. In addition NEA is developing and will circulate by the end of June further more detailed guidance for state and local affiliates on the Supreme Court's decision in *Kennedy v. Bremerton*. The additional guidance will focus, in particular, on how the Supreme Court's evolving and expansive view of Free Exercise protections may provide additional protections for educators while engaged at work, but on personal time, in personal religious observances or actions.

64. GPO/WEP

The NEA will, using existing resources, publish data and information on how GPO/WEP negatively impacts those members in the states where it is law. Using existing websites and media, NEA shall create an additional tool in our online "Retirement Security" area for members in all states and jurisdictions to use in lobbying their Congressional representatives about the impact of the Windfall Elimination Provision on members and their Social Security benefits. The tool shall be oriented to facilitate advocacy by both members in the affected states and delegations (Alaska, California,

Implementation of Committee Recommendations

Committee Recommendations Adopted by NEA Board of Directors

Committee on Aspiring Educators
Committee on Legislation
Committee on Local President Release Time Grants
Committee on Sexual Orientation and Gender Identity

Committee Recommendations Referred to Executive Director

Committee on Aspiring Educators
Committee on Sexual Orientation and Gender Identity

Reports on Adopted New Business

A. Gun Violence

*The NEA shall issue a National Call to Action to ensure that all students, educators, schools, campuses, and communities are safe from gun violence.
The Call to Action shall:*

- *Include a cross section convening of national, state, local leaders, and staff to create a unified, national set of strategies and tactics at every level of the Association that keep the threat of gun violence to our students and educators at the forefront of policy discussions until we can ensure the safety of our communities.*
- *Expand upon our current federal advocacy work by planning joint organizing actions and activities with our state and local affiliates and partners in communities across the country.*
- *Acknowledge and identify in our written materials, speeches by governance leaders, partner strategy, and resources the connections and tactics related to the disparate impact gun violence has on communities of color, as well as the nation's overall student population.*
- *Provide members with resources and information across our digital and social media properties to access the professional development and professional practice supports needed to educate and support students as they return to schools and campuses for the 2022-2023 school year, particularly, support related to trauma-informed instruction, mental health supports, and engagement with parents and communities.*
- *Hold accountable elected officials and candidates in the 2022 elections by, for example, including appropriate questions on candidate questionnaires and placing op-eds and ads in their local media to make sure they are willing to put an end to gun violence on school campuses and in our communities.*
- *Support organizing and education efforts with and to parents, communities, elected officials, business leaders, faith leaders, and allied organizations by providing staff assistance, written materials, and funding as appropriate.*
- *Provide staff assistance and written materials to state and local affiliates to assist them in mobilizing members to take action.*

Completed (work continues under Strategic Plan and Budget)

The NEA gun violence cross-center team established in September 2022 met regularly to plan, assess, and adjust to ensure that all students, educators, schools,

campuses, and communities are safe from gun violence. With a consistent focus on the disparate impact of gun violence on communities of color, NEA advocated in Congress, developed resources and trainings, encouraged media and academic coverage of the subject, and engaged with partners. The Association also twice convened members, leaders, and staff to help develop strategies and actions related to ending gun violence. The cross-center team remains in place and active.

Congressional Advocacy, Resource Development, and Trainings

The Association continued to lobby Congress to protect children and others from gun violence, urging federal legislators to pass commonsense gun reforms, including those that establish universal background checks and ban assault-style weapons. The Association also encouraged NEA members to email their representatives through alerts on the NEA Action Center. In 2022 alone, NEA supporters sent 60,874 action messages to Congress about gun violence. In addition to the gun-focused congressional testimony provided by NEA President Becky Pringle and the nine letters to Congress on gun issues in the 117th Congress, the Association issued gun-related alerts in both the 117th and 118th Congress including:

- Ban Assault Weapons (S.25 & H.R.698), asking the Senate and the House to pass the assault weapons ban;
- Support Commonsense Gun Reforms, asking the Senate and the House to pass the Bipartisan Background Checks Act (H.R.715) and the Background Check Expansion Act (S.494); and
- Do More to Protect Children from Gun Violence, asking Congress to support common-sense gun reforms such as expanded background checks, assault weapons bans and more (in the 117th Congress)

Partnerships

NEA held accountable elected officials and candidates in the 2022 elections by including appropriate questions on candidate questionnaires and placing op-eds and ads in their local media to make sure they were willing to put an end to gun violence on school campuses and in our communities. The NEA Congressional Candidate Questionnaire, which was used in the 2022 election, included the following question, and answers helped inform the PAC Council's candidate recommendations

as well as how we work with elected officials once they are in office.

Which approaches to preventing gun violence and improvements to safety preparedness in schools do you support? (Select all that apply):

- Universal background checks for guns bought in stores, online, or at gun shows;
- Banning assault-style weapons, high-capacity magazines, and bump stocks;
- Lifting the prohibition on gun violence research and study by the Centers for Disease Control;
- Increasing funding and access to school-based mental health and trauma-informed services, including the full complement of specialized instructional support staff (i.e. counselors and nurses);
- Prohibition on federal funding to purchase firearms and firearms training for educators;
- Preserving the Gun-Free School Zones Act;
- None of the above.

The *Bipartisan Safer Communities Act* (BSCA) (P.L. 117-159) opened new possibilities to reduce violence through school-based support services and community mental health. NEA advocated for the bill before passage, and included it in the 2022 Congressional Report Card. After President Biden signed the BSCA into law, a cross-center team convened to capitalize on the possibilities. Activities included:

- Creation of a comprehensive resource document that summarizes the law and outlines action steps affiliates and states can take to increase mental health and other support services for students and educators and reduce gun violence in schools and communities.
- Creation of an article in NEA Today's June 2023 issue that explains the law and how people can maximize it.
- Creation of a web page to consolidate and simplify all this material, with release connected to Mental Health Month in May 2023.
- Use of Health Care Benefits Liaison Network and the Collective Bargaining/Member Advocacy monthly health care newsletter to advise affiliates about maximizing the opportunities within the BSCA to amend state plans and expand access to school-based mental health services.
- Signing on of a letter lead by the Leadership Conference on Civil and Human Rights commenting on the Department of Education's Frequently Asked Questions about the BSCA. NEA encouraged the Department to strengthen the draft document's guidance to more directly support safe, healthy, and inclusive learning environments for all students, while highlighting the harms caused by some law-enforcement based, school-hardening strategies.
- Joining of coalitions such as [Healthy Schools, Promising Futures](#) (HSPF), whose members include, but are not limited to, the School Superintendents' Association, National Association of School Nurses, National Association of School Psychologists, National Association of State Boards of Education, National Alliance for Medicaid in Education, National Center for School Mental Health, National Conference of State Legislatures, and the American Federation of Teachers. The HSPF hosts regular meetings, peer-collaboration opportunities, and advocacy instruction to help leverage Medicaid

funding to meet the health needs of students and educators.

- Participation in regular discussions and webinars with the US Department of Education and Department of Health and Human Services' Centers for Medicare and Medicaid Services, as well as State Education Agencies and State Medicaid Departments, regarding BSCA implementation.
- Work with associated organizations to inform and influence their own work. NEA helped the Center for American Progress draft a report, [How to Make Schools Safer Without Additional Physical Security Measures](#), that lauds the BSCA for directing emphasis toward mental health and other support services. NEA raised similar issues with the National Alliance of Specialized Instructional Support Personnel. This included close coordination with partners on a joint [press release](#) to lift up the report with key media.
- Post-BSCA vote, NEA ran paid accountability ads in three states and eight congressional districts. For elected officials who supported gun violence legislation, the ads applaud them for their vote and encourage people to thank the member/senator. For elected officials who voted against the legislation, the ads call them out and ask people to express their disappointment.

NEA participated in cross-center gun violence prevention meetings and planning sessions and contributed to the development of Association gun violence information and resources, including enhancements to NEA.org and the production of the report on the BSCA. NEA is also finalizing an advocacy document composed of bargaining language regarding gun violence for affiliates to consider in their rounds of negotiations.

NEA continued to enhance its digital presence and to offer information in support to students, including providing resources on the health and safety section of the Association's website and holding a back-to-school webinar for members with the White House that included focus on mental health and mental health resources. NEA organized the webinar jointly with the American Federation of Teachers. In addition to NEA President Becky Pringle and AFT President Randi Weingarten, speakers included Education Secretary Miguel Cardona, Health and Human Services Secretary Xavier Becerra, Centers for Disease Control and Prevention Director Dr. Rochelle Walensky, and White House Coronavirus Response Coordinator Ashish Jha.

NEA's current and in-development resources include:

- NEA is finalizing an advocacy document composed of bargaining language regarding gun violence.
- NEA is developing a train-the-trainer program on crisis prevention and school safety, including training resources and schedules. NEA has developed a crisis preparedness training that covers crisis management protocols. The training also covers whole-student supports, and interventions practitioners can use this to help create a safe school environment. This training was presented at the 2023 ESPQ conference in Seattle, WA.
- In partnership with the Right Question Institute

(RQI) and Brown University School of Public Health, NEA developed a training on a practical method for families and educators to work more effectively with each other to improve communication, increase parental/family participation, nurture engagement, and develop stronger partnerships. Based on RQI's work, the training includes a case study focusing on gun violence and school safety. NEA provided the training at a National Council of Urban Education Associations meeting in November and at the Leadership Summit in March. The training is also available as a self-paced online module on NEA.org.

Partnerships

NEA participates in multiple coalitions focused on ending gun violence, including Moms Demand Action; Everytown for Gun Safety; and Healthy Students, Promising Futures, an umbrella coalition that includes the School Superintendents' Association, American Public Health Association, and the National Alliance for Medicaid in Education. NEA coordinated with the Congressional Hispanic Caucus Institute on its annual conference in September 2022. Texas State Teachers Association President Ovidia Molina participated in a panel, "Ending Gun Violence and Keeping Latino Youth Safe at School."

Additionally, NEA Secretary-Treasurer Noel Candelaria spoke on a school safety panel on December 6, as part of the Center for American Progress's annual conference on gun violence prevention.

With the Leadership Conference on Civil and Human Rights and more than two dozen other organizations, NEA called on the Biden administration to produce educational material related to the BSCA that more directly supports safe, healthy, and inclusive learning environments for all students. "Leadership and action from the U.S. Department of Education can and must advance policies that create real safety for communities without compounding the harms and discrimination of school hardening that already plague millions of students today," the letter noted. NEA also joined the National Parent Teacher Association in a letter calling for a ban on assault weapons and signed onto a letter with the Invest in Us Coalition calling for a public hearing that would consider whether to call the gun violence epidemic a public health emergency.

NEA Leader, Member, and Staff Convenings

On January 6 and 7, 2023, NEA hosted an in-person gun violence convening of national, state, and local leaders, members, and staff, with the goal of beginning to create a unified, national set of strategies and tactics at every level of the association that keep the threat of gun violence to our students and educators at the forefront of policy discussions until we can ensure the safety of our communities. Twenty-one participants drawn from a diverse cross-section of the Association supported, challenged, and engaged each other, sharing experiences, strategies, fears, and hopes during the course of the sometimes-emotional gathering. NEA plans to reconvene the group remotely to build on the progress made during the January gathering.

The full-day meeting on January 7 opened with a team-

building exercise designed to challenge participants to think critically about their understanding of the relationship between two dozen categories of people and institutions that play a role in gun violence in our communities. It set the tone for the rest of the day's work by highlighting that folks no less passionate than ourselves about ending gun violence bring to the table different perspectives, experiences, and even terminology. After the initial exercise, a full-group discussion followed a moderated panel with convening participants from Colorado, Iowa, Michigan, Texas, and Utah, each of whom shared experiences as students at, leaders during, or staff addressing school massacres in Columbine, Des Moines, Oxford, Uvalde, or Parkland. Resilience, crucial preparatory and response needs, appropriate roles for leaders and staff, short- and long-term effects, and helpful community partners were among the topics discussed.

After hearing from NEA Headquarters staff about the Association's work to prevent gun violence, NEA President Becky Pringle spoke with participants about her own hopes for progress in ending gun violence. "I appreciate your openness to bring your whole heart to this work. It is hard, but it is necessary," she said. "As long as we are living with gun violence in this country, we the NEA will do everything we possibly can to lead change."

Participants then worked in groups to address five questions fundamental to the goals of the convening, identifying local-, state-, and national-level answers. NEA is currently compiling and analyzing the insightful responses to these questions.

1. In your experience, what are the most important relationships, practices, and policies affiliates should adopt to be prepared to respond effectively to incidents of gun violence, both immediately and in the medium and long term? What preventative or preemptive measures were or would have been useful?
2. In times of crisis, would it be useful to have a checklist of items to guide you through? If so, what should the checklist include?
3. What is the most helpful follow-up after a gun violence situation? How can this be broken down into actionable steps?
4. How, if at all, would you recommend that NEA revise the crisis guide?
5. Are there existing resources or partnerships with outside organizations you rely on when it comes to dealing with incidents of gun violence?

After making suggestions for new or revised NEA publications related to gun violence and crisis response, participants closed the session by focusing on their own commitments for continued work.

NEA Today wrote an article about the affiliate gun violence convening,: [‘Help Us Stop the Attacks’: Educators Urge Action on Gun Violence](#). At the heart of the story are the experiences of NEA members and staff, some of whom survived school shootings and all of whom played a part in helping their communities recover from gun violence. The article also demonstrates how NEA and its affiliates are working to identify root causes of violence in order to save lives and reduce community trauma.

During the convening, NEA communications hired a photographer to capture photos throughout the day, including photos of members to utilize in helping share stories in future content.

We also utilized the opportunity to have media speak with participants in attendance as Madeline Will from EdWeek joined us for a roundtable. She published the story, “[‘This Is Not the Job We Signed Up to Do’: Teachers Speak Out Against School Shootings.](#)”

After the first, in-person Gun Violence Prevention convening, a second, virtual convening took place on March 28, 2023. The goals of this meeting included providing members an update about the gun violence prevention work that President Pringle and NEA have conducted since January, providing an update on federal work, facilitating discussion and feedback on the NEA Crisis Guide revision, and holding space for collaborative thinking on strategies and tactics to keep the threat of gun violence to our students and educators at the forefront of policy discussions. Members shared their local and state level updates around gun violence prevention including prioritization of bargaining language, board authority in relation to providing gun violence prevention solutions, provision of bulletproofing devices in schools, school hardening practices, and right to carry laws.

NEA staff provided an overview on President Pringle’s work and affiliate gun violence related rallies. In collaboration with March for Our Lives, NEA celebrated the 5th anniversary of the historic march on Washington. In its honor, [Becky Pringle and David Hogg co-authored an op-ed published in USA Today](#). Additionally, there were five rallies across the country in Florida, Michigan, Pennsylvania, California, and Texas. President Pringle was on the ground at the rally in Tallahassee, Florida.

Federal updates were provided from NEA staff as well, including the lack of action seen in Congress on gun violence. NEA continues to call on Congress to ban assault weapons and high-capacity magazines, require background checks for all gun sales, and require safe storage of firearms. With relation to the Bipartisan Safer Communities Act, NEA is ensuring state affiliates have up to date information to take advantage of this new source of money. An update on President Biden’s new executive order on background checks for firearm purchases was provided as well. Following this, the Health and Safety program detailed the structural plan of the Crisis Guide revision, sought feedback from members, and presented the attendees with strategic questions to further shape the new version of the guide.

The meeting closed with providing members with an online board to submit ideas about strategies and tactics that should be used to keep the threat of gun violence at the forefront of policy discussion.

Overall, there have been over 90 posts on social media related to gun violence prevention. This has generated nearly 500,000 impressions and more than 180,000 engagements.

Some of the top posts include:

<https://www.instagram.com/p/CnZmoigME07/>

<https://twitter.com/NEAToday/status/1613601959528767488>
<https://www.instagram.com/p/CopbsaUsFN1/>
<https://twitter.com/NEAToday/status/1625688852085059585>
<https://twitter.com/NEAToday/status/1625634328800534530>

NEA also continues to coordinate with state and local affiliates in response to school shootings, and have pushed out numerous press statements and/or social media posts in the aftermath those horrific events. In each instance, we call not just for thoughts and prayers, but for action that will help prevent future tragedies.

2. GPO/WEP Cadre

Move that the NEA create a lobbying cadre of one (1) active and one (1) retired member from each impacted state, recommended by state presidents, focused solely on the repeal of Government Pension Offset-Windfall Elimination Provision (GPO-WEP).

Completed

Based on recommendations from state presidents, NEA created a cadre of active and retired members. The cadre met in December 2022 and held a Day of Action in Spring 2023 to lobby members of Congress on legislation that would repeal GPO-WEP. Other meetings/activities will follow.

4. Completion of Probationary Period

NEA will advocate for changes that would allow members who have successfully completed a probationary period of their contract to retain their contract status when they switch jobs to work in new districts. In addition, utilizing NEA’s existing means of communicating with members, such as the digital version of NEA Today, social media, and electronic communications, NEA will provide to its members:

- An explanation of what the barriers are to make this change.*
- What work, if any, that NEA historically has done related to this issue.*
- Recommendations of steps to bring about the change.*

Completed

A cross-center team of NEA staff have developed a guidance document titled, “Advocating for Tenure and Post-Probationary Portability for Educators.” The document provides background information, including policy reasons that support the portability of contract status (i.e., tenure) and its relevance to current issues affecting educators, an overview of state laws that govern non-probationary portability, and recommendations related to legislation, local policy, and collective bargaining.

The guidance document will be published on nea.org, and an article on tenure portability has been developed and will be published in NEA Today.

5. Contingent Faculty

NEA will use its existing communication vehicles to educate the public about the plight of contingent higher education faculty in the United States. Part of this campaign will include collecting and disseminating “horror” stories from the trenches of higher education faculty.

Completed by late spring 2023

Interviews with multiple higher education contingent faculty are in process for an NEA Today story, with completion likely later this spring.

9. Palestinian Children and Families

NEA will use existing digital communication to highlight and feature members and affiliates for their work in advocating for the rights of Palestinian children and families and personal stories of Palestinian NEA members and students.

Completed by late spring 2023

As this document went to print, NEA was drafting a story to be published on nea.org/neatoday at the end of April. The reporting of the story is done and a former member and Palestinian member have been interviewed to share their stories and that of their students.

10. Special Education Class Size/Caseload

NEA will use existing resources to assist and guide state affiliates seeking to add or amend special education class size and caseload/workload caps in their state education code language during the 2022-2023 school year.

Completed

NEA compiled sample bargaining language and prepared a Special Education Analysis Case Load Model on special education class size and caseload/workload caps and research report on a review of caseload policies state by state. The materials can support affiliate campaigns to change state education code language to amend class size and caseload/workload caps. These resources were disseminated through NEA's affiliate staff collective bargaining coordinators listserv and other relevant affiliate communications.

11. School Board Institute/See Educators Run

I move that NEA review its current School Board Institute and See Educators Run training program to ensure that it includes curriculum on recruiting a diverse set of candidates. They will also develop strategies, which will be shared in these trainings, that are specific to the recruitment of Board of Education candidates that are queer and people of color.

Completed

NEA has reviewed and updated available resources shared through the School Board Institute emphasizing racial and LGBTQ+ representation as part of NEA's affiliate candidate recruitment efforts in the school board space. NEA also updated the See Educator Run materials to reflect more diverse candidates. In addition, NEA made specific outreach to the LGBTQ+ & minority caucuses at leadership summit for recruitment into See Educators Run.

12. Impact of Gender on Neurodivergent Individuals

NEA shall publish, through existing NEA media, an article to inform members about the developing understanding of the impact of gender on neurodivergent individuals with Autism Spectrum Disorder (ASD). Topics that should be covered by the article include:

- The exclusion of female research participants in developing diagnostic criteria.*
- Characteristics of female, transgender and gender nonconforming autistic behavior.*
- The impact of gender roles on the pressure for females*

with ASD to mask.

- The intersection of ASD and gender identity.*
- Barriers to diagnosis, including cost.*

Completed

Working with the NEA IDEA Resource Cadre and an academic focusing on the topic of gender and those with autism spectrum disorder, NEA shared a review of current and emerging research and literature related to the topic via an article that published online in NEA Today and posted to the NEA website Supporting Individuals with Disabilities.

13. Educating about Palestinian People

NEA will support members who educate students and other members about the history, geography, and current state of affairs of the Palestinian people. NEA will provide state affiliates with a clear protocol for members doing this work to utilize when they are under attack.

Completed

NEA's Office of General Counsel has drafted guidance for state affiliates with guidance and protocol to support members who are attacked while doing this work.

14. Vaping

The NEA shall strongly urge the Department of Education to be proactive and provide better resources and interventions to prevent vaping on campus to create a more healthy and positive learning environment for students.

Completed

NEA crafted and sent a letter to U.S. Secretary of Education Miguel Cardona strongly urging that the U.S. Department of Education provide enhanced resources, support, and interventions to counter vaping on campuses. The letter was sent on April 10, 2023.

15. Organizations Fighting Against Honesty in Education

NEA shall compile research to create fact sheets about the largest 25 organizations that are actively working to diminish a student's right to honesty in education, freedom of sexual and gender identity, and teacher autonomy. These fact sheets should include, but not be limited to, information about these organizations' funding sources, their leaders within the organizations, connections to known entities that are seeking to dismantle public education, organization headquarters and chapter locations, characteristics of employed campaign strategies used by these organizations, and connections to known entities that are seeking to dismantle public education. The fact sheets will be made available to state affiliates electronically as needed to help be armed with information to organize against attacks on public education.

Completed

NEA developed and refined templates to facilitate the rapid compilation of basic information about organizations that do not support public education. These templates contributed to the creation of multiple fact sheets that highlight the staff, governance, policy priorities, and funding sources of these entities. In the event of an attack at the state or national level, NEA staff can rapidly update these fact sheets or use the templates as models to investigate emerging threats, and provide strategic support based on the most current, relevant,

strategic information.

16. Education Support Professional Substitute Shortage

NEA will, by using existing resources, explore possible solutions to the Education Support Professional (ESP) substitute shortage and publicize the need for substitutes for all ESP classifications, including but not limited to paraprofessionals, transportation services, secretarial and clerical, health services, information technology, food services, security services, skilled trades, maintenance, and custodial services.

Completed

NEA published [*ESP and ESP Sub Shortages at Historic Proportions*](#) in the digital version of NEA Today on January 13, 2023. In addition, NEA completed a [report](#) highlighting the causes and impacts of Education Support Professional (ESP) substitute shortages and potential solutions for retention and recruitment of ESP positions. NEA developed and refined templates to facilitate the rapid compilation of basic information about organizations that do not support public education. These templates contributed to the creation of multiple fact sheets that highlight the staff, governance, policy priorities, and funding sources of these entities. In the event of an attack at the state or national level, NEA staff can rapidly update these fact sheets or use the templates as models to investigate emerging threats, and provide strategic support based on the most current, relevant, strategic information.

17. Aspiring Educator Mentoring Program

NEA shall explore the development of a mentor program for Aspiring Educators that involves the development of a portal to pair students with veteran NEA members.

Completed

A cross-center team of NEA staff studied the potential for the development of a mentoring program for Aspiring Educators via a portal to pair students with veteran NEA members. Analysis of the implementation of this model was broken into several key areas and is presented here with a range of potential actions to be considered by NEA leadership.

Mentors

Under this model, NEA will need to advertise through its varied channels to solicit applicants who can serve as mentors. Communication should include a description of the program and the expectations and time demands for serving in this role. A vetting process will need to be developed including a system to review applicants to ensure they represent the knowledge, skills, and dispositions necessary for mentoring best practices, including understanding of culturally responsive teaching, identifying and overcoming the range of biases and discrimination in schools and communities, trauma, brain-based learning, and relevant content areas the mentee may be teaching.

Selected mentors should participate in an induction and training program to prepare them for their roles. Ongoing professional support should be a resource provided to mentors. As with a mentoring program implemented in any of our locals for early career induction, mentors should receive compensation for their work. This is particularly important since mentors would be working beyond their contractual responsibilities in their regular employment.

Among the questions to be answered:

- What compensation is professionally appropriate for persons serving as mentors?
- Will there be liability costs if aspiring educators believe the support received from a remote mentor does not match the expectations of their setting?

Aspiring educators

Recent surveys of aspiring educators indicated an interest in mentoring for new teachers. We assume this is for both their early career experiences when they are employed as a teacher of record AND during their preparation time as an aspiring educator. This would be worth verifying with additional surveying as most Educator Preparation Providers (EPPs) include some level of support for candidates during their program, and particularly during their clinical practice. Feedback from reviews of EPPs does reveal an unevenness in the quality of that support. Another element to be included in surveying AE members would be to determine how much time per week they might anticipate being in contact with a mentor and if that support would be relevant if it was not directly connected to the program where they are studying and/or the school where they are placed for clinical experiences. Finally, is there an expectation that the mentoring would also provide support for the mentee's growth as an association leader?

Matching mentors and aspiring educators

Research on matching mentors and mentees involves several crucial factors. Primary factors would include matching based on personal characteristics such as ethnicity, race and gender. Also, the mentor should be familiar with the content area being taught by their mentee and with the particular job expectations for their worksite (e.g., district and state testing of students, instructional norms for the school.) Ideally, mentoring in schools includes proximity for easy access and adjustments in the school day. If mentors are virtual, they will be challenged to provide specifically relevant support aligned with the expectations for the aspiring educators.

Implementation considerations -

The following costs associated with implementing a virtual mentoring program are rough estimates of several key project elements. It does not include the likely need for a governance oversight committee to oversee implementation and make ongoing recommendations for project improvements. Additional details would become available upon generating an RFP for technology providers, surveying to determine likely participation more

Project Element	Description	Projected Cost
Mentor Honoraria	Honorarium for 500 mentors (1-1 ratio with mentees) at \$1000 per year.	\$500,000
	Alternative: \$30-\$35 per hour if the mentor documents their time acting as mentor.	
Advertising	Develop targeted recruiting communications for print, web, and social media, conduct marketing through existing media tools	\$25,000
Consultant	Consultant to: -annually review mentor and mentee applications, create matching based on criteria, provide initial mentor training, Ongoing support for 1000 mentors. Oversee review of mentor performance to plan for needed support, ensure mentor quality.	\$300,000
Technology Platform	Develop an NEA platform for online mentoring or contract with external provider at a cost of \$250 per participant for 1000 mentees. Provide ongoing technical support/help desk to participants. Integrate platform with NEA's current NEA360 database of members.	\$250,000
Administrative costs	Professional liability insurance coverage for mentors, administrative costs for database maintenance, processing applications, maintaining W-9 and related financial records for honoraria and project expenses. Ongoing data collection to monitor project quality, needed improvements. Provide annual reports on project implementation	\$100,000

accurately, and governance decisions regarding such cost items as the appropriate honorarium amount for mentors.

Potential next steps

- Conduct specific targeted surveying to determine from current AE members what kinds of mentoring support they currently receive through their preparation programs and placement sites and what additional kinds of support would be needed
- Utilize data to estimate the demand for, and kinds of mentoring support needed.

Based on the results of the formal surveying, NEA may find that one of the following FOUR OPTIONS best matches their needs and organizational capacity:

- Consider a small-scale pilot implementation with a small, representative sample of preparation providers/ aspiring educator chapters. This may also require creating an RFP for potential technology providers and hiring necessary staff/consultants for a small-scale implementation.
- If the data indicates that the needed mentoring would be better accomplished by educators with knowledge about the specific school districts or preparation

programs where aspiring educators are studying, NEA may develop a toolkit to support NEA local affiliates and Aspiring Educator chapters that would be willing to partner with nearby preparation programs to provide local mentors. NEA's role would be to help develop the tools to assist the local affiliate to implement the project in their setting.

- Identify preparation providers that are already providing aspiring educators with the kinds of mentoring support they need and provide information about what they are doing so local and state affiliates can join aspiring educator members and campus chapters in advocating for needed preparation program improvements
- Create communities of support for aspiring educators, facilitated by a mentor teacher. This could be done locally, regionally, or nationally. Aspiring educators would support each other and have an experienced person to offer their voice and experience to the group. These communities could be affinity groups based on subject matter, grade level, or type of community setting where the aspiring educator is participating in clinical practice.

Potential next steps :

- Conduct specific targeted surveying to determine from current AE members what kinds of mentoring support they currently receive through their preparation programs and placement sites and what additional kinds of support would be needed
- Utilize data to estimate the demand for, and kinds of mentoring support needed.

Based on the results of the formal surveying, NEA may find that one of the following FOUR OPTIONS best matches their needs and organizational capacity:

- Consider a small-scale pilot implementation with a small, representative sample of preparation providers/ aspiring educator chapters. This may also require creating an RFP for potential technology providers and hiring necessary staff/consultants for a small-scale implementation.
- If the data indicates that the needed mentoring would be better accomplished by educators with knowledge about the specific school districts or preparation programs where aspiring educators are studying, NEA may develop a toolkit to support NEA local affiliates and Aspiring Educator chapters that would be willing to partner with nearby preparation programs to provide local mentors. NEA's role would be to help develop the tools to assist the local affiliate to implement the project in their setting.
- Identify preparation providers that are already providing aspiring educators with the kinds of mentoring support they need and provide information about what they are doing so local and state affiliates can join aspiring educator members and campus chapters in advocating for needed preparation program improvements.
- Create communities of support for aspiring educators, facilitated by a mentor teacher. This could be done locally, regionally, or nationally. Aspiring educators would support each other and have an experienced person to offer their voice and experience to the group. These communities could be affinity groups based on subject matter, grade level, or type of community setting where the aspiring educator is participating in clinical practice.
- Consider full implementation by creating an RFP for potential technology providers and by hiring consultants and building infrastructure as described in the project elements above.

18. Funding for Advanced Degrees

NEA shall write a sample letter for locals and states encouraging school districts and state lawmakers to provide funding for educators to receive advanced degrees.

Completed

A sample letter for NEA local and state affiliates has been drafted and shared with state affiliates to be used to advocate with SEAs and LEAs to provide funding to educators for advanced degrees. The argument, using research from NEA, states that teachers are more likely to stay in the profession when they are supported to pursue advanced degrees. A secondary argument points out that teachers are more likely to stay in the profession when they are paid more, and that the attainment of an advanced degree can be helpful in this respect since it comes with a salary boost on most schedules.

19. Aspiring Educator Funding for Education Preparations Programs

NEA shall write a letter to the U.S. Department of Education as well as the state Departments of Education, to promote the appropriation of funding for Aspiring Educators to matriculate in an education preparation program.

Completed

A letter was drafted and sent by the NEA President to Secretary Cardona. A copy was shared with State Presidents and Executive Directors for their use with State Department of Educations.

20. Applied Behavior Analysis

NEA shall publish, through existing NEA electronic platforms, an article discussing the different viewpoints about the use of applied behavior analysis (ABA) therapy, including describing the approach, why some advocates support its use, why other advocates oppose its use, and current advocacy and work being done to diversify the practice.

Completed

In consultation with the NEA IDEA Resource Cadre, NEA has identified and outlined critical elements on the differing viewpoints on the use of Applied Behavior Analysis to be shared via appropriate communication vehicles.

Completed

In consultation with the NEA IDEA Resource Cadre, NEA has identified and outlined critical elements on the differing viewpoints on the use of Applied Behavior Analysis to be shared via appropriate communication vehicles.

21. Native Hawaiian/Pacific Islander HCR Award (referred to the Human and Civil Rights Awards Committee)

NEA shall establish an additional category in the Human and Civil Rights Awards program that honors an individual or group whose work specifically impacts education and the achievement of equal opportunity for Native Hawaiians and/ or Pacific Islanders.

Completed

The NEA Human and Civil Rights Awards Committee reviewed this item and decided to establish this award. The motion was unanimously approved and expressed the Committee's desire to honor the intent and spirit of the New Business Item. The committee will meet in May 2023 and subsequently as necessary to provide recommendations on the logistics of implementation.

22. Palestinian and Israeli Teacher Union Efforts

Using existing digital communications tools, NEA will work to find ways to support and spotlight the efforts of our fellow teacher union colleagues within the Palestinian and Israeli teachers unions affiliated with Education International, focusing on their efforts to create safe learning environments for both Palestinian and Israeli children by striving to build trust, empathy, and dialogue.

Completed by August 31, 2023

NEA is working to finalize content for the NEA International Relations website to provide insight into the President's visit to the region, the work of fellow teacher union colleagues in Palestine and Israel, and the current

affairs in the region.

23. Terminology for Violent Perpetrators

That National Education Association shall, where applicable, appropriate, and legal, use the words “murderer” and “murder(s)” or “alleged murderer” and “alleged murder(s)” in referring to occurrences such as those recently occurring in Buffalo at the Tops Market, Uvalde, Texas, and too many others.

Completed

The following are examples of NEA communications in which violent perpetrators of gun violence are referred to as murderers:

<https://twitter.com/edvotes/status/1555656390584287233>
<https://twitter.com/edvotes/status/1562123805023248385>
<https://www.facebook.com/112325855474892/posts/8103848412989223/>

24. Blending Learning Opportunities

NEA shall use its existing media resources, including the digital version of NEA Today and NEA Today Retired, NEAtoday.org, and NEA Today Express, in addition to its social media platforms, to promote NEA’s existing blended learning and webinar opportunities available to all members including retirees.

Completed:

NEA used multiple resources to promote existing blended learning and webinar opportunities, as follows

Editorial Resources

- The October issue of NEA Today included promotion of Arts Integration micro-credentials.
- The January issue of NEA Today included promotion of co-teaching blended learning.
- A digital story on offerings in general will be published in May 2023 to promote participation during summer break.

Paid: Resources:

- Secondary Trauma (Sept 12 – 23): 219 leads
- Facilitated Awareness of Institutional Inequities (Sept 28 – Oct 8): 160 leads
- Facilitated SEL (Oct 9 – 21): 115 leads
- LGBTQ+ Series (Dec 15 – 30): 868 leads
- Trauma 4 Race Based Trauma (Jan 3 – 27): 1480 leads
- DECC4 (Jan 31 – Feb 24): 865 leads
- DECC 5 (Apr 14 – 28)

Social Media

- <https://www.facebook.com/181857644075934/posts/378474437747586>
- <https://www.facebook.com/181857644075934/posts/388700563391640>
- <https://twitter.com/NEAToday/status/1558848928396853248>
- <https://www.facebook.com/181857644075934/posts/470220878572941>
- <https://www.facebook.com/181857644075934/posts/481276380800724>
- <https://twitter.com/NEAToday/status/1605649053638922263>
- <https://twitter.com/NEAToday/status/1613945732431495168>

- <https://www.facebook.com/181857644075934/posts/496524185942610>
- <https://twitter.com/NEAToday/status/1616592937269317640>
- <https://www.instagram.com/p/Co2dKepMfUS/>
- <https://twitter.com/NEAToday/status/1627673497102057472>

25. Financial Literacy and Personal Finance

NEA shall publish, through existing NEA media, an article to inform members about the movement in states to add high school graduation requirements related to financial literacy and personal finance, in order that educators may have a more informed voice in advocating for the creation of, or amending of, financial literacy standards in their states.

Items that should be covered in the article include:

- Data related to the states that guarantee, and others who have committed to guaranteeing, all high school graduates will take a standalone personal finance course as a requirement for graduation.
- Highlighting Florida’s “Dorothy L. Hukill Financial Literacy Act,” which will guarantee, beginning in the 2023-2024 school year, a personal finance course for all Florida high schoolers.
- Call attention to the divide in access to personal finance education in the 42 states that do not currently require a standalone personal finance course for BIPOC students, students eligible for free and reduced lunch, and based on locale type (rural, suburb or town, and urban).
- Spotlight resources for educators including, but not necessarily limited to, Next Gen Personal Finance and Council for Economic Education.

Completed

NEA produced an *NEA Today* article in the spring edition to inform members about the movement in states in regard to adding high school graduation requirements related to financial literacy and personal finance. The article incorporated member voices about financial literacy graduation requirements, as well as examples of areas pursuing this work so other educators can learn from their peers and have an informed voice in advocating for the creation of or amending of financial literacy standards in their state.

26. Blending Learning Classes for English Language Learners

NEA will expand its blended learning classes and/or webinars for educators of English language learners to include information on language acquisition, articulation, and developmental milestones for preschool students.

Completed by August 31, 2022

NEA has convened member leaders with ELL (English Language Learners) content expertise to revise and integrate our existing ELL (facilitated) blended learning courses with new research-based information and resources on language acquisition, articulation, and developmental milestones for preschool students and to expand professional development opportunities for aspiring and experienced educators in all tiers of the education system.

Timeline to Completion/Publication

- April 15/16 - Writing Event in NJ
- May/June -- Editing, finalizing content
- July - MindSpring (builds the digital course content)

- August- Roll-Out as NEA (facilitated) ELL national blended learning courses

27. Mental Health Resources at Higher Education Institutions

- *NEA will use existing resources to amplify the issue of inadequate and under-resourced mental health resources at higher education institutions, especially for Black, Latinx, Asian American/Pacific Islander, American Indian/Alaska Native, and LGBTQ+ communities. Among its efforts, NEA will:*
- *Provide Aspiring Educator members with information about accessing support for mental health needs at their college or educator preparation program.*
- *Conduct research on the shortage of mental health providers of color, its relationship with the stigmatization of mental health care in communities of color, as well as its effect on the victimization, oppression, and criminalization of Black and Latinx communities, and its impact on the educator pipeline.*
- *Provide members with resources and information via NEA Today, digital communications, and social media about the disproportionate shortage of health care, especially mental health care, at HBCUs across the country and its impact on the Black educator pipeline.*
- *Expand professional development opportunities for members about restorative self-care, mindfulness-based practices, and burnout prevention and mitigation in the profession, as well as during clinical experiences and student teaching.*
- *Advocate for enhanced training for mental health practitioners serving in schools about affirming and supporting LGBTQ+ students, particularly transgender students.*
- *Call on colleges and universities to hire more counselors, mental health providers, and trauma-response professionals, particularly those that identify with Black, Latinx, Asian American/Pacific Islander, American Indian/Alaska Native, and LGBTQ+ communities.*

Completed by August 31, 2023

NEA staff conducted background research on the issue of inadequate and under-resourced mental health resources at higher education institutions, especially for Black, Latinx, Asian American/Pacific Islander, and LGBTQ+ communities. Using this research, NEA created a persuasive letter directed at institution leaders and policymakers that discusses the effect that inadequate mental health support services can have on students, as well as implore these decision makers to implement changes to increase access of culturally competent and gender-affirming mental health services on campus.

NEA has convened member leaders with mental health awareness content expertise to develop five new (facilitated) blended learning courses that will explicitly expand professional development opportunities for aspiring and experienced educators in all tiers of the education system around:

- restorative self-care
- mindfulness-based practices
- burnout prevention
- mitigation in the profession (including student teaching), and
- addressing mental health awareness and coping strategies with their students

Timeline to Completion/Publication

- April 15/16 - Writing Event in NJ
- May/June -- Editing, finalizing content
- July - MindSpring (builds the digital course content)
- August- Roll-Out as NEA (facilitated) national blended learning courses

28. Committee of Ten

NEA shall amend the “A Brief History of NEA” timeline located on the [nea.org](https://www.nea.org) website to include the year “1892” as the year that the NEA Committee of Ten was formed. The accompanying text for this notation should include an explanation about the Committee of Ten, how resulting decisions shaped our public school system, and some of the positive and negative results from these decisions, including movement away from classic Greek curricula that expanded the scope of who became educated but created a standardization framework that was based in a white colonialist mindset.

Completed

The [nea.org](https://www.nea.org/about-nea/mission-vision-values/history-nea) website <https://www.nea.org/about-nea/mission-vision-values/history-nea> has been updated to read: “1892 After the Civil War, publicly funded high schools began to appear alongside the privately funded academies that prepared students for college. By the 1890s various, often competing academic philosophies – rote memorization vs. critical thinking, working trades vs. college bound – could be found in secondary education curricula throughout America. In 1892, NEA charged a ten-member Committee on Secondary School Studies with ‘taking stock of current practice in America’s high schools and making recommendations for future practice.’ The Committee of Ten’s 1894 Report made recommendations that established curriculum standards for a generation and continue to have both positive (movement away from classic Greek curricula, expanded scope of who is educated) and negative (standardization framework rooted in White colonialism) impacts on how American students receive their educations.”

29. Anti LGBTQ+ Legislation

The NEA will publicly denounce current and forthcoming anti-LGBTQ+ legislation, working with states to fight against it in multiple ways, including, but not limited to the following:

- *Upon request, the NEA will work with state affiliate leadership to write a letter to the leaders of each state legislature about the harm anti-LGBTQ+ bills have on LGBTQ+ students and members.*
- *Upon request, the NEA will work with state affiliates to challenge state legislatures that adopt anti-LGBTQ+ legislation by filing amicus briefs where appropriate.*
- *Upon request, the NEA will assist state and local affiliates in actively organizing to defeat anti-LGBTQ+ bills through lobbying efforts such as but not limited to letter writing campaigns, social media campaigns, protests, etc.*
- *Utilize the NEA Today publication to educate members about the harm anti-LGBTQ+ bills have on LGBTQ+ students and members and showcase the work affiliates and members are doing to organize around defeating these bills.*
- *Work with current LGBTQ+ partners in organizing against anti-LGBTQ+ legislation.*

Completed (work continues under the NEA Strategic Plan and Budget)

As attacks on LGBTQ+ people have accelerated over the past several years, NEA has engaged in ongoing work with allies and affiliates to counter the wave of anti-LGBTQ+ initiatives. NEA convened an expanded cross-departmental team that meets regularly to develop the resources and engagements called for in the NBI. Major work that is specifically responsive to NBI 29 includes the following:

Federal Litigation

- Signing on to this [amicus brief filed by the National Women's Law Center \(NWLC\)](#) in *303 Creative v. Elenis*, a case pending before the U.S. Supreme Court. This is an important case for LGBTQ+ rights and for the enforcement of anti-discrimination laws in many states, as the Court considers whether the Free Speech Clause and its protections against compelled expression effectively carve out a "right to discriminate" when providing certain types of "expressive" services (in the *Elenis* case, a wedding planning website). If the Court allows such a carve out from non-discrimination mandates, the result would be to restrict drastically the scope of protections against discrimination under current law. The NWLC amicus brief joined discusses how discrimination causes economic and dignitary harm, how anti-discrimination in public accommodation laws help women and LGBTQ+ people, particularly, LGBTQ+ people of color, and how allowing free speech exceptions like the kind petitioner urges in this case would destroy these laws.
- Filing this [amicus brief](#) in support of the Biden Administration's appeal to the Sixth Circuit Court of Appeals in *State of Tennessee, et al v. Dep't of Education, et al*, defending against a lawsuit brought by Tennessee and 19 other states (AL, AK, AZ, AR, GA, ID, IN, KS, KY, LA, MI, MO, MT, NB, OH, OK, SC, SD, and WV) to guidance from the U.S. Department of Education ("ED") concluding that, like Title VII, Title IX's prohibition against discrimination "on the basis of sex" necessarily includes a prohibition against discrimination on the basis of sexual orientation and gender identity. The states filed their case before a Trump-appointed Tennessee district judge, who enjoined ED from enforcing the guidance. The NEA amicus, which was joined by AFT, SEIU and AFSMCE, argues that ED's interpretation of Title IX's protections is well grounded in case law and guidance going back decades and culminating in the Supreme Court's *Bostock v. Clayton County* decision, and is in step with many school district policies across the country. The amicus brief describes how politically motivated anti-LGBTQ+ laws and policies harm students and staff and degrade education environments, whereas inclusive policies and practices are good for all students, as evidenced by large studies and by educators' direct experiences.
- Jointly with ISTA, signing on to this [amicus brief](#) by the National Women's Law Center to the Seventh Circuit Court of Appeals in *A.M. v. Indianapolis Public Schools* in support of a 10-year-old transgender girl who was kicked off her elementary school softball team after a sports ban targeting transgender girls and women took effect. Although A.M. subsequently withdrew her lawsuit when she changed schools, the NWLC's brief that NEA and ISTA joined made important points highlighting how inclusive school

policies (like the local Indianapolis policy displaced by an anti-trans statewide ban) are consistent with Title IX and a key part of creating gender equity in education. The brief emphasized how inequities girls face in K-12 sports are not due to inclusion of transgender girls; rather, rules targeting some girls because they are not "feminine enough" perpetuate sexist and racist stereotypes that harm all girls, especially girls of color.

Federal Legislation

- Creating a campaign to support the passage of the Respect for Marriage Act, which drove 9,501 messages and 674 calls to Congress by NEA supporters.
- Working with partners, state affiliates, and NEA member groups in strong opposition to H.R. 5 – the so-called Parents Bill of Rights – that included several anti-LGBTQ+ provisions.
- Working with partners, state affiliates, and NEA member groups in strong opposition to H.R. 734 – the so-called Protection of Women and Girls in Sports Act – a bill that specifically targets and attacks trans youth.

Federal Regulation

- Preparing and submitting [comments](#) in support of the Department of Education's [proposed rule](#) that would make explicit that Title IX prohibits discrimination against students or school employees on the basis of sexual orientation, gender identity, sex stereotypes, or sex characteristics.
- Creating and promoting member actions in support of the proposed rule, driving thousands of comments to the federal register in support of the rule in order to show educators' support for these protections for LGBTQ+ students and educators.
- Joining this letter by the [Women's Sports Foundation, Athlete Ally and NWLC](#) urging the U.S. Department of Education to act swiftly in issuing a Title IX rule on participation in athletics consistent with students' gender identity.
- Currently drafting comments on the proposed [Title IX rule on sex-related eligibility criteria for athletic teams](#), and developing message guidance to defend transgender athletes from efforts by conservative lawmakers to deny them the experience to fully participate in K-12 sports.

Direct Work With State and Local Affiliates

- Collaborating with the Virginia Education Association to submit [comments](#) opposing Virginia Governor Youngkin's proposed 2022 model school policies requiring discrimination against transgender and nonbinary students. The proposed model policies pander to fears and lack of familiarity with transgender people to the detriment of some of our most vulnerable students by singling out gender nonconforming students for surveillance, invasion of privacy and harassment.
- Opposing Youngkin's model policies on [Facebook](#) and promoting the NEA/VEA comment letter on [Twitter](#).
- At the request of a local affiliate in Ohio, submitting a letter from NEA President Becky Pringle to the school board in support of educators who choose to wear the NEA LGBTQ+ Caucus "I'm HERE"

badges, which indicate safety for and affirmation of LGBTQ+ students.

- Tracking false stories on social media about the LGBTQ+ Caucus “I’m HERE” badges and putting out supportive messages.

Member & Advocate Training and Tools

- Moderating a national webinar for the ABA titled, “What about the Students: The Emotional and Psychological Impact of Anti-Inclusive Legislation on K-12 Learning,” which detailed the impact of the current wave of legislative proposals and enacted laws on LGBTQ+ students.
- Creating a model template letter that local unions and educator advocates can use to urge changes to policies and practices that harm LGBTQ+ students.
- Delivering a plenary session at NOLEA (NEA’s annual lawyer conference) on countering attacks on LGBTQ+ students and staff.
- Presenting a two-part series on LGBTQ+ issues for the Leaders for Just Schools Spring Series.
- Continuing to promote the “[Supporting LGBTQ+ Youth](#)” page on NEA Ed Justice. This page includes an action map, analysis of state laws, and an NEA developed model school board resolution, which has been successfully adopted by school districts in response to member advocacy.

NEA Today Coverage

The following stories have been or will be published in *NEA Today*:

- In “[Why Pronouns Matter](#),” NEA members speak to how affirming one’s identity can empower someone to take ownership of themselves and their identity, underscoring that district policy must be followed. A sidebar to the story, lists some of the anti-LGBTQ+ bills from around the country and actions taken by state affiliates to oppose these laws.
- “[Educators Mobilize Against Anti-LGBTQ+ Laws](#),” describes NEA’s commitment, past and present, to supporting LGBTQ+ educators and students, including student walkouts. The story also touches on the risks students face when anti-LGBTQ+ laws are proposed and/or passed, and it includes a quote from President Pringle from her open letter in the *South Florida Sun Sentinel*.
- A short blurb appeared in the April issue of NEA Today featuring a local Connecticut union passing a school board resolution, based on NEA’s model template, to affirm LGBTQ+ staff and students. (A link was not available at the time of reporting.)
- “The Pride Flag Flies Again” is a two-page story scheduled to appear in the June issue of NEA Today. The story is the long-form version of the April blurb and celebrates a local union and community working together to reinstate pride flags in a Connecticut school district.

Press Coverage and Social Media

- Highlighted NEA’s commitment to promoting LGBTQ+ rights in the press, including:
 - NEA President Becky Pringle’s USA Today op-ed criticizing Florida Gov. DeSantis for banning AP African American studies and also for attacking LGBTQ+ students: [Black History is American History: DeSantis is hurting our students](#)
 - President Pringle quoted in [ABC News](#) story criticizing House Republican leaders for attacking

LGBTQ+ students with their introduction of the so-called Parent Bill of Rights.

- President Pringle [issues statement](#) about the mass shooting that affected the lives of LGBTQ+ people in Colorado.
- NEA General Counsel, Alice O’Brien is quoted in this [Washington Post story](#) about the legal challenges to restrictive laws limiting lessons on race and gender.
- NEA members are featured in this [Washington Post story](#), with the help of NEA Communications, about the subjects that they will not teach since restrictive laws were implemented in their states.
- Posting LGBTQ+ supportive content 41 times on social media, with 141,315 potential impressions, including these posts that garnered the most engagement:
 - <https://twitter.com/NEAToday/status/1578824802982563841>
 - <https://www.facebook.com/181857644075934/posts/455202510074778>
 - <https://www.instagram.com/p/ClkHJfMG3q/>
 - <https://twitter.com/NEAToday/status/1592697965642412032>
 - <https://www.facebook.com/181857644075934/posts/458633619731667>

Additional Collaborations and Messaging

- Partnering with the [Human Rights Campaign](#) in National Day of Reading to promote books about and by LGBTQ+ authors.
- Celebrating [Read Across America at 25](#) by spotlighting books about and by LGBTQ+ authors.
- Developing and sharing talking points for responding and reframing attacks on our freedoms.

30. Childhood Trauma

NEA will conduct research and collect stories from members who have experienced significant trauma during their childhood in order to highlight the strategies and supports that helped them. NEA will also ask these educators if they believe that experiencing trauma at a young age contributed to their ability to support students who have adverse childhood experiences and social-emotional learning needs more effectively. After conducting this research, NEA will publish an article about its findings.

Completed

NEA used their networks to identify a list of individuals who are willing to share their experiences with editorial for the article about ACEs in April 2023.

31. NEA/AFT Merger

I move that the NEA create a committee and a plan to work with American Federation of Teachers (AFT) to strongly consider a national merger of the two (2) education unions.

The NEA Executive Committee referred this item to the NEA president.

32. Blended Learning for Educators of Long-Term English Learners

NEA will expand its blended learning courses for educators of long-term English learners within the K-12 and higher education systems to maximize student progress in English language development.

Completed by August 31, 2023

NEA has convened member leaders with ELL content expertise to revise and integrate new research-based information and resources for aspiring and experienced educators in all tiers of the education system of long-term English language learners on language acquisition, to maximize student progress in English language development.

Timeline to Completion/Publication

- April 15/16 - Writing Event in NJ
- May/June -- Editing, finalizing content
- July - MindSpring (builds the digital course content)
- August- Roll-Out as NEA (facilitated) ELL national blended learning courses

34. Abortion and Reproductive Rights

NEA will publicly stand in defense of abortion and reproductive rights and encourage members to participate in activities including rallies and demonstrations, lobbying and political campaigns, educational events, and other actions to support the right to abortion, contraception, and a person's decision about their health.

Completed (work continues under Strategic Plan and Budget)

Since the U.S. Supreme Court's decision overturning *Roe v. Wade*, NEA has advocated for federal legislation protecting women's health and right to make health care decisions for themselves; affirming the right to legal and safe abortion; and protecting health care providers. We have written to Congress, and a [current alert in the NEA Action Center](#) encourages members to email their federal representatives on this issue. We encourage NEA members to engage with their state-level representatives because the Dobbs decision shifted the right to abortion, contraception, and reproductive health care back to the states.

Recent Letters to Congress

- [Women's Health Protection Act of 2022 \(H.R. 8296\)](#): A bill to protect a person's ability to determine whether to continue or end a pregnancy, and to protect a health care provider's ability to provide abortion services.
- [Ensuring Access to Abortion Act \(H.R. 8297\)](#): A bill to prohibit the interference, under color of state law, with the provision of interstate abortion services, and for other purposes.

35. Impact of Trauma on Learning

NEA will collect, disseminate, and elevate, via existing communication channels, best practices for educators to use at varying levels of the pre-kindergarten through grade 12 system that support students who are unable to engage with school learning due to trauma that impacts their social emotional well-being. Locals can use the information to advocate and bargain for supports for members that have research-based foundations.

Completed by June 1, 2023

NEA has developed a list of research-based practices related to trauma and trauma-informed practices for member review. A selected group of educators will review and provide feedback on the research-based practices and the final list will be shared via existing communication

channels by June 1.

39. Migrants from Venezuela and Central America

The NEA will demonstrate its support for the right to asylum for migrants from Venezuela and Central America now arriving at the U.S. southern border and demand an end to Title 42 and the Trump "Remain in Mexico" policies by working with affiliates to publicize the impact of such policies on students and families in their communities.

Completed

NEA sent a letter to Homeland Security Secretary Mayorkas urging him to uphold the right to asylum and rescind the policies that restricted those rights: <https://www.nea.org/advocating-for-change/action-center/letters-testimony/nea-urges-secretary-mayorkas-uphold-right-asylum> NEA also sent a comment to U.S. Citizenship and Immigration Services on the Circumvention of Lawful Pathways that would restrict the right to asylum, which can be found here: <https://www.regulations.gov/comment/USCIS-2022-0016-12263> NEA held a webinar informing members and community activists about the federal court decision about DACA as well as other immigration actions on November 29, 2022. (<https://www.nea.org/resource-library/community-daca-update>). We also encouraged activists to reach out to their members of Congress to take action on immigration reforms: <https://bit.ly/3J5DBhR>. NEA has also signed on to various letters with partner organizations to demand changes to immigration policies:

- Alianza Americas: "Processing Backlogs for Temporary Protected Status (TPS)" <https://www.alianzaamericas.org/press-release/immigration-agency-backlog-puts-thousands-of-tps-recipients-at-risk-for-deportation/?lang=en>
- Human Rights First: "NGO Letter Responding to Expansion of Title 42 Expulsions for Venezuelans" <https://humanrightsfirst.org/library/ngo-letter-responding-to-expansion-of-title-42-expulsions-for-venezuelans/>

40. "Downsizing" School Districts

NEA will work with state affiliates to oppose the attempts by school boards and politicians across the country to "downsize" school districts and close campuses permanently. Specifically, NEA will use existing media channels to publicize and oppose such school closure plans, support direct community actions to keep them open, and advocate for smaller class sizes and public schools in every neighborhood.

Completed

NEA using our existing online media channels published an article on "How Educators are Stopping School Closures." This article highlighted efforts by local affiliates to prevent the closure of schools attended predominantly by Black and Brown students. <https://www.nea.org/advocating-for-change/new-from-nea/how-educators-are-stopping-school-closures>

41. "Don't Say Gay" Laws

The NEA will take all necessary steps to defeat and overturn the "Don't Say Gay" law in Florida and other homophobic and anti-transgender laws and attacks throughout the country. We will demonstrate this by publicizing our support of and participation in mass actions for LGBT rights and

Pride. The NEA will publicize our continued commitment to LGBT youth and all young people's right to learn about and develop their own sexual orientation and gender identity. The NEA will demonstrate its support for the independent mass actions of youth to defend their existence, dignity, and rights of the LGBT community by encouraging membership participation in rallies, pickets, etc. The NEA will take action to vigorously defend educators who support LGBT youth and who teach about the existence, dignity, rights, mass actions, history, and pride of LGBT people. We will publicize these positions through existing media outlets.

Completed (work continues under the NEA Strategic Plan and Budget)

NEA led efforts to counteract these laws and similar attacks on the rights and dignity of LGBTQ+ students and educators in several ways, including state and federal campaign efforts in partnership with NEA affiliates. In this effort, NEA created activist, legal, and communications guidance, public statements, articles, and other resources and materials to support LGBTQ+ students and educators and effectively advocate for just and inclusive laws and policies. NEA provided and continues to share with the cross-department team weekly updates and analysis of state legislation affecting LGBTQ+ students and educators in K-12 schools and institutions of higher education.

NEA supported affiliate advocacy efforts to protect LGBTQ+ rights via our cross-center Affiliate Defense Team, state and national Labor Tables, other strategic partnerships, and through the Ballot Measure Legislative Crisis (BMLC) Fund, when applicable.

- For example, the Indiana State Teachers Association (ISTA) received a BMLC grant to fight legislation that would limit discussions of LGBTQ+ identities and expression in the classroom and force teachers to out transgender students. With this funding, ISTA is bringing members to the capitol each Wednesday to testify, and organizing members into legislative action teams, which target legislators for relationship building and lobbying. ISTA is also mobilizing pro-public education parents and members of the general public to contact their legislators to oppose these bills.
- The South Carolina Education Association (SCEA) received a BMLC grant to fight several variations of "Don't Say Gay" copycat legislation. SCEA contracted a lobbyist to build relationships with new members of the legislature. They've also been doing an "advocacy tour" to hold regional trainings for locals about how to engage in the legislative process, and focused "power hour" action-taking events. With this grant, SCEA aims to identify and train ten active members, four student members, and six retirees in each of its seven congressional districts in the state who are prepared to lead and train other members in advocacy and lobbying to combat this harmful legislation.
- Other affiliates that have received legislative crisis grants to fight this legislation include: Georgia, Iowa, Kansas, Kentucky, Montana, North Dakota, Oklahoma, and Texas.

Examples of public statements and resources follow. This reflects a wide range of actions, storytelling, and organizational support by NEA for LGBTQ+ rights, respect,

dignity, and inclusion.

- [President Pringle Statement – Florida students: We see you, we hear you and we are with you](#)
- [President Pringle Tweet on Florida 1](#)
- [President Pringle Tweet on Florida 2](#)
- [NEA Resource: What You Need to Know about Florida's "Don't Say Gay" Law](#)
- [NEA Resource: New Survey Data Shows LGBTQ+ Youth Mental Health Crisis](#)
- [NEA Resource: Know Your Rights: A Back-to-School Guide](#)
- [Communications Resource: Message Guidance: Defending the Freedom of our LGBTQ+ Students to be Themselves NEA Race, Class, Gender Narrative](#)
- [NEA Today: Educators Fight Back Against Gag Orders, Book Bans and Intimidation](#)
- [NEA Today: Pride Month: Protecting LGBTQ+ Students and Educator Rights](#)
- [EdJustice: Supporting LGBTQ+ Youth](#)
- [EdJustice: Pride Wins: LGBTQ Rights and Resources](#)

42. Mental Health Resources and Awareness

The NEA will advocate for more mental health resources and awareness by:

- *Encouraging each state affiliate to develop a mental health and wellness committee.*
- *Creating a more dominant space online featuring a mental health toolkit with resources and links to available mental health websites, training, legislation, and more.*
- *Using virtual platforms and grassroots campaigning to involve members in contacting legislators.*

Completed

NEA prepared updated and expanded mental health content on NEA.org, with a launch of the new material scheduled to coincide with Mental Health Awareness Month in May 2023. The new material includes external mental health programming supports, funding from federal and nonprofit sources, courses, certifications, and the development of mental health and wellness committees.

NEA also lobbied Congress in support of legislation to address the mental health needs of students and educators and provide training and funding for mental-health professionals. Through our virtual platform, the Action Center, NEA connected NEA members with their federal representatives on legislation. Action was focused on

- [Enhancing Mental Health and Suicide Prevention Through Campus Planning Act \(H.R. 5407\)](#), a bill to promote mental health among college students and encourage comprehensive planning on college campuses to prevent suicide and other mental health crises;
- [The Campus Prevention and Recovery Services for Students Act \(H.R. 6493\)](#), a bill to promote evidence-based prevention and intervention strategies on college campuses, and encourage collaboration among campus-based health services to address substance use and mental health;
- [The Mental Health Matters Act \(H.R. 7780\)](#), a bill to promote the use of evidence-based mental health, social-emotional, and behavioral health interventions for young children enrolled in early education programs such as Head Start, which would

also create a grant program to increase the number of school-based mental health services providers; and

- [The Restoring Hope for Mental Health and Well-Being Act \(H.R. 7666\)](#) a bill to reauthorize federal programs that support mental health and address substance use disorders and close a loophole that can make it difficult for educators and other public service employees and their families to access treatment. NEA has consistently advocated that resources addressing the mental-health needs of students and educators be included in COVID-related legislative packages, such as the [American Rescue Plan Act](#).

In addition, NEA lobbied in support of the [Bipartisan Safer Communities Act](#), the gun-violence prevention legislation signed by President Biden in June 2022. The law invests in programs to expand mental health and supportive services in schools, such as early identification and intervention programs. It also:

- expands Certified Community Behavioral Health Clinics nationwide;
- provides \$120 million for Mental Health Awareness Training;
- provides \$150 million for the National Suicide Prevention Lifeline; and
- includes provisions requiring the Centers for Medicare and Medicaid Services to give guidance to states on increasing access to care via telehealth under Medicaid and CHIP, including strategies related to training and providing resources for providers and patients.

44. Bereavement Leave for Pregnancy Loss, Failed Fertility Treatments, and Failed Adoption

NEA will inform states and locals of the following sample language that may be put in contracts to include bereavement leave for pregnancy loss, failed fertility treatments, and failed adoption. The language will be as follows: An employee or expectant parent, spouse, and/or partner who suffers a pregnancy loss (including, but not limited to, chemical pregnancy, ectopic pregnancy, molar pregnancy, miscarriage, Terminated for Medical Reasons (TFMR), stillbirth, neonatal loss) shall be eligible for bereavement leave. An employee or expectant parent, spouse, and/or partner who suffers a failed fertility treatment (including, but not limited to, Intrauterine Insemination (IUI), Assisted Reproductive Technology (ART), surrogacy loss) shall be eligible for bereavement leave. Employees must submit bereavement documentation upon request.

Completed

NEA distributed the NBI 44 sample language, with slight changes agreed upon by the maker, to state affiliates through our collective bargaining coordinator listserv. NEA also provided additional language samples covering other types of paid leave that would cover pregnancy loss, stillbirth, and failed fertility treatments.

45. Defined Benefit Pension Programs

Move that the NEA create and develop a media campaign (through existing media sources and outside media when possible) to more fully educate and inform members about the importance and value of defined benefit pension programs which provide for financial security, which allows our members to live with dignity in their retirement.

Completed

NEA developed a Pensions 101 Toolkit designed to educate our members about pensions. The Toolkit provides information about how pensions work, benefit structures including sample calculators to help members understand how retirement benefits are determined, frequently asked questions about pensions, and the differences between Defined Benefit plans and Defined Contribution Plans. The toolkit also gives a clear explanation of 401ks (not offered in schools) and 403bs as supplements to traditional defined benefit plans.

NEA published new resources on NEA.org about pensions. The resources were also turned into flyers for states and locals to adapt and use as part of a welcome or organizing kit. We also promoted the resources on social (see below), SMS, and email (including a special edition of NEA Today that was sent to more than one million members). NEA will continue throughout the year to promote pensions and retirement security to internal and external audiences.

Webpages

- [Pensions & Retirement Security](#)
- [Pensions, Explained for Educators](#)
- [Frequently Asked Questions about Pensions](#)

Social Media

- <https://www.facebook.com/181857644075934/posts/381605714101125>
- <https://twitter.com/NEAToday/status/1547733689102061568>
- <https://twitter.com/NEAToday/status/1549906253090095104>
- <https://twitter.com/NEAToday/status/1559332869641834497>
- <https://twitter.com/NEAToday/status/1559600958358822913>
- <https://www.instagram.com/p/ChaBTPZsRxB/>
- <https://www.facebook.com/181857644075934/posts/391225019805861>
- <https://www.facebook.com/photo.php?fbid=391225009805862&set=a.181857134075985&type=3>

47. Economics and Personal Finance Standards Related to Racial and Gender Wealth Gaps

In order to aid the Association's goal of promoting honesty in education, NEA shall create resources and information for all state affiliates to be housed and published in existing media, including NEA EdJustice, about the need to amend or establish economics and personal finance standards related to historical reasons that have exacerbated the racial and gender wealth gaps in the United States, so that state affiliates may best push for legislation or language in standards that acknowledge these matters.

Information in the resources may include items such as:

- *Data related to the disparities in the percentages of White Americans and Black, Indigenous, and People of Color (BIPOC) Americans who hold assets including, but not limited to, home equity, other real estate, farms or businesses, stock, and other investments, checking and/or savings accounts, vehicles, other savings, and debt.*
- *The drivers of the growing wealth gap, including, but not limited to, the number of years of home ownership, household income, disparities in unemployment, data related to college education, and information about*

- inheritance, financial supports, and pre-existing college wealth.
- Government policies that have historically oppressed BIPOC people to participate in the wider American economy, including, but not limited to, slavery, servitude via sharecropping, and the effects of Federal Housing Administration policies such as redlining and housing segregation.
- New Deal era policies that segregated lower income people of all races integrating housing projects.
- The long-term effects of prohibitions for African Americans and other members of the global majority diaspora being prohibited from buying homes in suburban communities and building equity.
- The exploration of the gender wealth gap in the United States, with a specific focus on women of color and

transgender individuals and the particularly high levels of poverty, unemployment, and other economic hardships of these persons.

Completed by August 31, 2023

NEA has compiled data and resources on wealth inequality from a variety of sources, and is finalizing a series of data visualizations organizing the information under the thematic areas of income/employment, housing/homeownership, and personal finance. This information will help inform an article that will be featured on NEA Today online. In collaboration with the staff of the Center for Racial and Social Justice, the information and resources will be hosted on the EdJustice website and shared with affiliates.

Reports on Representative Assembly Referrals

Referred to the NEA Executive Committee

36. Pre-RA Training on Standing Rules and Roberts Rules of Order

NEA shall develop and implement optional pre-Representative Assembly webinars and/or optional in-person meetings for new and veteran delegates that explain NEA Standing Rules and relevant Robert's Rules of Order as it relates to the NEA Representative Assembly, as well as the different floor strategies that could be seen.

To Be Completed by July 2023

NEA contracted with an outside vendor to develop a self-paced training course. Staff and leaders have met with vendor representatives and provided input and background materials. The course map is in draft, and the vendor is currently developing the anticipated course for input, with a goal of completion and availability for delegates in states before the 2023.

43. Online Learning Module about the RA

NEA shall create an online, self-paced learning module that gives an overview training about the Representative Assembly. The target audience of this module should be first-time delegates, as well as those who may be interested in attending and would like to learn more about it. Topics should include, but not be limited to:

- New business items (NBIs)
- Resolutions
- Legislative Program
- Constitution and Bylaws
- Caucus information
- Caucus information
- Overview of the RA agenda each day (in general terms)
- Voting process and requirements
- An explanation of Robert's Rules of Order
- Social events
- An explanation of Political Action Committee (PAC)

This NBI was combined with NBI 36 for implementation. See report above.

48. UNESCO Free Press Freedom Day

The NEA shall honor UNESCO Free Press Freedom Day to celebrate journalism, reporters, and the fundamental

principle of press freedom, using existing outlets and publications.

For World Press Freedom Day (May 3, 2023), NEA scheduled social media promotion of the article across all NEA handles. This includes a custom social media graphic.

50. Prayer and Religious Observances at School/Work

NEA shall provide, through existing communication channels, information on how educators can avoid possible disciplinary action when engaging, while at school/work, in individual prayer or other individual religious observance no matter their religion or belief system while also being considerate of and demonstrating clear respect for their students' religions/belief systems.

Completed

NEA has developed a comprehensive guide to [educators' advocacy rights](#) that includes guidance on when off duty private prayer may be protected at work. The Educators' Advocacy guide has been emailed to NEA activists and is posted on the NEA website. In addition NEA is developing and will circulate by the end of June further more detailed guidance for state and local affiliates on the Supreme Court's decision in *Kennedy v. Bremerton*. The additional guidance will focus, in particular, on how the Supreme Court's evolving and expansive view of Free Exercise protections may provide additional protections for educators while engaged at work, but on personal time, in personal religious observances or actions.

64. GPO/WEP

The NEA will, using existing resources, publish data and information on how GPO/WEP negatively impacts those members in the states where it is law. Using existing websites and media, NEA shall create an additional tool in our online "Retirement Security" area for members in all states and jurisdictions to use in lobbying their Congressional representatives about the impact of the Windfall Elimination Provision on members and their Social Security benefits. The tool shall be oriented to facilitate advocacy by both members in the affected states and delegations (Alaska, California,

Colorado, Connecticut, Georgia, Illinois, Kentucky, Louisiana, Maine, Massachusetts, Missouri, Nevada, Ohio, Rhode Island, Texas, and Federal employees), and by members in the 35 unaffected states. A short feature article about the tool and its uses shall be published on existing websites and in existing media when the tool is made available so that members nationwide can advocate for this retirement security injustice perpetrated on only some of us.

NEA has already implemented the spirit of this NBI through work over the past years, and continues to make repeal of the GPO and WEP a top priority, including implementation of NBI 2 (see report above) calling for creation of a GPO/WEP lobbying cadre. NEA also continues to share information about the offsets on nea.org and social media. Repealing GPO/WEP remains a major focus for Government Relations. There are currently multiple tools on the NEA website to assist members and affiliates in lobbying on this issue, including fact sheets, FAQs bill summaries, and an action alert with sample talking points. NEA will continue to work toward complete or incremental repeal of GPO/WEP through creating the lobbying cadre of NEA members required under NBI 2.

67. Early Childhood Standing Committees

NEA will conduct a survey of state affiliates to determine which states have an Early Childhood Standing Committee and will report the information to the NEA Early Childhood Educators Caucus.

Completed

NEA developed and disseminated a survey to state affiliate presidents and executives to determine which NEA affiliates have Early Childhood Standing Committees and to identify the issues of concern for educators working in pre-kindergarten through third grade where such committees exist. NEA received 22 responses to the questionnaire with one state affiliate (Iowa State Education Association) indicating that they have an early childhood committee. The ISEA indicated that class size, standardized testing, lack of planning time, lack of professional development opportunities, lack of developmentally appropriate curriculum, chronic student absenteeism and social emotional learning as issues of concern for the early childhood educators in Iowa.

71. Human Rights Violations

NEA will use existing digital communication tools to educate members and the general public about human rights violations around the world, including but not limited to:

- *China continuing to carry out discriminatory work policies, such as forced labor, impossible production expectations, and long working hours, against 13 million Uighurs and other Turkic or Muslim peoples in its northwest province of Xinjiang. Sources should include but not be limited to: Education International and other Non-governmental organizations (NGOs) such as UNICEF, the International Trade Union Confederation, and the International Labour Organization.*
- *The history and struggles of the reported over 225,000 Haitian children -- or one (1) in 15, of which 60 percent are girls. Sources should include but not be limited to Education International and other NGOs such as UNICEF, Restavek Freedom, and International Justice Mission.*

- *The history and struggles of the more than 21,000 children human trafficked and live as modern-day slaves. Sources should include but not be limited to Education International and other NGOs such as Challenging Heights Cost Implications, Walk Free Foundation, Many Hopes, and Free the Slaves.*
- *The history and struggles of the more than 8 million children in India who have been human trafficked and live as modern-day slaves, working in hazardous factories, mines, shops, homes, and forced into prostitution. Sources should include but not be limited to: Education International and other NGOs such as International Justice Mission, Prajwala, Prerana, Guria Swayam Sevi Sansthan, Rescue Foundation, iPartner India.*
- *The history and struggles of the over 60 million children in Cameroon subjected to the worst forms of child labor, including commercial sexual exploitation, as a result of human trafficking; children performing dangerous tasks in gold mining and cocoa production; the use of children in illicit activities such as production and trafficking of drugs; and the recruitment of children under age 18 by non-state armed groups. Sources should include but not be limited to: Education International and other NGOs such as the Forever Chocolate Program, Commit2Africa, Defense for Children International, Kids Education CONCERN, Link Up Charity Foundation, United Action for Children Learning Tools for Self Development, and United Action for Children.*
- *The history and struggles of the 276 schoolgirls kidnapped by Boko Haram six (6) years ago, of which 113 are still missing. Sources should include but not be limited to Education International and other NGOs such as UNICEF, The #bringbackourgirls campaign, Change.org, and Amnesty International.*
- *The history and struggles of girls not being allowed to go to school beyond the 6th grade (age 12) by the Taliban in Afghanistan; the forbidding of women to work outside the home; and the erasing of women and girls from aspects of public life. Sources should include but are not limited to: Education International and other NGOs such as UNICEF, Women for Afghan Women, Afghan Women's Educational Center, Afghan Women's Mission, Afghan Women's Network, Afghan Women Welfare Department, Revolutionary Association of the Women of Afghanistan, and the U.S.-Afghan Women's Council.*
- *The current struggles of the citizens of Yemen who have endured more than 150 airstrikes on civilian targets, including homes, hospitals, and communication towers by Saudi Arabia. Specifically including information that hundreds of thousands have died from the fighting or its indirect consequences such as hunger; that 24,000 people have been killed (including combatants and nearly 9,000 civilians); and that a substantial portion of the air raids were carried out by jets developed, maintained, and sold by U.S. companies, and by pilots trained by the U.S. Military. Sources should include but not be limited to Education International and other NGOs such as Save the Children and the International Rescue Committee.*

The Executive Committee referred this item to the NEA President. This referral is intended to allow additional discussions with Education International, as well as reaching out to the maker of the motion and other stakeholders.

72. Russian Invasion of Ukraine

NEA will use existing digital communication tools to educate members and the general public about the illegal Russian invasion, as determined by the United Nations, of Ukraine which includes the atrocities that occurred from the bombing of residential areas including schools, hospitals, and major cultural sites, causing over 14,000 civilian deaths. Sources should include but not be limited to Education International and other NGOs such as CARE, Project Hope, and the Ukraine Humanitarian Fund.

Completed

The bravery and resilience of Ukrainian educators are helping students manage the trauma of war.

<https://www.nea.org/advocating-for-change/new-from-nea/teaching-ukraine-after-year-war>

This article was shared on NEA social channels, including posts [here](#), [here](#), and [here](#).

76. Hybrid Events

NEA will form a virtual study group of a variety of stakeholders to examine the feasibility and logistics of doing more of its events in a hybrid format. The group's findings and recommendations will be reported to the 2023 NEA Representative Assembly.

The NEA Executive Committee decided not to implement this item. However, the Executive Committee did review comprehensive data compiled by NEA staff before planning the 2022-2023 Conferences and the 2023 NEA-RA

78. Faculty Retrenchment at Community Colleges

NEA shall make a statistical study on the effect of significant faculty retrenchment at community colleges on future faculty cuts.

Completed by August 31, 2023

The work to support NBI 78 will be done in collaboration with ASA Research, LLC, and will unfold in three phases: The first phase involves a scan of related journals, news articles, websites, and other publicly available documents to identify community colleges that have experienced retrenchment in the past ten years. The goal is to identify any indicators or characteristics of institutions that have experienced entrenchment. This process is currently underway.

The second phase will use data from the Integrated Postsecondary Education Data System (IPEDS) to assess the magnitude of faculty layoffs for colleges identified in the first phase who were deemed to have experienced entrenchment through the document scans. This will allow us to estimate what is considered "significant" faculty entrenchment. Next, to the extent that the characteristics identified through the qualitative research align with IPEDS data, we will examine the balance of community colleges to identify whether there were other institutions displaying the same warning characteristics and whether they also experienced "significant" entrenchment, as defined previously.

The third phase of the research includes exploring the feasibility of a statistical model that can be used to predict future faculty layoffs at community colleges, based on institutional retrenchment characteristics identified in the first two phases.

80. Human Trafficking

NEA will partner with organizations that assist those who are affected by human trafficking and spread awareness about missing and murdered Indigenous women and children. NEA will use existing resources to publish data and statistics.

Completed

NEA has partnered with the Minnesota Women's Sexual Assault Coalition (miwsac.org) to spread awareness and share information about human trafficking and Missing Murdered and Indigenous Women. We are uplifting resources this organization has highlighted on NEA EdJustice.

81. National Heritage Months

NEA will use its publication *NEA Today*, and existing digital communication platforms, to highlight, honor, and promote information and resources for teaching about populations featured in America's national heritage months, including (but not limited to) the following:

- January: Slavery and Human Trafficking Prevention Month
- February: Black and African-American Heritage Month
- March: Women's History Month, Irish-American Heritage Month, Developmental Disabilities Awareness Month
- April: Deaf History Month, International Romani Heritage Month, Arab-American Heritage Month, Armenian History Month
- May: Asian-American and Pacific-Islander Heritage Month, Jewish-American Heritage Month, Mental-Health Awareness Month
- June: Juneteenth; LGBTQ+ Pride Month
- July: Fourth of July
- August: Undetermined
- September: Hispanic-Latino Heritage Month
- October: Disability Employment Awareness, Italian American Heritage Month, German-American Heritage Month; Filipino-American Heritage Month, Polish-American Heritage Month, LGBTQ+ History Month
- November: National American Indian Heritage Month, World Adoption Day

The NEA Executive Committee decided not to implement this item. Highlighting these select observances and holidays to the exclusion of others is not advisable, as it will raise questions and concerns about observances that are not included. It is not possible to include every observance to satisfy all constituencies.

84." Statistically Irrelevant" and "Insignificant"

NEA will avoid using the term "statistically irrelevant" and/or "insignificant" when reporting any student data, especially in regard to Indigenous students, educators, and ESPs.

Completed

NEA does not use "statistically irrelevant" in any of our data reporting. The term "insignificant" is the technical term used in data collection survey work. It is a reference for instances where the data sampling is too small to create a statistically significant impact on overall results, a situation we have found in our recent partnering with outside data collection partners. For more clarity going forward, NEA will use language that explains that a sample size was too small to report. We will also work with partner organizations to assist in increasing sample sizes and look for ways to report data regionally or otherwise.

Referred to the Annual Meeting Review Committee

38. safeTALK Classes

NEA will fund training materials and space for two (2) four (4)-hour safeTALK (suicide alertness) classes for up to 30 delegates per class at an RA event in 2023.

Completed

Upon timely receipt of a safe TALK training proposal within the \$6,000 budget, NEA is ensuring costs for the materials and event are covered.

Referred to the Committee on Human and Civil Rights Awards

21. Native Hawaiian/Pacific Islander HCR Award

(referred to the Human and Civil Rights Awards Committee)
NEA shall establish an additional category in the Human and Civil Rights Awards program that honors an individual or group whose work specifically impacts education and the achievement of equal opportunity for Native Hawaiians and/or Pacific Islanders.

2020-21 Committee Recommendations Implementation of Adopted Committee Recommendations

Aspiring Educator Advisory Committee	
2. The committee recommends that NEA ensure that its current enterprise-wide data initiatives specifically prioritize the collection and strategic analysis of critical Aspiring Educator-specific <u>data, and</u> create the necessary data nexuses in NEA 360 to accurately track individuals in association, civil, and community leadership and engagement from Aspiring Educator to Active Members.	Data collection continues to be a concern. The Center for Professional Excellence continues to work with the Center for Information Technology to ensure that we can have the JoinNow feature for Aspiring Ed, which will then hopefully allow better tracking of engagement.
3. The committee recommends that NEA publicize the various elements identified as integral to Aspiring Educator leadership into a formal orientation and follow-up trainings for new ACAE members and other AE leaders—to be adapted and updated with AE leader input, as needed.	During the 2022-23 school year, the Aspiring Educator Chair worked with NEA's Center for Governance to focus on her own connections to the NEA Leadership Competencies. In addition, NEA has worked to embed the Leadership Competencies within two key leadership activities - a fall ACAE leadership meeting and the Leadership Summit. Efforts are underway to build a leadership curriculum for AEs.
Committee on Legislation	
1. That the NEA Board of Directors propose the revised Legislative Program for the 117th Congress to delegates to the 2022 NEA Representative Assembly.	The NEA Board recommended the Legislative Program to the 2022 Representative Assembly. The RA approved the Program after adopting 11 amendments.
Local President Release Time Grants Committee	
1. The committee recommends reviewing the LP RTP guidelines and qualifications for the grant process, to determine if previous grant recipients should be eligible in the future.	The Local President Release Time Grants Committee reviewed the LP RTP guidelines and qualifications and recommended that the guidelines be changes to allow locals who received a grant over twenty-five years ago, and who do not currently have a full or part-time release president, to maintain eligibility for the LP RTP.
Committee on Sexual Orientation and Gender Identity	
2. NEA should provide a guide for lobbying and organizing to assist state and local affiliates in their efforts to combat anti-LGBTQ+ legislation	NEA Government Relations has a general Lobbying 101 that is provided to new NEA Board of Directors as part of their training and orientation to prepare them to lobby each Super Week.

3. NEA should provide quarterly virtual office hours in conjunction with the Office of General Counsel and Office of Government Relations in order to lift-up LGBTQ+ issues and achievements.	NEA staff have had conversations around this proposal. There are questions around logistics and about the type of information members might share or ask on the virtual calls. Staff is continuing to work on developing the structure and guidance for future virtual calls that discuss legal and governmental issues.
4. NEA should find more ways to prominently promote the LGBTQ+ community, issues & concerns, and accolades through direct and reliable member communication, inclusive of state and local affiliates.	NEA continues to evaluate how communication is sent out to members, with an eye to ensuring maximum exposure of critical issues to large numbers of members.
5. NEA should adopt and use the "Pronoun" document (when finalized) at all levels of the Association to educate members and staff about the purpose of pronouns, and it should be shared with state and local affiliates.	The final Pronoun document was submitted to NEA's Center for Governance for implementation.
6. NEA should create or develop a pronoun explanatory video to accompany the document to be utilized at all NEA conferences/meetings, including the registration process.	Discussions are underway on how NEA will utilize the Pronoun document. Once those discussions are complete, the video will be developed.

Status of Committee Recommendations Referred to the Executive Director

Aspiring Educator Advisory Committee	
1. The committee recommends that NEA investigate the impact of scaffolding dues—a gradual increase of dues in relation to salary—for the first five years of Active Membership, and if adopted, then propose a timeline to pilot and document the impact in relation to recruitment, retention, and engagement within the Association and profession.	The Executive Director is having ongoing conversations with the CFO, Secretary-Treasurer and other appropriate stakeholders on this issue.
Committee on Sexual Orientation and Gender Identity	
7. NEA should develop an ongoing webinar series that focuses on topics including, but not limited to, the current LGBTQ+ political climate, trans youth in athletics, suicide risk, and banned books to help members support and advocate for their students and themselves. These webinars should be promoted to all members through direct communication and social media.	NEA is analyzing promotion for a webinar series this spring, to see what impact broader promotion has on participation as well as online engagement (positive and negative).
8. NEA should create specific LGBTQ+ professional development targeted to support different categories of members including, but not limited to, education support professionals, early childhood/elementary classroom staff, secondary classroom staff, higher education staff, and retired.	This recommendation has been incorporated into the proposed Modified Strategic Plan and Budget for 2023-24.
9. NEA should create a tutorial video to guide members through the new NEA website so that they can more easily access the LGBTQ+ resources and professional development that currently exist.	This recommendation has been incorporated into the proposed Modified Strategic Plan and Budget for 2023-24.
10. NEA should establish a RFP process for the Conference on Racial and Social Justice that is inclusive of LGBTQ+ issues to help increase intersectionality topics for all sessions.	SOGI is working with the planning team for the Conference on Racial and Social Justice to ensure LGBTQ+ issues are included in conference sessions. An RFP process was implemented for the 2023 CRSJ, and there are a diversity of sessions that impact various groups.



Great Public Schools for Every Student

Colorado, Connecticut, Georgia, Illinois, Kentucky, Louisiana, Maine, Massachusetts, Missouri, Nevada, Ohio, Rhode Island, Texas, and Federal employees), and by members in the 35 unaffected states. A short feature article about the tool and its uses shall be published on existing websites and in existing media when the tool is made available so that members nationwide can advocate for this retirement security injustice perpetrated on only some of us.

NEA has already implemented the spirit of this NBI through work over the past years, and continues to make repeal of the GPO and WEP a top priority, including implementation of NBI 2 (see report above) calling for creation of a GPO/WEP lobbying cadre. NEA also continues to share information about the offsets on nea.org and social media. Repealing GPO/WEP remains a major focus for Government Relations. There are currently multiple tools on the NEA website to assist members and affiliates in lobbying on this issue, including fact sheets, FAQs bill summaries, and an action alert with sample talking points. NEA will continue to work toward complete or incremental repeal of GPO/WEP through creating the lobbying cadre of NEA members required under NBI 2.

67. Early Childhood Standing Committees

NEA will conduct a survey of state affiliates to determine which states have an Early Childhood Standing Committee and will report the information to the NEA Early Childhood Educators Caucus.

Completed

NEA developed and disseminated a survey to state affiliate presidents and executives to determine which NEA affiliates have Early Childhood Standing Committees and to identify the issues of concern for educators working in pre-kindergarten through third grade where such committees exist. NEA received 22 responses to the questionnaire with one state affiliate (Iowa State Education Association) indicating that they have an early childhood committee. The ISEA indicated that class size, standardized testing, lack of planning time, lack of professional development opportunities, lack of developmentally appropriate curriculum, chronic student absenteeism and social emotional learning as issues of concern for the early childhood educators in Iowa.

71. Human Rights Violations

NEA will use existing digital communication tools to educate members and the general public about human rights violations around the world, including but not limited to:

- *China continuing to carry out discriminatory work policies, such as forced labor, impossible production expectations, and long working hours, against 13 million Uighurs and other Turkic or Muslim peoples in its northwest province of Xinjiang. Sources should include but not be limited to: Education International and other Non-governmental organizations (NGOs) such as UNICEF, the International Trade Union Confederation, and the International Labour Organization.*
- *The history and struggles of the reported over 225,000 Haitian children -- or one (1) in 15, of which 60 percent are girls. Sources should include but not be limited to Education International and other NGOs such as UNICEF, Restavek Freedom, and International Justice Mission.*

- *The history and struggles of the more than 21,000 children human trafficked and live as modern-day slaves. Sources should include but not be limited to Education International and other NGOs such as Challenging Heights Cost Implications, Walk Free Foundation, Many Hopes, and Free the Slaves.*
- *The history and struggles of the more than 8 million children in India who have been human trafficked and live as modern-day slaves, working in hazardous factories, mines, shops, homes, and forced into prostitution. Sources should include but not be limited to: Education International and other NGOs such as International Justice Mission, Prajwala, Prerana, Guria Swayam Sevi Sansthan, Rescue Foundation, iPartner India.*
- *The history and struggles of the over 60 million children in Cameroon subjected to the worst forms of child labor, including commercial sexual exploitation, as a result of human trafficking; children performing dangerous tasks in gold mining and cocoa production; the use of children in illicit activities such as production and trafficking of drugs; and the recruitment of children under age 18 by non-state armed groups. Sources should include but not be limited to: Education International and other NGOs such as the Forever Chocolate Program, Commit2Africa, Defense for Children International, Kids Education CONCERN, Link Up Charity Foundation, United Action for Children Learning Tools for Self Development, and United Action for Children.*
- *The history and struggles of the 276 schoolgirls kidnapped by Boko Haram six (6) years ago, of which 113 are still missing. Sources should include but not be limited to Education International and other NGOs such as UNICEF, The #bringbackourgirls campaign, Change.org, and Amnesty International.*
- *The history and struggles of girls not being allowed to go to school beyond the 6th grade (age 12) by the Taliban in Afghanistan; the forbidding of women to work outside the home; and the erasing of women and girls from aspects of public life. Sources should include but are not limited to: Education International and other NGOs such as UNICEF, Women for Afghan Women, Afghan Women's Educational Center, Afghan Women's Mission, Afghan Women's Network, Afghan Women Welfare Department, Revolutionary Association of the Women of Afghanistan, and the U.S.-Afghan Women's Council.*
- *The current struggles of the citizens of Yemen who have endured more than 150 airstrikes on civilian targets, including homes, hospitals, and communication towers by Saudi Arabia. Specifically including information that hundreds of thousands have died from the fighting or its indirect consequences such as hunger; that 24,000 people have been killed (including combatants and nearly 9,000 civilians); and that a substantial portion of the air raids were carried out by jets developed, maintained, and sold by U.S. companies, and by pilots trained by the U.S. Military. Sources should include but not be limited to Education International and other NGOs such as Save the Children and the International Rescue Committee.*

The Executive Committee referred this item to the NEA President. This referral is intended to allow additional discussions with Education International, as well as reaching out to the maker of the motion and other stakeholders.

72. Russian Invasion of Ukraine

NEA will use existing digital communication tools to educate members and the general public about the illegal Russian invasion, as determined by the United Nations, of Ukraine which includes the atrocities that occurred from the bombing of residential areas including schools, hospitals, and major cultural sites, causing over 14,000 civilian deaths. Sources should include but not be limited to Education International and other NGOs such as CARE, Project Hope, and the Ukraine Humanitarian Fund.

Completed

The bravery and resilience of Ukrainian educators are helping students manage the trauma of war.

<https://www.nea.org/advocating-for-change/new-from-nea/teaching-ukraine-after-year-war>

This article was shared on NEA social channels, including posts [here](#), [here](#), and [here](#).

76. Hybrid Events

NEA will form a virtual study group of a variety of stakeholders to examine the feasibility and logistics of doing more of its events in a hybrid format. The group's findings and recommendations will be reported to the 2023 NEA Representative Assembly.

The NEA Executive Committee decided not to implement this item. However, the Executive Committee did review comprehensive data compiled by NEA staff before planning the 2022-2023 Conferences and the 2023 NEA-RA

78. Faculty Retrenchment at Community Colleges

NEA shall make a statistical study on the effect of significant faculty retrenchment at community colleges on future faculty cuts.

Completed by August 31, 2023

The work to support NBI 78 will be done in collaboration with ASA Research, LLC, and will unfold in three phases: The first phase involves a scan of related journals, news articles, websites, and other publicly available documents to identify community colleges that have experienced retrenchment in the past ten years. The goal is to identify any indicators or characteristics of institutions that have experienced entrenchment. This process is currently underway.

The second phase will use data from the Integrated Postsecondary Education Data System (IPEDS) to assess the magnitude of faculty layoffs for colleges identified in the first phase who were deemed to have experienced entrenchment through the document scans. This will allow us to estimate what is considered "significant" faculty entrenchment. Next, to the extent that the characteristics identified through the qualitative research align with IPEDS data, we will examine the balance of community colleges to identify whether there were other institutions displaying the same warning characteristics and whether they also experienced "significant" entrenchment, as defined previously.

The third phase of the research includes exploring the feasibility of a statistical model that can be used to predict future faculty layoffs at community colleges, based on institutional retrenchment characteristics identified in the first two phases.

80. Human Trafficking

NEA will partner with organizations that assist those who are affected by human trafficking and spread awareness about missing and murdered Indigenous women and children. NEA will use existing resources to publish data and statistics.

Completed

NEA has partnered with the Minnesota Women's Sexual Assault Coalition (miwsac.org) to spread awareness and share information about human trafficking and Missing Murdered and Indigenous Women. We are uplifting resources this organization has highlighted on NEA EdJustice.

81. National Heritage Months

NEA will use its publication *NEA Today*, and existing digital communication platforms, to highlight, honor, and promote information and resources for teaching about populations featured in America's national heritage months, including (but not limited to) the following:

- January: Slavery and Human Trafficking Prevention Month
- February: Black and African-American Heritage Month
- March: Women's History Month, Irish-American Heritage Month, Developmental Disabilities Awareness Month
- April: Deaf History Month, International Romani Heritage Month, Arab-American Heritage Month, Armenian History Month
- May: Asian-American and Pacific-Islander Heritage Month, Jewish-American Heritage Month, Mental-Health Awareness Month
- June: Juneteenth; LGBTQ+ Pride Month
- July: Fourth of July
- August: Undetermined
- September: Hispanic-Latino Heritage Month
- October: Disability Employment Awareness, Italian American Heritage Month, German-American Heritage Month; Filipino-American Heritage Month, Polish-American Heritage Month, LGBTQ+ History Month
- November: National American Indian Heritage Month, World Adoption Day

The NEA Executive Committee decided not to implement this item. Highlighting these select observances and holidays to the exclusion of others is not advisable, as it will raise questions and concerns about observances that are not included. It is not possible to include every observance to satisfy all constituencies.

84." Statistically Irrelevant" and "Insignificant"

NEA will avoid using the term "statistically irrelevant" and/or "insignificant" when reporting any student data, especially in regard to Indigenous students, educators, and ESPs.

Completed

NEA does not use "statistically irrelevant" in any of our data reporting. The term "insignificant" is the technical term used in data collection survey work. It is a reference for instances where the data sampling is too small to create a statistically significant impact on overall results, a situation we have found in our recent partnering with outside data collection partners. For more clarity going forward, NEA will use language that explains that a sample size was too small to report. We will also work with partner organizations to assist in increasing sample sizes and look for ways to report data regionally or otherwise.

Referred to the Annual Meeting Review Committee

38. safeTALK Classes

NEA will fund training materials and space for two (2) four (4)-hour safeTALK (suicide alertness) classes for up to 30 delegates per class at an RA event in 2023.

Completed

Upon timely receipt of a safe TALK training proposal within the \$6,000 budget, NEA is ensuring costs for the materials and event are covered.

Referred to the Committee on Human and Civil Rights Awards

21. Native Hawaiian/Pacific Islander HCR Award

(referred to the Human and Civil Rights Awards Committee)
NEA shall establish an additional category in the Human and Civil Rights Awards program that honors an individual or group whose work specifically impacts education and the achievement of equal opportunity for Native Hawaiians and/or Pacific Islanders.

2020-21 Committee Recommendations Implementation of Adopted Committee Recommendations

Aspiring Educator Advisory Committee	
2. The committee recommends that NEA ensure that its current enterprise-wide data initiatives specifically prioritize the collection and strategic analysis of critical Aspiring Educator-specific <u>data, and</u> create the necessary data nexuses in NEA 360 to accurately track individuals in association, civil, and community leadership and engagement from Aspiring Educator to Active Members.	Data collection continues to be a concern. The Center for Professional Excellence continues to work with the Center for Information Technology to ensure that we can have the JoinNow feature for Aspiring Ed, which will then hopefully allow better tracking of engagement.
3. The committee recommends that NEA publicize the various elements identified as integral to Aspiring Educator leadership into a formal orientation and follow-up trainings for new ACAE members and other AE leaders—to be adapted and updated with AE leader input, as needed.	During the 2022-23 school year, the Aspiring Educator Chair worked with NEA's Center for Governance to focus on her own connections to the NEA Leadership Competencies. In addition, NEA has worked to embed the Leadership Competencies within two key leadership activities - a fall ACAE leadership meeting and the Leadership Summit. Efforts are underway to build a leadership curriculum for AEs.
Committee on Legislation	
1. That the NEA Board of Directors propose the revised Legislative Program for the 117th Congress to delegates to the 2022 NEA Representative Assembly.	The NEA Board recommended the Legislative Program to the 2022 Representative Assembly. The RA approved the Program after adopting 11 amendments.
Local President Release Time Grants Committee	
1. The committee recommends reviewing the LPRTG guidelines and qualifications for the grant process, to determine if previous grant recipients should be eligible in the future.	The Local President Release Time Grants Committee reviewed the LPRTG guidelines and qualifications and recommended that the guidelines be changes to allow locals who received a grant over twenty-five years ago, and who do not currently have a full or part-time release president, to maintain eligibility for the LPRTG.
Committee on Sexual Orientation and Gender Identity	
2. NEA should provide a guide for lobbying and organizing to assist state and local affiliates in their efforts to combat anti-LGBTQ+ legislation	NEA Government Relations has a general Lobbying 101 that is provided to new NEA Board of Directors as part of their training and orientation to prepare them to lobby each Super Week.

3. NEA should provide quarterly virtual office hours in conjunction with the Office of General Counsel and Office of Government Relations in order to lift-up LGBTQ+ issues and achievements.	NEA staff have had conversations around this proposal. There are questions around logistics and about the type of information members might share or ask on the virtual calls. Staff is continuing to work on developing the structure and guidance for future virtual calls that discuss legal and governmental issues.
4. NEA should find more ways to prominently promote the LGBTQ+ community, issues & concerns, and accolades through direct and reliable member communication, inclusive of state and local affiliates.	NEA continues to evaluate how communication is sent out to members, with an eye to ensuring maximum exposure of critical issues to large numbers of members.
5. NEA should adopt and use the "Pronoun" document (when finalized) at all levels of the Association to educate members and staff about the purpose of pronouns, and it should be shared with state and local affiliates.	The final Pronoun document was submitted to NEA's Center for Governance for implementation.
6. NEA should create or develop a pronoun explanatory video to accompany the document to be utilized at all NEA conferences/meetings, including the registration process.	Discussions are underway on how NEA will utilize the Pronoun document. Once those discussions are complete, the video will be developed.

Status of Committee Recommendations Referred to the Executive Director

Aspiring Educator Advisory Committee	
1. The committee recommends that NEA investigate the impact of scaffolding dues—a gradual increase of dues in relation to salary—for the first five years of Active Membership, and if adopted, then propose a timeline to pilot and document the impact in relation to recruitment, retention, and engagement within the Association and profession.	The Executive Director is having ongoing conversations with the CFO, Secretary-Treasurer and other appropriate stakeholders on this issue.
Committee on Sexual Orientation and Gender Identity	
7. NEA should develop an ongoing webinar series that focuses on topics including, but not limited to, the current LGBTQ+ political climate, trans youth in athletics, suicide risk, and banned books to help members support and advocate for their students and themselves. These webinars should be promoted to all members through direct communication and social media.	NEA is analyzing promotion for a webinar series this spring, to see what impact broader promotion has on participation as well as online engagement (positive and negative).
8. NEA should create specific LGBTQ+ professional development targeted to support different categories of members including, but not limited to, education support professionals, early childhood/elementary classroom staff, secondary classroom staff, higher education staff, and retired.	This recommendation has been incorporated into the proposed Modified Strategic Plan and Budget for 2023-24.
9. NEA should create a tutorial video to guide members through the new NEA website so that they can more easily access the LGBTQ+ resources and professional development that currently exist.	This recommendation has been incorporated into the proposed Modified Strategic Plan and Budget for 2023-24.
10. NEA should establish a RFP process for the Conference on Racial and Social Justice that is inclusive of LGBTQ+ issues to help increase intersectionality topics for all sessions.	SOGI is working with the planning team for the Conference on Racial and Social Justice to ensure LGBTQ+ issues are included in conference sessions. An RFP process was implemented for the 2023 CRSJ, and there are a diversity of sessions that impact various groups.



Great Public Schools for Every Student