NEA Officers
- Rebecca S. Pringle
  President
- Princess R. Moss
  Vice President
- Noel Candelaria
  Secretary-Treasurer

NEA Executive Committee
- Mark Jewell
- Gladys Fátima Márquez
- Ron “Duff” Martin
- Robert Rodriguez
- Christine Sampson-Clark
- Hanna Vaandering

NEA Executive Director
- Kim A. Anderson

NEA Racial Justice Lead
- Noel Candelaria
  Lead NEA Officer

Executive Committee Leads
- Mark Jewell & Christine Sampson-Clark
  Racial Justice in Education
- Christine Sampson-Clark & Gladys Fátima Márquez
  Safe, Just, and Equitable Schools

Staff Leads
- Rocío Inclán
  Senior Director, Center for Racial and Social Justice
- Harry Lawson
  Director, Human and Civil Rights
- Merwyn Scott
  Director, Community Advocacy and Partnership Engagement
- Stephen Chavers
  Director, Creative Services
  Center for Communications
- Michael Scott
  Senior Policy Analyst
  Center for Racial and Social Justice
NEA Affiliate Survey Respondents
50 submitted survey Responses

<table>
<thead>
<tr>
<th>States</th>
<th>States</th>
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<tbody>
<tr>
<td>Alabama</td>
<td>Massachusetts</td>
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<td>Alaska</td>
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<td>Arizona</td>
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<td>Arkansas</td>
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<td>Colorado</td>
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<td>Connecticut</td>
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<td>Delaware</td>
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<td>Federal</td>
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<td>Florida</td>
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<td>Hawaii</td>
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<td>Idaho</td>
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<td>Illinois</td>
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<td>Indiana</td>
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<td>Iowa</td>
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<td>Louisiana</td>
<td>Pennsylvania</td>
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<td>Rhode Island</td>
<td>South Carolina</td>
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<td>Vermont</td>
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<td>Washington</td>
<td>West Virginia</td>
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<td>Wisconsin</td>
<td>Wyoming</td>
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“What if we realized the best way to ensure an effective educational system is not by standardizing our curricula and tests but by standardizing the opportunities available to all students?”

Dr. Ibram X. Kendi
As we reflect on our rich past and look forward to a promising future, we must consider how we work, as a union, to provide a resounding answer to the question posed by NEA member and author Ibram X. Kendi: “What if we realized the best way to ensure an effective educational system is not by standardizing our curricula and tests but by standardizing the opportunities available to all students?” As we work together, we recognize that each of us must continue to work toward this end goal proposed by Dr. Kendi so that every student—every one—has the access, support, and opportunities they need to live into their brilliance.

However, we must be diligent. In this time, certain politicians and their wealthy donors work to turn back the hands of progress by attacking our transgender students, banning books, and censoring our nation’s history. Using these tactics of racial and gendered scapegoating, their end goal is really to grow their wallets and hold on to power. Because their attacks are relentless, speaking our truth and standing in our power is more important than ever.

Our students deserve the freedom to read and to learn. Educators deserve the freedom to teach. And we all deserve the freedom to simply be who we are. Our state affiliates are leading our charge to make sure that all students—regardless of what they look like, where they come from, or who they love—can learn from educators who support and inspire them. From organizing and advocating to providing professional development, our state affiliates are standing up for freedom and for our students. This annual report reflects the work state affiliates have done over the past year to partner with the NEA—the largest labor union in the country—to make our public schools more racially and socially just. It provides information to reflect on and inspiration for how we should proceed. Join us as we work together to make this country everything we imagine for our students’ future.

Rebecca S. Pringle
NEA President
We believe that public schools are a place where children are inspired so they can dream big and follow those dreams.
Most of us believe that public schools are a place where children are inspired so they can dream big and follow those dreams. They should be a place where children can be themselves. Most parents want their children to attend a fully and equitably funded great public school to receive the education they need to pursue their dreams authentically. However, certain politicians are ramping up their stoking of racial division to divide us, and only for their own personal gains. By standing in our power and continuing to speak the truth, we uphold what the NEA Representative Assembly delegates called for when they adopted NBI B in 2015.

As the NEA, we continue to examine how racism—individual, institutional, and structural—harms all of us child—from Alaska to Alabama, from California to Connecticut—can have the freedom to learn and be themselves authentically.

This annual report highlights NEA and its affiliates’ work on racial justice in education between September 2022 and June 2023. Using the Racial Justice in Education Framework, NEA asked its state affiliates to reflect on behaviors and practices, organizational culture and commitment, and strategies that they use to create transformational change. It also examines how state affiliates engage members, support local affiliates, and leverage partnerships. We ask these questions annually so that we can be reflective together as we strive toward safe, just, and equitable public schools for every student—no exceptions.
State affiliates are navigating a challenging landscape as we move through a world still recovering from the devastating effects of COVID-19. Additionally, certain politicians continue to divide our collective unity so they can profit off of the pandemic. Even still, state affiliates are moving substantial and transformative work on racial justice.

Fifty state affiliates (98%) responded to this year’s survey, and of them:

- **88%** 44 Affiliates believe their affiliate is equity-centric and focused on racial justice.
- **90%** 45 Affiliates normalize racial justice by engaging in ongoing learning and capacity-building.
- **74%** 37 Affiliates are identifying and engaging members of color in race equity work.
- **82%** 41 Affiliates support emerging leaders in their local affiliates in developing leadership skills that promote racial equity.
Additionally, there have been some noteworthy increases in state affiliate activities driving racial justice change since the previous report.

2022-2023 Report

- Prioritizes equity in internal and external work: 72%
- Intentional engagement of community-based leaders: 46%
- Appropriated dedicated financial resources to racial justice priorities: 64%
- Uses the Race Class Narrative to message our story: 52%

2021-2022 Report

- Prioritizes equity in internal and external work: 68%
- Intentional engagement of community-based leaders: 37%
- Appropriated dedicated financial resources to racial justice priorities: 56%
- Uses the Race Class Narrative to message our story: 46%
Racial justice and equity are imperative to achieving our collective mission and vision. We must continue to view our work through a racial equity lens, and this report is one tool that allows us to analyze our progress toward achieving that goal.

As an organization, we are being more intentional in our approach toward equity and how we grow and change. Of course, there is still more to do, but together, NEA will continue to lead the way in ensuring that every child has the freedom to grow and thrive, supported by educators in a safe and just public school.
AT A GLANCE
Members in 50 affiliates engaged in racial and social justice advocacy through NEAEdJustice.org

98% 50 affiliates responded to the NEA Survey on engaging in racial justice/equity work.

90% 45 state affiliates are engaging in ongoing learning and capacity-building for racial and social justice.

72% 36 state affiliates state that their mission, vision, and values address racial justice and equity.
The organizational choices and decisions we make can help us identify where we think we are as an organization on racial equity justice while also determining where we would like to be. The surveys organizational impact and change section adapts the measuring outcomes section of the Racial Justice in Education Framework.

Adapted from Race Forward, Phases to Organizational Change.
Based on the choices and decisions your Association has made during the past year to apply and implement racial and social justice principles, how would you identify the organization?

- **Equity-Silent/Colorblind**
  - 04%
  - Ignores race and denies racism

- **Equity-Ineffective/Diversity-Inclusion Committed**
  - 10%
  - Race is not centered or is watered down
  - 22%
  - Embraces diversity, equity, and inclusion at least on paper – but all talk, no action
  - 22%
  - Reactive, not proactive, on race
  - 60%
  - Reactive, not proactive, on race

- **Equity-Centric/Racial Justice Focused**
  - 68%
  - Elevates and centers racial justice as a strategic priority & mission imperative
  - 72%
  - Prioritizes equity in internal & external work
  - 24%
  - Implements Racially Equitable Systems Change
  - 38%
  - Organization-wide operations, program, and culture change

*The affiliate can make choices and decisions in multiple phases simultaneously. Therefore, they were asked to select any and all identity markers that applied to them. Percentages will not add to 100%.
How would you identify the phase of systems change in which your association might be?

<table>
<thead>
<tr>
<th>Phase</th>
<th>Agreeants</th>
<th>Commitment to</th>
<th>Mission, vision, and values address racial justice and equity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualize</td>
<td>60%</td>
<td>58%</td>
<td>72%</td>
</tr>
<tr>
<td>Normalize</td>
<td>30%</td>
<td>90%</td>
<td>12%</td>
</tr>
<tr>
<td>Organize</td>
<td>34%</td>
<td>34%</td>
<td>38%</td>
</tr>
<tr>
<td>Operationalize</td>
<td>34%</td>
<td>64%</td>
<td>68%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase</th>
<th>Develop internal equity infrastructure</th>
<th>Racial Equity Core Team</th>
<th>Authentic and active stakeholder engagement</th>
<th>Equity leadership development</th>
<th>Build external partnerships and allies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreeants</td>
<td>34%</td>
<td>34%</td>
<td>38%</td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td>Normalize</td>
<td>16%</td>
<td>36%</td>
<td>24%</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>Organize</td>
<td>16%</td>
<td>36%</td>
<td>24%</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>Operationalize</td>
<td>16%</td>
<td>36%</td>
<td>24%</td>
<td>36%</td>
<td></td>
</tr>
</tbody>
</table>

* The affiliate can make choices and decisions in multiple phases simultaneously. Therefore, they were asked to select any and all identity markers that applied to them. Percentages will not add to 100%.
LEVERS OF CHANGE
“An important element of the Racial Justice Framework is identifying what levers of change your organization should prioritize to ensure organizational impact. As you continue to work towards becoming an organization focused on racial equity and justice, which are the top three levers of change for your state affiliate?”

<table>
<thead>
<tr>
<th>Senior Staff Leadership</th>
<th>Communities, Partners, Allies, and Co-Conspirators</th>
<th>Data, Assessment, Evaluation, and Strategic Research</th>
<th>Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>22%</td>
<td>22%</td>
<td>26%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Governance</th>
<th>Members</th>
<th>Organizational Culture</th>
<th>Learning Climate and Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>52%</td>
<td>54%</td>
<td>60%</td>
<td>66%</td>
</tr>
</tbody>
</table>

*We asked the affiliate to choose their top three levers of change. Therefore, percentages will not add to 100%.*
What activities have the state affiliate engaged in, and what decisions have the state affiliates made over the past year (2022-2023) to impact the levers of change identified?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriated dedicated financial resources to racial and social justice priorities</td>
<td>64%</td>
</tr>
<tr>
<td>Ongoing Racial and Social Justice training and engagement for members</td>
<td>62%</td>
</tr>
<tr>
<td>Ongoing Racial and Social Justice training and engagement for state affiliate elected leaders</td>
<td>60%</td>
</tr>
<tr>
<td>Intentional partnerships/coalitions with organizations focused on communities of color</td>
<td>58%</td>
</tr>
<tr>
<td>Intentional partnerships/coalitions with organizations focused on communities of color</td>
<td>58%</td>
</tr>
<tr>
<td>Developed racial and social justice strategic priorities and integrated them into states' overall plan</td>
<td>48%</td>
</tr>
<tr>
<td>Ongoing Racial and Social Justice training and engagement for local leaders</td>
<td>48%</td>
</tr>
<tr>
<td>Intentional engagement of community-based leaders, allies, and co-conspirators</td>
<td>46%</td>
</tr>
<tr>
<td>Ongoing Racial and Social Justice training and engagement for affiliate staff</td>
<td>44%</td>
</tr>
<tr>
<td>Created a staff or management position to lead racial and social justice</td>
<td>20%</td>
</tr>
<tr>
<td>Conducted Racial Equity Assessment or Audit</td>
<td>18%</td>
</tr>
</tbody>
</table>
AFFILIATE CULTURE, COMMITMENT AND DEMONSTRATION
“What activities has your affiliate engaged in to demonstrate a commitment to a racially and socially just culture?”

- **56%** Implemented processes to respond to reports of harassment, bullying, and discrimination
- **52%** Shifted financial resources to support equity and racial justice work
- **52%** Hired, designated, or assigned staff to support and lead racial work
- **50%** Developed a racial equity team or structural group to support equity and racial justice

- **32%** Established practices to regularly review recruitment and retention data of staff
- **22%** Established a department, division, or center in support of racial justice work
- **18%** Utilized specific metrics, benchmarks, and indicators to inform organizational decision making
- **16%** Developed a specific racial equity action plan and integrated into budget

*We asked the affiliate to choose their top three levers of change. Therefore, percentages will not add to 100%.*
STATE ENGAGEMENT WITH MEMBERS
“In what ways are you engaging members – through training, resource development, or leadership development – to build awareness, build capacity and take action on racial justice and equity?”

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>78%</td>
<td>Leveraged conferences and other spaces to provide knowledge and skill-building focused on advancing racial and social justice</td>
</tr>
<tr>
<td>74%</td>
<td>Identified and engaged members of color/leaders of color in race equity work</td>
</tr>
<tr>
<td>62%</td>
<td>Developed and supported member-led networks of members to advance racial and social justice</td>
</tr>
<tr>
<td>54%</td>
<td>Developed and implemented ongoing learning and capacity-building on racial and social justice</td>
</tr>
<tr>
<td>48%</td>
<td>Targeted and intentional engagement with white members/leaders in racial and social justice work</td>
</tr>
<tr>
<td>40%</td>
<td>Engaged members in advocacy and mobilization efforts on issues explicitly addressing race and the impact on students and communities of color</td>
</tr>
</tbody>
</table>
“We have taken steps to include the Advancing Racial Justice and Teacher Unions and Social Justice curriculum (from the NEA UniServ Academies) into multiple conference sessions, both at the region and state level. This work is specifically focused on fighting white supremacy culture from a systemic vantage point.”

–Pennsylvania State Education Association

“We are holding regional affinity groups/events for our members who identify as Black, Indigenous, and People of Color (BIPOC). We are also holding our first Members of Color conference this June and are engaging in coalition work to advance BIPOC teacher recruitment.”

–Indiana State Teachers Association
“We are holding, for the first time, a state-wide conference on Safe and Just Schools for members and select guests from partner organizations.”

–Wyoming Education Association

“We have worked to mobilize members and community members against anti-truth and anti-LGBTQ legislation in our state legislature.”

–North Carolina Association of Educators
“CTA has a Racial and Social Justice Advisory Committee and Racial Equity Steering Committee. We have engaged with RE-Center for Race and Equity in Education as a partner in much of this work. Most recently we held a series of virtual trainings on eight different topics ranging from Intro to Race and Racism to Leading for Equity to Cultivating Anti-Racism through Pedagogy and Black Women. CTA staff have led a number of training this year for leaders and staff on Building an Anti-Racist Union. We have also continued and expanded our work on Community Schools, which is directly targeted to support racially just schools.”

–California Teachers Association
STATE ENGAGEMENT WITH LOCAL AFFILIATES AND LEADERSHIP DEVELOPMENT
“In what ways are you partnering with local leaders and affiliates to advance racial and social justice?”

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>82%</td>
<td>Supporting emerging leaders and leadership development opportunities that promote racial equity</td>
</tr>
<tr>
<td>30%</td>
<td>Providing dedicated financial resources to support locals engaged in RSJ work</td>
</tr>
<tr>
<td>30%</td>
<td>Supporting local campaigns and organizing efforts on racial and social justice issues</td>
</tr>
<tr>
<td>26%</td>
<td>Supporting collective bargaining strategies to win on</td>
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</table>
“Oklahoma Education Association built on the Langston Project by dedicating resources to a statewide network of early career educators to host events and engage current and potential members in Racial and Social Justice work. OEA is also working with a variety of Aspiring Educators chapters on racial and social justice work.”

–Oklahoma Education Association

“The Virginia Education Association has key racial equity member-led committees and a commission that meet regularly to discuss issues, receive training, and provide training to other members. These members also help drive programming such as VEA’s Summit on Teachers of Color, VEA’s Educators in Collaboration Conference (which has a racial and social justice component). They also assist with selecting book studies and leading the learning and discussion of these books. Training is provided to Virginia’s local affiliates upon request.”

–Virginia Education Association
“We provide support for equity focused bargaining proposals with sample language and bargaining guides. In addition, we pulled together a cohort of locals who wanted to focus on bargaining equity issues in their next round of contract bargaining. We also continue to lead on equity professional development, offering 17 asynchronous and synchronous equity-focused courses. Our 6th cohort of Racial Equity Advocates convened this year and we now have over 100 trained Racial Equity Advocates working across the state in communities large and small.”

–Education Minnesota

“We have been running two engagement programs for members to building leadership and union engagement. One is focused on members of color and is called Equity Sparks - it has created a large number of newly engaged members of color who are stepping into union roles. The other is our New Educators of Oregon Network (NEON), which works with ECE members across races and ethnicities to build union leadership skills and support personal growth.”

–Oregon Education Association
STATE AFFILIATE PARTNERSHIPS
“With what types of organizations and coalitions are you engaged that explicitly focus on racial justice and equity?”

<table>
<thead>
<tr>
<th>Type of Organization</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Racial Justice/Equity Focused Organizations</td>
<td>62%</td>
</tr>
<tr>
<td>Parent/Family-Centered or Led Organizations</td>
<td>38%</td>
</tr>
<tr>
<td>Coalitions supporting driving narratives in support of public education</td>
<td>62%</td>
</tr>
<tr>
<td>Faith-Based Organizations</td>
<td>36%</td>
</tr>
<tr>
<td>Organizations Serving Specific Racial Identity Groups</td>
<td>50%</td>
</tr>
<tr>
<td>Student-Centered Or Led Organizations</td>
<td>30%</td>
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</table>
“We have several partnerships including fair housing advocates, the LGBTQ advocates, organized labor, and more. They all have components of social and racial justice.”

–North Dakota United

“Over the coming year, Vermont-NEA will begin the work of training members around the not-as-yet-passed new ‘Act 1’ curriculum standards—education quality standards (‘EQS’). We intend to collaborate with the VT Principals Association (‘VPA’) for this PD work.”

–Vermont-NEA
“We partner with NAACP State and Local, Louisiana Legislative Black Caucus (LLBC), Louisiana Legislative Black Caucus Foundation, and 100 Black Women of Metropolitan Baton Rouge. We also partner with Florida Education Association for the Southeast Regional Racial and Social Justice Meeting.”

–Louisiana Association of Educators

“The ISEA has continuing to strengthen our relationship with the University of Iowa and the institution’s staff who have begun a very proactive engagement program.”

–Iowa State Education Association
Top 12 Tools and Resources Affiliates Use

60% NEA Racial Justice Training and Workshops
52% Race Class Narrative
52% NEAEdJustice.org
50% Conference on Racial and Social Justice

36% Racial Justice in Education Framework
36% CAPE Grants
34% Human and Civil Rights Professional Development - Cultural Competence, Diversity, Social Justice
30% Racial Justice Focused Facilitation and Strategic Planning

30% Center for Great Public Schools Grants
26% Externally-Led Racial Justice Training and Workshops
24% CAPE (Community Outreach and Partnership Engagement) Community Outreach and Engagement Program
22% Restorative Justice Practices and Resources

0 10 20 30 40 50 60 70 80 90 100
60%
52%
52%
50%
36%
36%
34%
30%
30%
26%
24%
22%
“Our HCR committee does professional development classes around the state. We have a very strong group of leaders who participate in the NEA Leaders for Just Schools (LJS) program. They are bringing that back to Idaho and doing multi-day conference to start a local LJS program within our state.”

–Idaho Education Association

“CAPE grants and support of the Minority Scholars Program in Montgomery County continues to be a great success and is a lighthouse of similar work that is starting to expand, including this year to Frederick County.”

–Maryland State Education Association
“It is a challenging time in our state with the attempts to punish and marginalize teachers, staff, and students who are part of the African American, Latino, Asian/Pacific Islander and other marginalized communities. We use the Race Class Narrative to help combat the narratives in such a toxic environment.”

–Florida Education Association

“NEA-New Mexico has organized a member led Education Justice Fellowship for members across the entire state affiliate. This EdJustice Fellowship was created from a grant through NEA HCR department and is currently in its 3rd year of implementation.”

–NEA-New Mexico
STATE AFFILIATE LEADERS IN RACIAL JUSTICE
NEA CAPE Grants Snapshot: Ohio Education Association and Arizona Education Association

Ohio – Ohio Education Association (OEA) partners with many organizations seeming to ensure that all children have access to a safe, just, and quality public education. One example of their partnership involved organizing the Summer Celebration of Diverse Readers (SCDR), which was held on Saturday, May 20. OEA gave out 9,000 diverse books! SCDR is an extension of Read Across America, which is now a year-round program focused on motivating children and teens to read diverse books through events, partnerships, and resources that are about everyone AND for everyone. SCDR is a pilot program created with the assistance of the NEA Read Across America Grant along with monetary sponsorship and product donations. Hilliard local was chosen as the first pilot local based on the attacks they received on educators around their cause for LGBTQ students’ rights along with the threats of banning diverse books in their school libraries. Diverse stories provide kids with different perspectives and help them see how others think and feel. NEA’s Read Across America Diverse Books Challenge helps kids of all ages discover their own voices as they learn from the stories of others. OEA’s hope is that the diversity of the books given away will help students see themselves reflected in books or allow them to see a world or characters that might be different than them.

Arizona – The Arizona Education Association (AEA) has been working hard to ensure that every student across the state – no matter what they look like or what language they speak – has the opportunity to attend a high quality public school with educators who are able to support them to reach their dreams. Within their work in transforming their union is with their president Marisol Garcia, who is the first woman of color to hold this office. Even their political work has shifted as they brought a new lobbyist on staff and added organizing students and parents to the job description. They updated what they call their “Educator’s Budget” that they advocate for at the legislature to include tribal weight, opportunity weight, and additional special education funding – all with members’ input! Because of their big win with getting Katie Hobbs elected as Arizona Governor, AEA was able to push for the creation of an educator retention task force and then ensure diverse representation from members from across the state. To help inform the needs of educators to retain them, AEA is conducting a listening tour session with affinity group sessions for educators of color, LGBTQIA+ educators, Spanish-speaking educators, Educational Support Professionals, Early Career Educators, & Rural Educators included in the plan.
CAPE GRANTS

The NEA Community Advocacy and Partnership Engagement (CAPE) grants are intended to assist local affiliates identify, engage, and mobilize minority community organizations and community leaders of color around increasing student achievement, engaging members who have participated in leadership trainings, and creating union roles to build capacity to engage community partners. Grant considerations are made on the following strategic priorities:

Advancing NEA’s priority on racial and social justice in education to ensure that every student has access to the resources they deserve, with a specific focus on Black, Brown, AAPI, and Indigenous students;

Engaging NEA members who have been trained in NEA’s leadership training or those who have a demonstrated record of activism to further social justice and / or professional issues activism;

Establishing or institutionalizing new union roles related to parent and/or community engagement; and Indigenous students;

Creating lasting improvements in conditions for all students, families, and communities.

For more information, please visit www.nea.org/cape.

CAPE Grantees powerfully organize for the safe and just schools our students deserve within and across other local and state affiliates.

142 Grants in 48 sites across 23 state affiliates

39.8% NEA members are represented by local or state affiliates that were awarded a CAPE Grant

95.8% Of the grants funded have 100% completed their goals.

“At the Illinois Education Association (IEA) Opportunity Coalition, we believe everyone deserves the opportunity to become their very best self. However, we also believe that for far too many students, there are institutional and structural barriers that stand in their way. We are faculty, staff, parents, students, administrators, Board of Education members and community members all working together to reduce the impact of the opportunity gaps that face students in our communities. Our NEA CAPE grant project has grown from a three district collaboration in 2018, to now a statewide coalition supporting work in Districts serving over 350,000 students. We love opportunity and we love NEA CAPE!”

–Andy Hirschman, Illinois Education Association
CAPE Grantees create, build, and strengthen local coalitions for their members and students to advance opportunities that will transform public education into a just, equitable, and excellent system.

“The need to identify, recruit, support, and retain Asian American and Pacific Islander (AAPI) educators is our business. Students need to see diverse educators in their classrooms, and our school buildings should reflect our community. Through the CAPE Grant, we are creating long-term inclusive pathways for diverse classrooms.”

–Yan Yee, Canton Teachers Association (Massachusetts)

CAPE Grantees create lasting improvements in conditions for all students, families, and communities through long-term and sustained funding.

“Restorative Justice Montclair is not only changing the lives of students and educators inside of school walls; it’s proven to be a connective force that unites the entire community to fight for the safe and just society we all deserve.”

–Gayl Shepard, Montclair Education Association (New Jersey)

Skills and relationships that CAPE Grantees build through promoting their cause translate to engagement, organizing, and connection outside of their project.

“We are opening doors that educators can access that have never been opened before. Through the CAPE Grant, we have been able to message to educators and students of all communities—particularly those who are more marginalized—that they are seen, valued, and heard anywhere they go.”

–Shawna Moore, Rainier UniServ Council (Washington)