
REPORTS OF COMMITTEES 2022–2023

July 2023

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Foreword

The NEA committee structure provides for:

- Board Strategic Committees that are aligned with the Association's Strategic Plan and Budget and advance at least one of NEA's strategic goals or objectives. The Board Strategic Committees provide a structure through which the Association benefits from the expertise and talent of education practitioners, who are also trained as higher-level decision-making leaders. The work of these committees is intended to inform and guide the advancement of NEA's Strategic Objectives;
- Social Justice and Constituency Committees that make recommendations to the governing bodies on matters of concern to constituencies they represent;
- Special committee established on an ad-hoc basis.

On May 6, 2023, the NEA Board of Directors received and acted on the 2022–2023 committee recommendations. The Board action on recommendations is shown at the conclusion of each of the following committee reports.

Aspiring Educators

COMMITTEE MEMBERS

Sabreena Shaller, *Chair*
Millersville, PA

Jane Carreon
Glendale, AZ

Natalie Balbuena
Iowa City, IA

Demetrius Dove
Atlanta, GA

Ronald Duff Martin
Executive Committee Liaison
Wisconsin

Haileigh Miller
Conway, SC

Bianca Nicolescu
Morganville, NJ

Jonathan Otero
Phoenix, AZ

Julissa Taitano
Ashland, OR

Matthew Yuro
Monroe Township, NJ

Neal Zoglmann
Pittsburg, KS

Staff:
Ann Nutter Coffman
Sonia Jasso Yilmaz

I. COMMITTEE OVERVIEW & WORK ASSIGNMENTS:

The 2022-23 Aspiring Educator Advisory Committee (ACAE) divided into three work teams to focus on the three primary ACAE charges and three sub-groups focused on the Aspiring Educator Conference. These sub-groups met monthly and then discussed findings from these committees during monthly ACAE meetings.

Work Team	NEA Board Lead	NEA Staff Lead(s)	ACAE Members
Charge 1: Review the four AE Core Values and descriptions for alignment with NEA's current mission, vision, and policies.	Hannah StClair	Kimberly Anderson	Haileigh Miller, Demetrius Dove, Neal Zoglmann
Charge 2: Use the AE leadership components identified by the 2021-22 ACAE to identify how to implement an AE Leadership Development Program across the AE Continuum.	Emily Durbin	Blake West	Jonny Otero, Jane Carreon, Natalie Balbuena
Charge 3: Identify supports/practices of how the NEA and its affiliates can better assist the transition from AE member to professional member.	Dajsha Williams	Ann Coffman	Bianca Nicolescu, Matthew Yuro, Julissa Taitano
		Robin Wilson	
Conference Sub-Committee	NEA Board Lead	NEA Staff Lead(s)	ACAE Members
Awards Ceremony, AE Celebration	Dajsha Williams	Kimberly Anderson Ann Coffman	Natalie Balbuena, Jane Carreon, Matthew Yuro
Community Builders, Self-Care	Emily Durbin	Blake West Sonia Jasso Yilmaz	Neal Zoglmann, Julissa Taitano, Haileigh Miller
Professional Development, AEC Advocacy	Hannah StClair	Andrea Prejean Branita Griffin Henson	Bianca Nicolescu, Jonny Otero, Demetrius Dove

Orientation and Subcommittee Meetings:

The 2022-2023 ACAE began its work during a virtual orientation meeting held October 19-20 2022. An in-person ACAE meeting was held in Washington, D.C., December 9-11, 2022. Whole group discussions about the charges occurred January 30, March 20, and March 27, 2023.

RECOMMENDATIONS:

CHARGE 1 – *Review the four AE Core Values and descriptions for alignment with NEA’s current mission, vision, and policies.*

Recommendation:

NEA should revise the AE Core Values from the words “social justice” to “racial and social justice” in order to be in alignment with NEA language.

Discussion: The ACAE wants to ensure that the “racial and social justice” language is incorporated into the AE Core Values document. Edits will need to be made to the AE website, chapter toolkit, and any other AE promotional materials to reflect the change. The subcommittee also discussed the promotion of the AE Core Values more directly. For example, adding sample activities that a chapter or state could develop under each core value; creating a graphic that illustrates the Core Values visually; and/or drafting a one-pager that can be shared on the website and shared with state AE organizers, state AE leaders, and chapter AE leaders/advisors.

CHARGE 2 – *Review the four AE Core Values and descriptions for alignment with NEA’s current mission, vision, and policies.*

Recommendation:

NEA should develop and implement a year-long pilot leadership development program and implement the pilot with a diverse cohort of AE members including grassroots participants and emerging leaders from across the country.

Discussion: The committee expanded on the recommended content of leadership development for aspiring educators in the 2022 ACAE report. The committee noted that each aspiring educator member brings unique assets and experiences on which to build their leadership repertoire. Thus, the offerings for leadership development must be sufficiently varied to provide for the specific growth opportunities of each individual. The menu of options should be constantly expanding, utilizing feedback on the needs of members. As resources are developed and availability is extended to members, the offerings should grow to include the following:

Understanding the Association and the profession –

- Introduction to NEA’s leadership competencies
- ABC’s of NEA and the profession – This guide to terminology and acronyms should provide the aspiring educator with a way to decipher both NEA and educator jargon
- Introduction to the structure and strategic priorities of NEA and its affiliates
- Introduction to the history of NEA, the ATA, and the social justice roots of the Association

- Introduction to the core values of the Aspiring Educators program
- Introduction to the Three Frames of Unionism

Expanding the capacity for leadership –

- Exploring your “Why”
- Discovering your leadership styles and skills for working with varied styles
- Developing communications skills
- Growing in cultural competence, recognition of individual biases and systemic oppression, and development of skills to be an anti-racist
- Developing mindsets and skills to work positively with diverse students, colleagues, and communities.
- Developing organizing skills for both membership recruitment and issue advocacy
- Developing group process and facilitation skills
- Exploring mentoring for AE leadership development

The offerings for leadership development need to be available broadly, as aspiring educator members are growing in their professional and leadership journey often still unrecognized by the Association. The committee identified characteristics of leadership development opportunities to better connect with AE members broadly and beyond the current known leadership structures.

- Increase the accessibility of trainings to include accommodations for differently-abled members and materials available in Spanish in addition to English
- Improve accessibility by providing training in varied formats and timings throughout the year
- Provide access and encouragement for grassroots aspiring educator members to participate in the range of NEA trainings
- Feature real-world project-based activities (e.g., implementing advocacy projects)
- Help members to grow both their knowledge and their skills as leaders and educators
- Enhance the quality of training by including feedback opportunities for all offerings
- Include varied media including video clips, infographics, etc.
- Ensure offerings include appropriate opportunities for follow-up, skill practice, coaching, and follow-up for advanced training.

Just as the range of professional learning for leadership will be an ongoing, expanding resource center, responsive to the needs of AE members, members should also have access to an expanding library of tools leaders can use to empower their practice.

- Offer templates and tools to begin new aspiring educator chapters through the AE chapter toolkit, which is currently being revised.
- Catalogue and share information about the expanding professional growth offerings currently available, providing access broadly to AE members.

Feedback from AE members, chapter advisors, early career educators, and local associations, and from local, state, and national NEA staff working with AE members should be regularly collected and analyzed to guide the development of new resources and tools. Many resources are already available in various formats throughout NEA and its affiliates. Cataloguing and compiling this information and extending it to the AE ranks will be a powerful beginning step. Implementing training

opportunities with existing and new resources will be important to help guide the Association toward the vision for opportunities described in this report.

CHARGE 3 – *Identify supports/practices of how the NEA and its affiliates can better assist the transition from AE member to professional member.*

Recommendation:

NEA should investigate the impact of scaffolding dues – a gradual increase of dues in relation to salary – for the first 5 years of Active Membership.

Discussion: The committee recognized that this Charge has been given to ACAE for the last 3 years in different forms. The committee had a lot of discussion about how they could approach this Charge differently from previous years and also came up with other ideas that were in the discussions of previous ACAE's:

- Explore a mentoring programs that could be between aspiring educators and early career educators, early career educators and more seasoned educators, or aspiring educators and more seasoned educators.
- Explore the possibility of alumni networking between aspiring educators and early career educators, as well as networking for educators in their first five years with other former aspiring educator

members.

- Improve systems to collect data about aspiring educators and following them into their teaching positions.
- Discuss how aspiring educators can become more involved at the local, state and national level to make the transition to professional member more seamless
- Explore the use of affinity groups to use as support for early career educators (e.g. educators of color, educators teaching specific subjects or grade levels, LGBTQ educators)

Ultimately, the group believed that given the nation's teacher shortage as well as teacher salary concerns, exploring the impact of reduced and or scaffolded dues for beginning educators, years one to five, could be the most impactful exploration. After consultation with the Future of Organizing Think Tank Executive Committee Liaisons, we believe this idea has merit in exploring.

CHARGE 4: *Provide input to the Aspiring Educator Conference Planning Team through the Aspiring Educator Advisory Committee Chair.*

The AEC has ongoing work and planning to implement Conference plans for June-July 2023. The recommendations for this work have included the AEC Planning Team as work has moved forward.

Committee Recommendations	Relevant Charge	Board of Directors Action
1. Revise the AE Core Values from the words “social justice” to “racial and social justice” in order to be in alignment with NEA language.	Review the four AE Core Values and descriptions for alignment with NEA's current mission, vision, and policies.	Adopt
2. Develop and implement a year-long pilot leadership development program and implement the pilot with a diverse cohort of AE members including grass-roots participants and emerging leaders from across the country.	Use the AE leadership components identified by the 2021-22 ACAE to identify how to implement an AE Leadership Development Program across the AE Continuum.	Refer to Executive Director and Budget Committee
3. NEA should investigate the impact of scaffolding dues – a gradual increase of dues in relation to salary – for the first 5 years of Active Membership.	Identify supports/practices of how the NEA and its affiliates can better assist the transition from AE member to professional member.	Refer to President and Executive Director

ESP Careers

COMMITTEE MEMBERS

Vanessa Jimenez, *Chair*
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Alfonso Salais
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Maritza Barrera
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Lucinda Burns
Cross Lanes, WV

Vin Levcowich
Wood River Jnct, RI

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Stacy Yanko
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Joseph Coughlin
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Saul Ramos
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Gwendolyn Edwards
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Robert Rodriguez
Executive Committee Liaison
Riverside, CA

Erika Zamora
Perris, CA

Charge 1

Identify the benefits, best practices, and recommendations for building greater solidarity between certificated staff and education support professionals (ESPs).

The ESP Careers Committee is pleased to present the following benefits, best practices, and recommendations for building greater solidarity between certificated staff and education support professionals (ESPs).

Benefits

- Power in numbers – the union is stronger when we are all on the same team.
- Uniting makes locals stronger.
- Sends a clear message of organizing and solidarity to the school community.
- All voices in the room lead to a better understanding of each other and strengthen the direction of the team.
- Students benefit when all staff is included in decisions (i.e., ESPs have a unique lens to students that teachers don't always have).
- When ESPs feel included, seen, and respected, it is reflected in their work, ultimately benefiting students.

Best Practices

- Ensure that everyone is represented. “Doesn't matter what we're doing, how we're doing it, but everyone needs to be represented.”
- Consider graduated/differentiated dues structures.
- Consider bargaining styles and practices – know and understand different options so they can be implemented.
- Make efforts to use inclusive terms regarding educators. Be explicit about all groups included when using the term “educator.”
- Instill a culture of “One voice, one team.” “Our

success as a team determines our success as educators and the success of our students.”

- Ensure that building reps represent all staff and understand certified and ESP issues.
- Create a culture of inclusivity.
- Ensure equal recognition of ESPs and certified members.
- Ensure that union activities are held when ESPs are available.

Recommendations

- Include ESP stories and celebrate their work in union publications.
- Pay ESPs for union work so they don't have to choose between engaging in their union or working a second job.
- Leadership should set the tone at the top for the full inclusion of ESPs.
- UniServ Directors need to meet with bargaining teams to get everyone singing the same song. We need an honest broker in our own family.
- If teachers and ESPs are separated in bargaining, negotiate ESP contracts first or together with teachers, and ensure that each has a position on the other's team (i.e., a teacher on the ESP team and an ESP on the teacher team).
- Name misperceptions about ESPs and the institutional classism that exists in our unions.
- Find teachers who are willing to be co-conspirators in elevating the important roles of ESPs and advocating for better wages for ESPs.
- Update Constitution and Bylaws to ensure equal representation for all members in leadership, on committees, etc.
- Certified members and ESPs should advocate together for the inclusion of ESPs in paid professional development.
- Ensure graduated/differentiated dues structures to

ensure financial justice and equitable dues at the state and local levels.

- Take affirmative steps to eliminate any sense of hierarchy among groups included in the term “educator.”
- Teachers and ESPs need to share their stories with each other to eliminate assumptions and misconceptions.
- Use the term “Education Support Professional” instead of “ESP.”
- Reverse the habit of always mentioning certified staff first (i.e., mention ESPs first sometimes).

To inform these findings, the committee sought insight from ECC members and others in the field. The committee received background and contextual information at the September 23, 2022 meeting, including a presentation from Tim Brittell (President of the Northshore Education Association) and Robbi Reed (Classified Vice-President of the Northshore Education Association). Tim and Robbi presented on the successful merger of the Northshore Educational Support Professionals Association (NESPA) and Northshore Education Association (NSEA), sharing highlights of their experience (see the September 23 meeting minutes for details).

After the presentation, committee members discussed and brainstormed benefits, best practices, and recommendations. Following the meeting, committee members were encouraged to add additional ideas to a Padlet. The culmination of the in-person brainstorming and Padlet submissions informed the findings presented in this report.

Charge 2

Review the nomination submissions and recommend to the Executive Committee a recipient for the 2023 ESP of the Year.

At the September 23, 2022, meeting, Jennie Young (ESPQ) reviewed the ESP of the Year (ESPOTY) process and timeline, noting that nomination submission, review, and scoring are online using the same system through which affiliates apply for grants, and the criteria and requirements had not changed. Jennie shared important dates, including the date for affiliates to submit nominations, the date of the virtual meeting to review the scoring process and receive implicit bias and calibration on quality of evidence training, and the deadline for scoring nominations.

Jennie emphasized the importance of confidentiality before, during, and after the selection process stressing that the recommendation will remain confidential until announced at the NEA ESP National Conference. On December 14, 2022, the committee participated in a virtual meeting during which they received an overview of the nomination review and scoring process, training on implicit bias specific to scoring nominations objectively, and calibration on quality of evidence training (newly added this year). Nelly Henjes and Dennis Tabb were not in attendance at this meeting (or any meetings moving forward) as they were recused from the process as ESPOTY nominees for their states.

ESP Quality offered optional virtual office hours (i.e., question and answer sessions) on January 4, 12, 18, 19, and 25.

At the February 10 meeting, which focused on selecting the ESPOTY for recommendation to the Executive Committee, ECC Chair Vanessa Jimenez reviewed items of importance, including that all matters related to the selection process before, during, and after the meeting was confidential; the recommended nominee remains anonymous until announced at the ESP National Conference on March 25; only the award criteria could be considered in the discussion of nominations; and Robert’s Rules of Order would be used to facilitate the decision-making process. Committee members were reminded that the nominee recommended to the Executive Committee could not be shared with committee members not present at the selection meeting.

Jennie Young reviewed the steps taken before the selection meeting to ensure a fair nomination review and scoring process, including that all committee members received implicit bias training tailored to the award and calibration on quality of evidence training; scoring assignments were distributed among committee members (e.g., a minimum of five ESPs and three certified members scored each nomination; 9 or 10 reviewers scored each nomination; and committee members did not score a nominee from their state or a nominee with whom they confirmed to have a known personal relationship); and committee members validated scores before the selection meeting.

The selection process took place, and Pamella Johnson was selected for recommendation to the Executive Committee.

Committee Chair Vanessa Jimenez facilitated a debrief on the ESPOTY award process. Highlights focused on:

- The feasibility of having the committee review the top three nominees at the selection meeting.
- Disparities in the support provided to nominees and options for providing support at the state and national levels (e.g., webinar for nominees on the process; direct support to nominees such as proof-reading; support to nominees for whom English is a second language).
- A recommendation to include nomination materials in Spanish and other languages.
- The importance of all affiliates (who represent ESPs) submitting a nomination, sharing a breakdown of nominations by affiliate, and recognizing affiliates for participation in the process.
- The importance of affiliates adopting NEA’s award processes and criteria
- The process through which affiliates can submit their nominee for the U.S. Department of Education’s Recognizing Inspiring School Employees (RISE) Award.

ETHNIC MINORITY AFFAIRS

COMITTEE MEMBERS

Jodi Kunimitsu, *co-chair*
Wailuku, HI

Cecily Myart-Cruz, *co-chair*
Inglewood, CA

Terry Addison
Puyallup, WA

Maritza Avila
Port Hueneme, CA

Karen Butler-Moore
Lynwood, IL

Kimberly Colbert
Saint Paul, MN

Gina Harris
Oak Park, IL

Tracy Hartman-Bradley
LaVista, NE

Taunya Jaco
San Jose, CA

Edwin Kagawa
Hilo, HI

Cherlynn Lee
Kirtland, NM

Ricky Lind
Anchorage, AK

Alberto Nodal
Castro Valley, CA

Jonathan Oyaga, *aspiring educator*
Los Angeles, CA

Christy Sainz
Tuscan, AZ

Christine Sampson-Clark,
Trenton, NJ
Executive Committee Liaison

Christine Trujillo
Las Cruces, NM

Tammie Yazzie
Kirtland, NM

Staff Liaisons:
Merwyn Scott
Lindsay Peifer

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

The committee continued to collaborate with NEA to uplift state affiliate 3-1(g) plans that have been successful in attaining their 3-1(g) goals. This year's 3-1(g) meeting was a joint event led by EMAC, the NEA Executive Committee, and NEA staff. The focus of this event was for state affiliates to consider their purpose in creating plans to ensure meaningful and systemic change. At the 3-1(g) convening, state affiliates strategically collaborated and revamped their plans for meeting their goals.

EMAC also would like to recognize and commend certain states that are making positive strides in implementing their plans. For example:

- California was 136 delegates away from meeting 3-1(g) in 2017 but 37 delegates away in 2021. Because 2022 used the new census percentages/targets, there was an expected dip. California was 67 delegates away from their 3-1(g) goal in 2022.
- Illinois was 116 delegates away from meeting their 3-1(g) goal in 2017 but 57 delegates away in 2021. Despite the 6 percent increase in the 2020 numerical goal, the state held steady and was 57 delegates away in 2021.

In planning for improving 3-1(g) plans, in some cases, a state affiliate might find it beneficial to consider the disaggregated data within ethnic categories of their delegates. For example, a state with a high Native Hawaiian population that doesn't have a proportional percentage of Native Hawaiian delegates could be offered support

to increase that number.

State exemplars were highlighted in different categories for participating states to study:

1. Purpose

- New York State United Teachers -- Opens with a comprehensive narrative on plan purpose and affiliate history on equity in elected representation: NYSUT recognizes the importance and the benefits of participation by ethnically diverse members at all levels of association affairs. NYSUT's commitment to diversity is rooted in its history and is affirmed in its Constitution, Article II §6, which states that a primary objective of the organization is to "promote policies, programs and training that enhance participation by underrepresented minorities in organizational decision-making committees and governance bodies.
- Hawaii State Teachers Association-- Strong opening statement of commitment to 3-1(g) policy and work: The Hawaii State Teachers Association (HSTA) is committed to the attainment of NEA Bylaws 3-1(g) compliance and achieving proportional ethnic-minority delegation representation at the 2022 NEA Representative Assembly and beyond. We are also strongly committed to increasing diversity and ethnic-minority representation in leadership at all levels of the organization.
- Arizona Education Association -- Establishes three to four succinct long-term goals that are integrated into Arizona's strategic plan and budget:
 1. Increase educators of color representation in leadership at all governance levels
 2. Provide visibility in organizing opportunities around educators of colors issues and concerns
 3. Emphasize the role of the local in increasing educators of color membership and leadership.

2. Enterprise-Wide Commitment

- Washington Education Association -- Explicitly defines, on page one of its plan, what racial justice means to WEA: WEA members, leaders and staff work together to ensure equitable access to opportunities is a reality for all students. WEA values, actions, resources, funding, staff and governance are aligned to dismantle WSC and advance systems and structures of equity in opportunities and outcomes for all. WEA promotes student-centered schools that are culturally responsive in addressing student needs, eliminating policies that are barriers, and increasing student and family voice. Advancing racial justice and social justice through community outreach and public policy initiatives, WEA councils and locals identify and engage community allies. In partnership with districts and community groups, more educators of color remain in the profession and more students of color are declaring education majors. WEA endorses and solicits diverse candidates for public offices, legislation that advances social justice and is sought as a participant by state educational committees and agencies that advances racial and social justice. Members of color are engaged in all levels of the organization. Racial justice and social justice framework drive the work of all centers and councils. Leaders, members and staff are trained, knowledgeable and passionate advocates for racial justice and social justice. WEA is recognized for culturally responsive support systems for staff and leaders. WEA elected leaders, staff and management reflect the diverse demographics of the state.
- Maine Education Association -- Plan references ongoing and new enterprise-wide activities on racial justice work. Has also begun exploring ways to implement 3-1(g) style targets for its state delegate assembly. Created an equity and inclusion monitor.
- South Dakota Education Association and Virginia Education Association --- Both have added comprehensive components within their plans regarding affiliate commitment to racial justice. SDEA overhauled its strategic goals in the fall of 2021. The goals much more explicitly addressed the state's commitment to racial justice. They also hosted a zoom presidents town hall around leadership opportunity and how to run to be an NEA RA delegate. Finally, all self-identified members are contacted about open positions and how to declare candidacy for any open position.

3. Member Self Identification

- Pennsylvania State Education Association -- Builds efforts directly into their annual plan cycle in spring of each year to encourage members to self-identify their race/ethnicity, beginning with state RA delegates in coordination with local association presidents. PSEA also tracks participation at events to assist in future promotion and planning.
- Kansas NEA -- Implemented a plan to focus on better data collection processes to more precisely record member involvement in Association work.
- Connecticut Education Association -- Directly incorporates into its activities steps by state staff to facilitate and promote the collection of race and ethnicity information via membership promotional materials.

4. Actionable Strategies

- Education Minnesota -- Has developed clear tactics that are interpersonal and focus on one-on-one

interactions, including an intentional role for White educators, rather than thinking of this as the work only of educators of color. The plan delivers a message of universal accountability for interrupting racism and becoming anti-racist. Also draws clear lines between a tactic and its stated rationale, actions or steps required to accomplish the tactic, and desired outcomes and assessments of those outcomes.

- Pennsylvania State Education Association -- Has a very comprehensive plan, and makes use of a detailed month-to-month calendar to break down annual 3-1(g) objectives, activities, and designated responsibilities.
- Washington Education Association -- Exemplary for comprehensive and strategic actions and demonstrated success. Updated the WEA mission statement to conform to RSEJ strategic goals
- Professional development training to address culturally responsive teaching that impacts are marginalized students and communities. WEA internal accountability and oversight of microaggressions, bias, racism and harassment
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5. Making the connections

- Oklahoma Education Association -- 3-1(g) plan lifts up OEA's work with their Student organizer to target HBCUs and TCUs in Oklahoma to increase membership in the Student OEA and recruit students of color into the education professions.
- Michigan Education Association -- Has set aside a section of its plan to highlight external partnerships with state boards, scholarship funds, coalitions, and collaboratives in support of building recruitment and retention efforts of educators of color.
- Indiana State Teachers Association -- Cites a range of partnerships and engagements with civil rights organizations, state conferences, democracy preservation organizations, and colleges and universities.

6. Funding

- Washington Education Association -- Commitment to fund racial justice work is clear in this plan. Developing and implementing work associated with the creation of the WEA center for racial social and economic justice
- New Jersey Education Association -- Has budgeted for additional programs and staff to continue to grow their racial justice work enterprise wide. NJEA will expand compensation for local delegates to provide financial support to support staff members many of whom are ethnic minorities and limited in the capacity to afford to attend the NEA RA.
- Kansas Education Association -- Commitment to fund expenses for ethnic-minority members to attend the Conference on Racial and Social Justice. Paid expenses for up to 10 ethnic minority delegates elected to attend the NEA RA and the Conference on Racial and Social Justice. Priority will be given to members that have not attended previously.
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7. One-to-one interaction

- Colorado Education Association -- Example of a strong plan connecting state and local NEA delegate recruitment. Creates an informational video. Emails members of color directly encouraging them to run for election. Establishing a mailing list of all self-identified members who are people of color in Colorado for

use in periodic communications.

- Indiana State Teachers Association -- Directs the state president to make personal phone calls to follow up with Native members and members of color, encouraging them to connect with local leaders to become involved.
- Connecticut Education Association – Perhaps contributing to its recent numerical success at the RA, CEA implemented a series of state-to-local president interactions to lift up local initiatives for increasing ethnic-minority participation.

8. Inclusivity

- Idaho Education Association --Includes a media plan to communicate to the membership at-large the commitment to racial and social justice.
- New Jersey Education Association – Has regularly distributed a flyer to members and prospective delegates that promotes racial and ethnic diversity within its RA delegation – messaging on the importance of leadership diversity that is achievable through 3-1(g).
- Pennsylvania State Education Association – Has posted its approved 3-1(g) plan on its website for members. Sounds simple, but overall, this is not a common practice.

9. Leader Identification

- Idaho Education Association – Has taken recent steps to improve communications and messaging between its state HCR committee and local leaders to identify potential leaders and delegates of color.
- Michigan Education Association – Dedicates an entire section of its 3-1(g) plan to local and state-level leadership pathways and activities. Includes a UniServ Intern Plan, People of Color Sparks, Roundtables for People of Color and Social Justice Conference.
- California Education Association -- Has codified within their plan mechanisms for promoting racially and ethnically diverse appointments drawn from local presidents to the state and up to the national level for standing committees, task forces, and work groups.

Charge 2: *Identify and compile promising strategies, practices and partnerships that can be shared with and leveraged by NEA affiliates, members and staff to further advance the Association's racial justice work.*

Promising strategies include:

- FY22 NEA Racial Justice in Education state affiliate report featuring survey responses from state affiliates (41 of 50).
- FY22 NEA-Alaska passed a New Business Item at the annual NEA-Alaska Delegate Assembly that created two dedicated meeting times for state ethnic minority affairs committees to meet independently and collaboratively.
- Leaders of Color Pathways Project
- NEA Leaders for Just Schools
- NEA Tools and Resources, including NEA Member Benefits
- Ongoing NEA Racial and Social Justice Training and engagement for state and local affiliate elected leaders and staff
- NEAEdJustice.org
- NEA Conference on Racial and Social Justice

- NEA HCR Professional Development
- Center for Great Public Schools Grants
- Race Class Narrative trainings and resources
- Community Advocacy and Partnership Engagement Grants (e.g., Montgomery County Education Association, Canton Teachers Association, Alhambra Teachers Association, Illinois Education Association-DACA, Salem Keizer Education Association, Milwaukee Education Association, Colorado Education Association)
- Restorative Justice Practices and Resources
- Racial Justice Practices and Resources
- Racial Justice Focused Facilitation and Strategic Planning
- Racial Justice in Education Framework
- Racial Equity Coaching and Mentoring for Leaders and Staff

Partnerships that we would like to uplift with state and local affiliates that further and advance the Association's racial justice work:

- *Dream Center* development (through CAPE Grant)
- *National Indian Education Association and American Federation of Teachers*
- *Education Justice Fellows* - New Mexico
- *Ethnic Forums* - Education Minnesota
- *Ethnic Minority Emerging Leadership Training* - Illinois Education Association
- *Nakia Academy* - Washington Education Association
- *Teacher Apprenticeships* - Tennessee Education Association partnered with Tennessee DOE
- *Justimaginejustice.org* - created by *Kansas National Education Association*
- Ohio Education Association collaboration with *Honesty for Ohio Education Organization*

Charge 3: *Review input from EMAC hearings and identify the broad themes that will help inform the implementation of NEA's Strategic Objectives.*

To unite the nation and our members to fight for a racially and socially just society as we fight to protect public education as the cornerstone of our democracy, the committee discussed partnering with NEA staff to highlight intersectional issues and uplift BIPOC members' lived experiences as we continue to advance NEA priorities.

In response to the NEA's commitment to racial and social justice, EMAC holds hearings to allow members of color the opportunity to provide input on their experiences within NEA and its affiliates. Over the past year, we received 154 comments across the four committee hearings. The two main topics that arose in the hearings this year were around **gatekeeping** and **transparency in communication**. Note: Many of the concerns are not new. They are perennial, which speaks to the necessity of continuing to examine our policies and practices around racial and social justice. *These two themes have accompanying recommendations that are included at the end of this report.*

- I. Gatekeeping continues to be an ongoing concern among members of color. Members consistently report being ostracized and denied opportunities to participate and attend NEA conferences and meetings and to serve on committees or in delegations.

They continue to look to NEA leadership to intervene. While NEA cannot intercede in these instances, there are some possible ways to initiate an association-wide culture change. Such projects might include getting white members on the path of white accountability by identifying white state leaders, state and local presidents in particular, who have a proven track record in anti-racism and are actively working to create an inclusive association culture. We discuss this in further detail in the recommendations section of this report.

- II. Communication and transparency also continue to be major concerns. Members continue to express the vital need for clear and concise communication that includes a more succinct explanation of union governance operations and organization. Members of color are looking to NEA to help them understand and get information about opportunities to serve on committees, serve in leadership, be delegates, and attend conferences.

Charge 4: *Provide input, through the EMAC Co-Chairs, to the Conference on Racial and Social Justice Planning Team.* The committee continues to work as members of the Conference on Racial and Social Justice Planning team, which provides continued coordination, alignment, and identification of innovative strategies to advance the mission and priorities of the NEA. The conference aims to provide our members the opportunity to build their awareness and capacity to continue their racial and social justice journey. EMAC continues to be a partner in providing strategic input as members of the Conference on Racial and Social Justice planning committee, which has been shared with that committee.

Recommendations

- **Charge 1:** EMAC recommends that NEA institutionalize EMAC as a coordinating partner in the 3-1(g) convening. As partners, we would like to assist in identifying states that have not met their 3-1(g) goals and have not updated their plans so that they are encouraged to attend the 3-1(g) convening annually. Additionally, this coordinating team should meet with leaders of state affiliates that do not meet their 3-1(g) goals for additional support in understanding the reasons why a state might not be meeting their goals and in implementing an action plan.
- **Charge 2:** EMAC recommends that the strategies, practices, and partnerships that NEA is engaged in

be communicated broadly so that a larger and more diverse member base has access to these resources in order to amplify our collective power. These opportunities should include work addressing community and family engagement and partnerships.

- **Charge 2:** The committee recommends that NEA explore reinstituting programs previously offered that directly engages diverse leaders of color (e.g., Leaders of Color Pathway Project; regional MLT/WLT seminars).
- **Charge 3:** To address gatekeeping, which has been identified at the EMAC hearings as a perennial issue, we recommend starting a project where NEA identifies white state leaders, state and local presidents in particular, who have a proven track record in anti-racism and are actively working to create an inclusive association culture. We encourage NEA to engage those leaders in opportunities to work with their like-minded peers to plant seeds of union-wide change.
 - For example, former Education Minnesota Vice President Bernie Burnham formed a cohort of white local leaders who pledged to meet regularly to intentionally grow in their knowledge and practice of anti-racism in an effort to shift the culture of their locals. Current President Denise Specht meets regularly with a select group of white local leaders to do the same in the hopes that the culture of Education Minnesota will shift as well. Other examples of people creating intentional opportunities to include and empower educators of color: Larry Delaney (WA), Shannon McCann (WA), Eric Jones (NJ), Cheryl Bost (MD).
- **Charge 3:** To address transparency and communicate, we recommend that NEA provide a dedicated, comprehensive educational space on the website that outlines the organizational functions of governance as well as opportunities for leadership. This information could be derived directly from NEA leadership trainings and transforming it into an electronic resource. We believe this would lead to greater member engagement and systemic change. The site might also include information and data on 3-1(g) and a comprehensive calendar of events. Sample calendar: <http://bit.ly/3IZ77pi>
- **Charge 4:** EMAC recommends that space be made where Aspiring Educators can participate in part of the Conference on Racial and Social Justice without conflicting with their own conference agenda.

Committee Recommendations	Relevant Charge	Board of Directors Action
1. EMAC recommends that NEA institutionalize EMAC as a coordinating partner in the 3-1(g) convening. As partners, we would like to assist in identifying states that have not met their 3-1(g) goals and have not updated their plans so that they are encouraged to attend the 3-1(g) convening annually. Additionally, this coordinating team should meet with leaders of state affiliates that do not meet their 3-1(g) goals for additional support in understanding the reasons why a state might not be meeting their goals and in implementing an action plan.	Review existing Bylaw 3-1(g) state plans for promising, sustainable and measurable strategies and/or practices that support greater racial equity in inclusion and directly improve ethnic minority involvement and participation at all levels of the Association and identify strategies that can be shared with NEA affiliates.	Refer to President
2. EMAC recommends that the strategies, practices, and partnerships that NEA is engaged in be communicated broadly so that a larger and more diverse member base has access to these resources in order to amplify our collective power. These opportunities should include work addressing community and family engagement and partnerships.	Identify and compile promising strategies, practices and partnerships that can be shared with and leveraged by NEA affiliates, members and staff to further advance the Association's racial justice work.	Adopt
3. The committee recommends that NEA explore reinstituting programs previously offered that directly engages diverse leaders of color (e.g., Leaders of Color Pathway Project; regional MLT/WLT seminars).	Identify and compile promising strategies, practices and partnerships that can be shared with and leveraged by NEA affiliates, members and staff to further advance the Association's racial justice work.	Refer to President and Executive Director
4. We recommend starting a project where NEA identifies white state leaders, state and local presidents in particular, who have a proven track record in anti-racism and are actively working to create an inclusive association culture. We encourage NEA to engage those leaders in opportunities to work with their like-minded peers to plant seeds of union-wide change.	Review input from EMAC hearings and identify the broad themes that will help inform the implementation of NEA's Strategic Objectives.	Refer to President and Executive Director
5. We recommend that NEA provide a dedicated, comprehensive educational space on the website that outlines the organizational functions of governance as well as opportunities for leadership. This information could be derived directly from NEA leadership trainings and transforming it into an electronic resource.	Review input from EMAC hearings and identify the broad themes that will help inform the implementation of NEA's Strategic Objectives.	Adopt
6. EMAC recommends that space be made where Aspiring Educators can participate in part of the Conference on Racial and Social Justice without conflicting with their own conference agenda.	Provide input, through the EMAC Co-Chairs, to the Conference on Racial and Social Justice Planning Team.	Refer to President, Executive Director, and Conference Alignment Team

Human and Civil Rights Awards

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Michael Scott

The Human and Civil Rights Awards committee met in Washington, D.C., on September 23, 2022 and February 10 2023 and held virtual meetings on February 23, 2023 and March 5, 2023 to plan for the 2023 Human and Civil Rights Awards Dinner and, in accordance with their charges, all matters pertaining to the general awards program. The committee will meet again during the May Superweek on May 3, 2023.

At the onset of the year, the committee chair laid out a vision for committee affairs and engagement that would focus on aligning the HCR Awards program and committee work to the Strategic Plan and Budget in advancing racial justice and social justice and responding to the current political attacks on public education. During their meetings the chair and committee members outlined a vision for the HCR Awards program to uplift honesty in education, the freedom to learn and to give voice to marginalized communities.

Charge 1

Review the criteria, process and forms for nomination of candidates for all Human and Civil Rights Awards, and make changes as needed.

Leading up to and following their fall meeting (September 23), the committee was asked to review a documentary on the NEA-ATA merger to steep themselves first in the important history surrounding the HCR Awards and were asked to respond to the following questions:

As you watched the ATA Merger Legacy Video - what

concepts, historical facts or insights stood out to you? How does the HCR Awards presently pay tribute to that historical legacy, but also how does/may the HCR Awards advance our current national, state and local strategic objectives as an organization? How does/can the HCR Awards make an impact in our current environment(s)? How does the HCR Awards committee uplift the voices of those oppressed?

In addition, committee members were given the draft 2023 HCR Awards Nomination Application, awards informational brochure and awards category criteria for review to get acquainted with the nomination process, questions, award categories, and awards criteria. The committee was tasked with providing feedback by October 7, 2022. The committee was asked to provide recommended changes and edits.

In their September meeting, once Ambassador assignments and roles were determined across the award categories, Award Ambassadors were asked to review their Ambassador program packets and become acquainted with their awards criteria for nomination solicitation.

During their February 23 virtual meeting, members of the committee were briefed on the process of accessing, reading, scoring and selecting Human and Civil Rights Award nominees for the NEA Executive committee's consideration and approval utilizing digital scoring sheets and the digital database. The database for the HCR Awards was built to be able to hold historical data related to the awards in a secure environment and was also created to automate correspondence to the committee and all HCR Awards candidates. The committee was instructed on the use of the EdCommunities group site where all nominations and nomination materials were uploaded for 24/7 access, and organized into folders.

During the meeting, committee members were able to view and access the EdCommunities site and all nomination materials.

Charge 2

Review the nomination submissions and recommend to the Executive committee recipients for the 2023 Human and Civil Rights Awards.

To encourage the submission of additional nominees, the committee voted to extend the 2023 NEA Human and Civil Rights Awards Nomination Cycle from December 5, 2022 to February 20, 2023.

During and before their meeting on March 5, the committee reviewed 32 applications for the 2023 NEA Human and Civil Rights Awards, deliberated over them, and chose 10 recipients to be recommended to the NEA Executive committee as Award winners.

The NEA Executive Committee and President Becky Pringle approved the 10 recommendations submitted by the committee for the 2023 NEA Human and Civil Rights Awards Dinner. Names of this year's award winners and winner profiles will be available to view at www.nea.org/hcrawards.

Charge 3

Review the new business items referred to the committee by the 2022 Representative Assembly and provide recommendations to the NEA President on implementation.

During their Winter meeting (February) the committee held a discussion on the NBI's listed below:

*NBI 21. Native Hawaiian/Pacific Islander HCR Award
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.*

Rationale/Background:

Whenever Asians, Native Hawaiians, and Pacific Islanders get lumped together, there is a severe marginalization of Native Hawaiians and Pacific Islanders. It is important that our members learn about differences in these cultures and further uplift our NHPI communities.

*NBI 75. HCR Award for Members of the Disabled Community
NEA shall, using existing resources, create a new category with the Human and Civil Rights Awards program that honors an individual or a group whose work has educated, supported, and advocated for equal opportunity for members of the Disabled community.*

Rationale/Background:

Disability Rights are civil rights. The work of Disability Activism has long been ignored or hidden, with the work and advocacy often impacted by barriers that heavily impact individuals with disabilities.

The committee made a motion to accept both awards for consideration and work out the logistics (language, incorporation, etc.) around the two proposed awards at a later date. The motion was unanimously approved and expressed the committee's desire to honor the intent and spirit of the New Business Items. The committee will meet in May 2023 and subsequently as necessary to provide recommendations to NEA President Becky Pringle on these two New Business Items.

Related to the New Business Items (NBIs), the committee seeks further education and engagement on disability justice matters and the Native Hawaiian community.

Charge 4

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

In their September meeting, the committee debriefed the 2022 HCR Awards Dinner and provided staff some key takeaways and recommendations for the planning of the 2023 ceremony.

In the same meeting, the committee discussed and reflected on the vision and work plan of the committee this year. The committee sought to emphasize the importance of education, its connection to human and civil rights, and addressing how both of those items were under assault. The NEA Human and Civil Rights Awards is a part of movement work. The committee, therefore, was interested in and focused on ensuring that this year's program spoke to advancing the movement for racial justice, social justice, Honesty in Education, LGBTQ+ advocacy, trans youth advocacy, equity for women and girls, economic justice, union values, and the labor movement.

This discussion steered the committee to its theme. During its March meeting, the committee selected the theme for the 2023 NEA HCR Awards: ***"Speaking the Truth, Standing in Our Power."*** The committee was briefed by NEA staff member Alexandria Richardson on the plans for the 2023 Awards Ceremony. The 2023 NEA Human and Civil Rights Awards will be held Sunday, July 2, 2023 in the Valencia Ballroom of the Orange County Convention Center in Orlando, FL. Tickets cost \$100.00 each for general admission, and will be available for sale beginning in the month of April 2023 at www.nea.org/hcrawards. There will not be an option to view the award ceremony virtually.

Charge 5

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

Prior to the start of the year, the committee chair outlined a strategic vision and work plan for the committee's work. That vision and work plan focused on aligning the historical principles of the HCR Awards program, beginning with the NEA-ATA merger, to the current social, political, and cultural attacks on public education and against racial and social justice. Prior to and during their fall committee meeting (September 23), this vision was shared with the committee to discuss how the HCR Awards program is larger than just an annual one night event. The awards ceremony, as a result of the merger, holds a mirror to the organization and reaffirms the Association's commitment to advance racial justice and social justice (Strategic Objective Three), human and civil rights.

Via the Ambassadorship of the committee members, committee members are able to educate fellow NEA members and even their students about those diverse leaders and cultural pioneers that championed equity and justice for students and their communities.

Awardees, past and present, are Ambassadors of public education. They personify the complex identities of educators – not only as lifters of heads, and shapers of minds; but as advocates concerned with the well-being of the whole child and who fight for the wellbeing of students and communities alike. The organizations awarded connect the Association with community in the fight to advance education justice. The committee uplifts the work of those oppressed and the heroes that see them.

What does it mean to educate? What does it mean to educate right now?

The committee, as they reflected on the historical origins of the awards program in balance with the current social, political and cultural environment, concluded that the Awards program helps the Association affirm educators worldwide. The awards ceremony uplifts the work and advocacy of educators and those impacting education, across this country and the world. The Awards ceremony provides a unique opportunity to showcase on a national platform just how essential public education is to our communities and to democracy.

In this way, the Awards ceremony can serve as an organizing outlet to inspire members, the broader public, and the net-

work of award winners to be more involved with the Union in a collective mission to advance racial and social justice.

In the 2021-2022 fiscal year, a repository and database of information was created to house historical, present and future data on the HCR Awards nominations. In fiscal year 2022-2023, a historical data import was conducted to move the paper based files around past awardees to an electronic database. This database will support referencing back to past HCR Award winners for future contact and network building. NEA staff continue to work with the committee and SEA/LEA leadership on ideas for connecting award winners into NEA program and larger movement building.

Legislation

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Kimberly Johnson Trinca
Joye Mercer Barksdale

This report covers the Legislative Committee's three charges for 2022-23. We have combined Charges 1 and 2 because both involve outreach to NEA members and leaders about the Legislative Program to answer questions, gather feedback, and explain the cycle for updating the Legislative Program and proposing amendments.

Charge 1

Review the NEA Legislative Program and gather feedback from NEA members and leaders. Provide recommended modifications to the NEA Legislative Program to the Board of Directors and present for approval to the annual Representative Assembly.

Charge 2

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

The 2021-22 Legislative Committee informed and engaged with NEA members and leaders via the pre-RA Legislative Hearing in June 2022. In March of this year, the 2022-23 Legislative Committee participated in the Leadership Summit Policymaking Webinar for the same purpose. These virtual events, aside from informing members about the Legislative Program and the process for amending it, gave participants an opportunity to discuss the challenges they are facing and discover how NEA's legislative priorities relate to their experiences and challenges.

The committee also engaged with members by hosting three listening sessions in February, March, and April of this year. These were publicized through emails to state presidents (asking the presidents to share broadly) and committee members' state and local networks. The goal of the sessions

was to "expand the table" and democratize the process, providing members with a better understanding of their role in creating the Legislative Program. Equally important goals were to familiarize members with the [NEA Action Center](#), invite them to engage in advocacy, and explain how the Legislative Program relates to NEA's other guiding documents.

Each session began with a brief summary of the Legislative Program, what the committee's cycle is relative to the Representative Assembly, and what's happening on Capitol Hill. Members asked questions about the program as well as NEA's legislative advocacy.

This year, the Legislative Committee received several proposed amendments earlier than usual; the listening sessions may have been partly responsible. In late April, the committee met to review the amendments. Those supported by the Legislative Committee will be included in the revised Legislative Program recommended to the Board.

Charge 3

Reassess and continue to execute a plan to increase participation in Capitol Hill lobbying and back-home lobbying visits by NEA Board of Directors.

During this year's May Superweek, a small pilot group of Legislative Committee members is expected to test an app designed to accept feedback from Lobby Day visits. (An earlier version of the app was tested in February 2020, but was temporarily shelved due to the pandemic and personnel changes on the developer's end.) The pilot group's feedback will be shared with the developer, and during the September 2023 Superweek, the full Legislative Committee will test the app. We expect the app to be available to the entire NEA Board of Directors for the February 2024 Superweek.

Committee Recommendations	Relevant Charge	Board of Directors Action
1. The Legislative Committee recommends that the NEA Board of Directors propose the revised Legislative Program for the 118th Congress to delegates to the 2023 NEA Representative Assembly.	Charge 1: Review the NEA Legislative Program and gather feedback from NEA members and leaders. Provide recommended modifications to the NEA Legislative Program to the Board of Directors and present for approval to the annual Representative Assembly.	Adopt

Local President Release Time Grants

COMITTEE MEMBERS

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Charge 1

Select recipients of Local President Release Time Program (LP RTP) grants, monitor progress of projects, and review evaluations of selected locals.

Committee Discussion:

The Local President Release Time Grants Committee recommended the following locals to receive a grant for the 2023 – 2025 LP RTP cycle:

Davies County Education Association	Part-Time	Kentucky – Zone 2
Chatham Association of Educators	Full-Time	Georgia – Zone 2
Campbell Elementary Teachers Association	Part-Time	California – Zone 4
Kentwood Education Association	Part-Time	Michigan – Zone 3
Brockton Education Support Association	Part-Time	Massachusetts – Zone 1
Alton Education Association	Full-Time	Illinois – Zone 3
Williamson County Education Association	Part-Time	Tennessee – Zone 2

The committee also reviewed the fourteen locals currently enrolled in the LP RTP grant program, and approved their evaluations.

Charge 2

Review and make recommendations as needed related to the LP RTP guidelines and budget, including making any recommended changes to the eligibility for LP RTP local grants.

Committee Discussion:

The committee believes that it is necessary to change the LP RTP guidelines to allow locals who received a part-time or a full-time grant from NEA over twenty-five years ago to be eligible for an additional grant. Currently, once a local has received an LP RTP part-time or full-time funding, they are ineligible to receive it ever again.

be eligible for the LP RTP. The committee took into account the amount of change in leadership and the changing dynamics within school districts. Some locals who had a part-time or full-time president may have lost it due to a change in board or contract policy, while the new leadership has a receptive partner in the school administration to try again.

Recommendations

The committee recommends amending the eligibility rules as follows:

- 1. ELIGIBILITY RULES** Local associations who are affiliates of the National Education Association are eligible for the Local President Release Time Program.

Local associations of any size are encouraged to apply if their current budget will allow them to sustain their share of the cost of the program without impairing existing programs.

Full-time: Local associations currently providing less than full-time release for their local association president shall be eligible to apply for participation in the program. **An affiliate that has received a full-time grant WITHIN THE LAST 25 YEARS or which currently provides for a full-time release president is not eligible to apply.** A local who has received a part-time grant may be eligible to apply. Full-time is

defined as 100% release time.

Part-time: Local associations currently providing less than 50% release time for their local association presidents are eligible to apply. (This is flexible to include arrangements such as 30 days a year, two hours a day, one grading period out of year, etc.) **A local which currently provides 50% release or which has received a part-time grant WITHIN THE LAST 25 YEARS is not eligible.**

Committee Recommendations	Relevant Charge	Board of Directors Action
1. The Committee recommends that NEA change the eligibility 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 LPRTP.	Select recipients of Local President Release Time Program (LPRTP) grants, monitor progress of projects, and review evaluations of selected locals.	Adopt

Professional Standards and Practice

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Charge

Building on the 2020-21 and 2021-22 Professional Standards and Practices (PSP) reports and current research, continue to explore the intersection of:

- *Culturally responsive practices*
- *Brain-based practices*
- *Trauma-informed practices*
- *Restorative practices*

Describe the implications for teaching and learning (and for professional growth) for NEA (members) and affiliates.

PSP Committee 2022-2023 Report

The 2023 Professional Standards and Practices (PSP) Committee built on the important foundation of the PSP 2022 work by exploring transformational practices in their schools and work settings. To expand the reach of their work, committee members and staff presented at NEA conferences and external partner meetings. As with the 2022 report, the committee focused on four profoundly important topics:

- Applying culturally responsive practices in schools
- Utilizing current research on the brain, learning, and human behavior to guide decision-making, policies and practices in schools
- Implementing trauma-sensitive practices in working with students and adults
- Transitioning from crime-and-punishment to restorative justice and practices.

This report introduces some of the key experiences and new learnings grounded in the PSP's study. The committee strongly recommends that ALL readers review the 2022 PSP report as it provides more detailed descriptions of steps and strategies that members and affiliates should consider implementing. Our findings in 2023 are offered in the spirit of extending a networked improvement community – shar-

ing what was learned and inviting additional stories and action research on the 2022 recommendations from across the country.

Finally, as will become evident from the 2023 findings, all the work to transform schools must be grounded in the keys to organizational culture described in the 2017 NEA report, *Great Teaching and Learning: Creating the Culture to Support Professional Excellence (GTL)*.

Sharing the work of PSP and the GTL report

Members of the PSP delivered sessions to promote their work and solicit member discussion about effective strategies and practices at the NEA Leadership Summit, 2023, in San Francisco, CA. This session introduced a short list of learnings and strategies in each of the four topic areas under study in 2022 and 2023. About 80 attendees also shared their own experiences with these practices and gave feedback to the PSP.

Two weeks later, the ESP Conference in Seattle, WA included two repeated breakout sessions targeting specific ideas for creating trauma-sensitive environments for students and staff. By analyzing eight vignettes of how ESP members across career families are helping to create trauma-sensitive environments, the committee received feedback from approximately 100 attendees who shared similar experiences and specific learnings. The constructive feedback enabled the committee to gain greater understanding of several significant keys to implementation, all of which also align with the keys to transformation from the GTL report.

NEA staff also provided sessions about the work of the PSP to external partners. This included a session at the Learning Forward conference (December 2022), the American Association of Colleges for Teacher Education (February 2023), and the Association of Teacher Educators (March 2023).

Each session provided positive connections to potential partners and co-conspirators (someone who actively works alongside a person or community in support of equity and justice) in the transformation of our schools.

Highlights of learnings and recommendations from 2023

It is difficult to present a brief narrative about the findings of our 2022-2023 PSP work as distinct stand-alone topics. There is a strong interconnectedness across all four areas under study. Certainly, brain-based decisions are at the heart of all four. Culturally responsive environments also acknowledge and incorporate ways to address chronic stress and trauma, particularly by ensuring that students do not encounter re-traumatization because of any part of their school experience. Restorative justice is also a way to mitigate traumatizing experiences and to infuse more culturally sensitive, equity-based, and “community-focused” decision-making into the culturally responsive practices in schools.

With this interconnectedness in mind, we encourage you to consider these important learnings and reflect on how they might become part of a transformation effort for yourself or for your education role and setting.

Culturally responsive environments

- The first steps of creating a culturally responsive environment are to build a caring and respectful relationship with each student, and to know more about each student’s background and culture.
- Recognize that the cultures of all students are impacted by the existing socio-political context that structurally advantages some cultures while structurally disadvantaging other cultures.
- All members of the education family need to examine their own biases, cultural references, and expand their interpretation of student behavior to be more culturally inclusive.
- All members of the education family use their knowledge of student’s previous experiences and background to enhance relationships.
- The goal is to create an academic mindset for each student and a culture of “community of learners” and “learning partnerships” among the students in the class. To build that academic mindset, we engage in positive messages to students ensuring they believe in themselves and have ambitious goals. ALL members of the educator family are part of the consistent messaging about our belief in each student’s potential.
- Some educators switch to calling their assigned learners “the scholars in their class” instead of “the students in their class.” Any change in terminology should be supported with an authentic change in an educator’s mindset, practice, and behavior.

Brain-based environments for success

- Students and the adults in every part of the educator family benefit from having autonomy to guide their own work. Each person needs to have opportunities to engage in work that is meaningful to them. And we should reinforce messages of each person’s mastery as they learn, grow, and excel.
- Educators should embrace cultural differences among students as unique cultural assets that enrich the learning environment for all students.

- Motivation to learn is influenced by many factors. Educators play a major role when they help students set their own personal and attainable goals, create relevant learning experiences, help them to monitor their own learning progress and create environments where they feel safe, valued, and emotionally supported. These conditions are prerequisites for learning just as Maslow indicated they were prerequisites for growth.
- All educators can reinforce motivational messaging by telling students how their hard work and dedication has led to success. In addition, educators provide specific actionable feedback for ways each student can further advance their learning.
- Intentionally designing lessons and environments that integrate key learning concepts and empower students as architects of their own learning. Provide opportunities such as problem-based learning, community-based research projects, etc. that allow students to make relevant choices and guide their own learning.

Trauma-sensitive environments

- Most educators are not therapists, BUT all educators can create environments that convey safety, understanding, and compassion to help mitigate the trauma in the lives of others (students and colleagues).
- Educators across career families need to recognize potential signals through a student’s varied ways of acting that may be a clue of their difficulties. We need to learn more about each student by collaborating with all school staff, each student’s family, and from our own caring conversations grounded in the strong relationships that are part of culturally responsive environments
- Part of diminishing the trauma or chronic stress in the lives of others is to recognize unconscious bias, micro-aggressions, and systemic oppression that contribute to the challenges in their lives.
- Schools need to recognize that Education Support Professionals (ESPs) often have unique opportunities to develop closer relationships with many students and see students at different points of their lives, from pick-up at the bus stop to drop-off late in the day. ESPs must be part of the team both to recognize trauma and to intentionally provide a compassionate environment through every moment of school contact with a student.
- All people in the education setting, including students and educators in all roles and career families, must understand the critical importance of and be able to engage in self-care if we are to find healing, renewal, and have the strength to support others. Educators in varied settings throughout the day, can then teach students about how to engage in self-care and to respond to negative situations with emotional capability (self-awareness, self-regulation, social-awareness, interpersonal skills).
- Infusing an understanding of mindfulness practices for all educators and for them to use with students can be a powerful tool to support each person through the trauma in their lives.

Restorative justice and practices

- We must deepen our knowledge of cultures to honor the roots of restorative justice. We must understand

and commit to a mindset that moves from “what rule has been broken” to “who has been harmed.” We shift our focus from “who did it” to “what are the needs of those who have been harmed.” Finally, we shift from “what punishment does the offender deserve” to “whose obligations are the reparation of harms.”

- Well-meaning administrators often make a tremendous mistake when they learn of the power of restorative practices and believe they can bring the idea back to their worksite, mandating its implementation without crucial building-blocks in place.
- The first crucial building block is a broad understanding of restorative justice and practices by all educators in a school-wide setting. Understanding the benefits leads to commitment to change. To facilitate understanding and development of skills, each person should participate in the range of training on how to engage in restorative practices.
- Schools must begin at tier 1 – relationship building. This reinforces the culturally responsive environment in the school, is grounded in brain research, and can begin to mitigate trauma. It ALSO provides a norm of how a school operates that must be ingrained before more intensive tiers can be utilized with students.
- The second tier involves facilitated problem solving between two individuals. It is crucial to help each person develop the ability to see through the eyes of others, appreciate their needs and concerns, and grow in a commitment to help each other be successful.
- Tier 3 involves a larger community working with someone who has engaged in a greater harm as they prepare to be returned to the spirit of community (even after being removed, suspended, etc.) and seek ways to repair the wide range of harm they may have created for many others.
- Another tremendous implementation mistake is to expect students to respond with a sense of commitment to repair harm in tiers 2 and 3 when they have not experienced the relationship-building and process skills of Tier 1 and Tier 2. Schools that skip these steps end up in chaos, even becoming unsafe settings. It is also a mistake to think that persons who have caused some harm cannot be removed from the setting for a time. The difference is that their removal is not for punishment but rather for safety and to bring into place a pathway to repair harm.
- A school-wide commitment of all staff in all roles is fundamental to the successful implementation of restorative practices. Believing these practices are only for teachers is both a micro-aggression against invaluable staff members and lacks vision of how ESP members build relationships and reinforce positive expectations and commitment among students.

Next Steps

Through the work of the PSP Committee in 2022-2023, it became evident that targeted NEA initiatives could support school transformation, including healing-centered practices, restorative justice, and culturally responsive schools. Specifically, community schools represent the socially just environment to support student success, professional excellence, and support for the entire school community. Further, NEA’s leadership

initiatives represented by “Leaders for Just Schools” and the “Teacher Leadership Institute” and spinoff programs offer promising ways for our members to take the reins of transformation.

The PSP Committee also realized that schools, districts, and even the NEA need to ensure that our members in all educator roles and career families are engaged in leadership and implementation of all transformative work. Schools will not be fully transformed unless and until teachers, education support professionals, specialized instructional support professionals, and administrators are all part of the decision-making team that works with students, families, and communities to set and chart the transformation journey. All members of this team must be part of the training, implementation, evaluation, and changes in direction.

Achieving the vision of the Great Teaching and Learning (GTL) Report will be enhanced as members and affiliates utilize PSP committee reports since 2018 and the tools provided by NEA to implement community schools and the Leaders for Just Schools program. For more information about two of the key initiatives mentioned above, consider the following information from nea.org.

Leaders for Just Schools

Through NEA’s Leaders for Just Schools program, NEA is building a national network of educators who are prepared to advance equitable outcomes for students. Created by educators for educators, the curriculum allows participants to:

- Dive into understanding equity
- Investigate how bias impacts conditions of teaching and learning
- Explore ways in which they can improve school culture so that every student can be successful

The curriculum is grounded in real-life experiences in schools across the country, so the content is real, relatable, and actionable.

By participating in the Leaders for Just Schools program, participants will:

- Learn to advocate for students using levers in the “Every Student Succeeds Act” (ESSA) to combat institutional inequities in their schools and communities through the lens of racial justice in education
- Be prepared to build student-centered inclusive plans to create just and equitable learning environments for all
- Have a network of support as they share what they have learned with their school communities and implement change

Community Schools

Community schools are built with the understanding that students often come to the classroom with challenges that impact their ability to learn, explore, and develop to their greatest potential. Because learning never happens in isolation, community schools focus on what students in the community truly need to succeed—whether it is free healthy meals, health care, tutoring, mental health counseling, or other tailored services before, during, and after school. Community schools identify these needs by bringing together:

- academics,
- health and social services,

- youth and community development; and
- community engagement.

No matter our race, background, or ZIP code, we all want our neighborhood public schools to inspire imagination, cultivate curiosity and critical thinking, and ensure our children can live fulfilling lives.

At present, more than 25 million students in America's public schools live in under-resourced households, the highest proportion in generations. Increasing numbers of students are coming to school hungry, many face unstable housing situations or move frequently, and many do not have access to regular pediatric well-visits.

Community schools meet the unique needs of their students head on. A choir of voices working together to improve learning and build healthier communities in harmony.

Resources

PSP 2022 Committee Report (2022) - [PSP2022.pdf](#)

National Education Association (2017). Great teaching and learning: Creating the culture to support professional excellence. Retrieved from <https://www.nea.org/resource-library/great-teaching-and-learning-creating-school-culture>.

National Education Association. (2018). The six pillars of community schools toolkit: NEA resource guide for educators, families & communities. Retrieved from https://www.nea.org/sites/default/files/2020-08/Comm%20Schools%20ToolKit-final%20digi-web-72617_0.pdf.

Leaders for Just Schools: <https://www.nea.org/professional-excellence/leadership-development/leaders-just-schools>.

PSP 2021 Committee Report (2021) - [PSP2021.pdf](#)

Sexual Orientation and Gender Identity

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Report Coming July 2023

Women's Issues

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The Women's Issues Committee met virtually on November, 17, 2022 and in person on February 24-25, 2023. The purpose of these meetings was to discuss the WIC charges listed within this document. The committee divided into subgroups with the purpose of completing the work of each of the charges. The subgroups utilized concepts and questions to guide their analysis of the charges and review previous years' work to generate new suggestions on how to move this year's work forward and focus on what could be done in small groups.

The Women Issues Committee was created to represent the interest and perspectives of Women in education allowing unique insights to guide the realization of a great public school for every student. The committee was able to do this in the following ways.

Charge 1.

Identify and research critical issues impacting women and girls in education in the current political climate and assist in explaining and outlining action steps on these issues that can be shared with affiliates and members.

Critical Issues:

Family Medical Leave Act (FMLA):

- In support of paid leave for Family Medical Leave Act (FMLA), the WIC encourages that there is lobbying at all levels, inclusive of social media, in order to inform members of NEA efforts.
- Dependent Care:
- Advertise prior to event registration for National convenings
- Push out info to locals
- Provide hybrid options (when dependent care is available)
- Travel coverage for dependents
- Accommodations for nursing moms
- Awareness campaign

Menstrual Leave

- Lobbying
- Labor contract examples for locals to use
- Menstruation Anonymity
- Lobbying
- Awareness campaign
- Normalize

Training on Sexual Harassment:

- Accountability - Regular
- Push out info: social media
- All membership levels should be informed on this issue
- Members should know their right
- Provide professional development for leaders

Guiding Questions on Sexual Harassment:

1. Is there an investment in publications of information related to sexual harassment?
2. Members are being harassed and assaulted by adults and students and need to know their rights and processes.

Human Trafficking

- Education resources for educators
- Connect with resources from various caucuses
- Push out information (social media)
- Media campaign
- Post resources (on various platforms)
- Link to missing and murdered BIPOC women

Period Poverty

- Include in NEA publications information on Menstrual Leave
- Inquiry into Menstrual Leave considerations. Research contractual language of other countries' leave policies

Research about critical issues above:

Period Poverty

Guiding Questions on Period Poverty

- Is there an investment in publications of information on period poverty, period awareness, and menstrual anonymity?
- Can NEA invest in publications both paper and digital media on period poverty, period awareness, and menstrual anonymity?
- Can NEA invest in communications that promote awareness on these issues via social media?

Women and students are consistently impacted by this during their everyday life

Example: Spain just passed a menstrual leave bill
<https://www.firstpost.com/world/spain-menstrual-leave-countries-allow-it-10666791.html>

“Teachers and students alike need time to go to the bathroom and change our products. Junior high and high school restrict kids going to the bathroom. They get in trouble for being late. They get two bathroom passes a month. You can’t go to your locker, change your pad, and get to class in five minutes.”
-Michelle Cardenas, Teacher, Del Valle ISD, Texas

Period poverty affects one in every four women. The continued mindset around menstrual cycles is still one of shame and invisibility. These things affect our students as well. We need to raise awareness of these struggles that half the population endures. We need to change the culture around periods that will help women gain access to period care, give them the body autonomy to navigate their own reproductive system in their own preferred way, and normalize the menstrual cycle in our society.

Human Trafficking

Human trafficking is a widespread issue that affects women and children across different races and ages. By raising awareness and providing access to resources, we can help to bring national attention to this issue. We ask for an investment in a campaign about human trafficking resulting in creating accessible resources in bathrooms and other areas to hotlines and other resources.

We also ask for greater investment in publication around issues of human trafficking with a specific focus on MMIW+TS (Missing and Murdered Indigenous Women and Two Spirit) and the danger of men camps around pipelines. Oil development has brought an influx of non-native workers to Native American reservations, building man camps in already under-resourced communities. These communities are reporting an increased rate of human trafficking, sex trafficking, and missing and murdered indigenous women. This would include information on training, access to documents, processes and procedures and making it accessible to all members.

<https://www.nativehope.org/missing-and-murdered-indigenous-women-mmiw>
<https://www.bia.gov/service/mmu/missing-and-murdered-indigenous-people-crisis>

Parental Leave

Paid paternity leave (i.e., parental leave, or family leave, is an employee benefit available in almost all countries) may include maternity, paternity and adoption leave. Paternity leave would curtail women feeling forced to abort because

they cannot provide for a baby; paid paternity leave would decrease stress and potential abuse as parents have a monthly income to care for the child.

We recommend setting aside money in the budget to research paid paternity leave (i.e., looking at countries like Germany/Sweden who provide excellent paid paternity leave). Note: Parental leave is paid time off from work usually up to three years for parents who care for and raise their children themselves (parents may divide the time between one another).

“As I lived in Germany, I know firsthand the benefits of having paid paternity leave. My heart breaks repeatedly since I reside in the U.S. and hear about the stressors surrounding family planning. Many young families have to put family planning on hold or are forced early on to entrust a stranger with their baby while they have to work”. Petra Schmid-Riggins, Teacher (Arizona Education Association)

“For both of my kids, I didn’t have days. I ended up having to pay back the district \$7,000 each time, plus what I owed in doctor and hospital bills. It was terrible.”
-Michelle Cardenas, Teacher, Del Valle ISD, Texas

<https://www.make-it-in-germany.com/en/living-in-germany/family-life/parental-leave-benefit>
<https://www.bmfsfj.de/bmfsfj/meta/en/families>

Charge 2. Review input from WIC hearings and identify the broad themes that will help inform the implementation of NEA’s Strategic Objectives.

The committee discussed the need to better support members’ access to virtual hearings to increase participation. The committee would like to provide members with multiple options to better articulate their concerns. This will occur through traditional methods and/or the opportunity to participate in roundtable discussions with guiding questions. Some of the guiding questions will include the following:

1. Are there trainings shared with the local and state regarding sexual harassment? What type of guidance is provided?
2. Do you have a process at the local and/or state level to deal with sexual harassment and if so, what process is in place?
3. What are your concerns when thinking about your pathway to leadership to local, state, and national leadership? Do you know who to contact upon your pathway?

Reflections from WIC Hearings

- WIC encourages NEA to provide contractual language regarding healthcare plans to include reproductive health opportunities.
- Many members raised concerns about information not being delivered equitably at all levels (membership or affiliate).
- Making association days available/accessible to members to attend conferences, events, and trainings.
- Hosting new member and new educator events at NEA events and conferences to encourage network building.
- Mentorship programs beyond MLT/WLT at NEA and state affiliate levels.
- Surveying members about what other supports do women want/need to pursue leadership roles?

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

The committee discussed creating a different kind of engagement for members at the Conference on Racial and Social Justice. The committee would like to suggest convening a Women's Empowerment Breakfast instead of a Women's Panel. The committee believes an empowerment engagement will increase member participation at the overall conference and will provide more opportunity for women in the association to network and build community.

WIC Recommendations

The WIC would like to see the Dependent Care Reimbursement extended beyond one year. This would mean that provisions for the continuation of funding be made in the NEA Budget. Members would continue to be able to request reimbursement for dependent care at all major NEA convening's (MLT/WLT, Leadership Summit, RA, and Conference on Racial & Social Justice).

In addition the committee is recommending that NEA investigate ways they can streamline and simplify the Dependent Care Reimbursement application/request process. The form is currently cumbersome, long and confusing for some members. This is creating barriers to accessing this resource. Understanding that there may be required information that could prohibit NEA's ability to shorten the form the committee is requesting that NEA set up

guiding resources that can better assist members completing the form. This can be via online resources, (i.e. videos, step-by-step simulation guides, etc.).

Additional Considerations

- WIC had a discussion with Secretary-Treasurer Candelaria regarding the opportunity to conduct joint committee meetings to collaborate on intersectional issues with WIC, EMAC, and SOGI. SOGI, WIC, and EMAC could meet at the same times in the same spaces with an additional day provided to collaborate on work. This allows for alignment across NEA's standing committees.
- The committee had a robust conversation with members of the Sexual Orientation Gender Identification Committee (SOGI) regarding House Resolution 115, the Women's Bill of Rights. This Anti-LGBTQ bill defines a mother and father based on biological sex. The bill which is co-sponsored by George Santos and Debbie Lesko will also allow discrimination in sports. The WIC members discussed possible ways to assist SOGI in advocating for the dismissal of the bill with NEA. They made the following suggestions:
 - Email blast and send notifications to the NEA Board letting them know about this bill.
 - Include discussions about this bill in time for the next NEA Lobby Day.
 - Send out a blast to the state affiliates and locals in areas where the bill has been co-signed.
 - Send an email to notify Ed Action in Congress.

Committee Recommendations	Relevant Charge	Board of Directors Action
1. NEA should extend the Dependent Care Reimbursement beyond one year to allow members to continue to request reimbursement for dependent care at all major NEA convening's (MLT/WLT, Leadership Summit, RA, and Conference on Racial & Social Justice).	Review input from WIC hearings and identify the broad themes that will help inform the implementation of NEA's Strategic Objectives.	Refer to President, Executive Director, and Conference Alignment Team
2. NEA should investigate ways they can streamline and simplify the Dependent Care Reimbursement application/request process, including setting up guiding resources (i.e. videos, step-by-step simulation guides, etc.) that can better assist members completing the form.	Review input from WIC hearings and identify the broad themes that will help inform the implementation of NEA's Strategic Objectives.	Adopt



Great Public Schools for Every Student