
REPORTS OF COMMITTEES AND WORKGROUPS 2024-2025

July 2025

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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 committees established on an ad-hoc basis.

In May 2025, the NEA Board of Directors received and acted on the 2024–2025 committee recommendations. The Board action on recommendations is shown at the conclusion of each of the following committee Reports.

Advisory Committee of Aspiring Educators (ACAE)

COMMITTEE MEMBERS

Hannah St. Clair, *Chair*
Oregon

Rebecca Cross
Montana

Gabriella (Gigi) Whisler
Oregon

Anna Buckley
North Carolina

Faron Haase
Missouri

Ronald “Duff” Martin
NEA Executive Committee
Wisconsin

Marlon Burton
New Mexico

Joshua (Josh) Kamalani
Hawai’i

Staff:
Ann Nutter Coffman
Sonia Jasso Yilmaz

Anabella (Bella) Chlada
Illinois

Karmen Lemuel
Georgia

INTRODUCTION

The 2024–2025 ACAE began its work during an in-person orientation meeting held October 26–27, 2024, at NEA Headquarters in Washington, D.C. Two work teams met throughout the year to address the ACAE charges. In addition, ACAE members were assigned to one of three subcommittees: Awards Ceremony-GramAEs; Union Communities; and Advocacy. These subcommittees met regularly to provide input to ACAE Chair Hannah St. Clair for the purpose of AEC Planning. The ACAE Chair provides recommendations to the Aspiring Educator Conference Planning Team (AECPT), chaired by Ron Duff Martin, NEA Executive Committee Liaison to Aspiring Educators.

The Work Teams conducted extensive research to respond to Charge #3. The creation of a detailed internal document contained several links to several key research resources. This information includes a review of challenges facing aspiring educators, information on resources and legislation in place or introduced at the state government level, resources available at various universities and education programs across the country, as well as a review and discussion of resources at the state affiliate level. A brief outline is provided below regarding ACAE member work and Charge #1 to Charge #3, as well as the creation of a new work team:

Charge #1: *The review of the 2024 AEC evaluation and feedback forms was performed by the Aspiring Educator Conference Planning Team (AECPT) but the review was limited. ACAE Chair St. Clair requested feedback from AE members on the NEA Board—who are also members of the AECPT.*

Charge #2: *The full ACAE Committee addressed the work contained in this charge.*

Charge #3: *ACAE Chair St. Clair facilitated an ACAE Report-Out of the two teams on February 23, 2025.*

The two work teams, noted below, focused on and addressed the work of this charge:

- Focus on methods used by colleges of education, universities and state governments.

NEA Board Lead: Demetrius Dove

Members: Anna Buckley, Bella Chlada, Rebecca Cross

- Focus on methods used by AE state and local chapters and state affiliates.

NEA Board Leads: Jonathan Oyaga, Matthew Yuro

Member: Karmen Lemuel

Work Team for Communications:

ACAE Chair St. Clair created a totally new and unique third work team focusing on communications that this year has led to increased AE presence—on social media, among AE members, as well as within NEA at large. Although not tied to an assigned charge by the NEA Executive Committee, the Work Team played a critical role in expanding AE visibility by updating and maintaining the NEA Aspiring Educators (AE) Instagram (@NEAAspiringEd) and in provided feedback and in assisting the ACAE chair with a monthly e-newsletter creation.

NEA Board Lead: Jillian Buzzard

Members: Faron Haase, Josh Kamalani, Gigi Whisler

On March 26, 2025, the ACAE members reviewed and approved the final draft of this Report. The ACAE members and Chair are pleased to submit this final Report and recommendations to NEA.

Charge #1: *Review the feedback from 2024 Aspiring Educators Conference participants. Identify broad themes that can inform the Aspiring Educator Conference Planning Team (AECPT).*

REPORT

As noted earlier in this Report, the AE members of the NEA Executive Board provided ACAE Chair St. Clair with feedback on the previous year's Aspiring Educators Conference (AEC). The following broad themes were offered for consideration with respect to the 2025 AEC:

- **Elections:** Increase allotted time on the agenda for elections.
- **Racial and social justice:** Continue and expand variety and representation of racial and social justice sessions at the Conference.
- **Union communities:** Consider the opportunity to form more organic groupings of conference participants into Union Communities.
- **Provide greater opportunities for creativity:** Continue and expand artistic, hands-on and group-based collaborative activities such as an Art Build Project, as well as creating take-home materials, and how to create similar projects in one's local community.
- **Increase opportunities for advocacy:** Continue consideration of fifteen (15) minute Advocacy Sessions at the conference – very enjoyable and popular.

RECOMMENDATIONS FOR CHARGE #1:

No recommendations.

Charge #2: *Provide input to the AECPT through the Advisory Committee of Aspiring Educators (ACAE) Chair.*

REPORT

The ACAE members' discussion and consideration of elements for AEC Planning focused on the following areas:

- **Advocacy effort:** ensuring that the Advocacy effort focuses on learning tangible skills to take forward in one's own advocacy efforts back home.
- **The GramAE Awards:** ensuring the focus is to celebrate as many attendees as possible throughout the awards ceremony. Changes to the awards include a new award "Friend of AE" and having one "Project of the Year" award instead of the "Outstanding Local Project" and "Outstanding State Project" awards.
- **Union communities:** ensuring that these AE member groupings for the 2025 conference are focusing on opportunities of genuine engagement, joy, and fun since feedback from last year's conference indicated that not all union communities regularly met during the conference or had the same degree of meaningful and collaborative experiences.

RECOMMENDATIONS FOR CHARGE #2:

The NEA ACAE Subcommittees identified the following three key themes to inform the AECPT:

1. Infusing opportunities for joy, connection, self-care, and relationship building within the conference.
2. Providing impactful advocacy training that encourages conference attendees to advocate back home.
3. Celebrating and including as many attendees as possible during the GramAE Awards Ceremony.

Charge #3: *Review existing and new models and strategies (i.e., paid student teaching, supportive mentoring) that engage, recruit, and retain pre-service educators. Examine and highlight existing NEA and affiliate supports that engage, recruit and retain pre-service educators.*

REPORT

A summary of research findings to support Charge #3 is presented below.

Overall Themes Identified from the Universities and Government Work Team's Research:

- Compensation and financial support for future educators– critical issues.
- Inclusion of marginalized communities (rural, lower SES, special education, etc.).
- Making educational pathways more accessible for students from marginalized backgrounds/communities.

Specific Challenges AEs Face:

From various background research resources noted below, the work teams were able to gather, share, and reflect upon the findings that these key resources have documented. Among the topic areas that particularly resonated:

- School-based Observations, Student Teaching, Clinical Experience.
- Licensure Assessments and related financial matters.

Key General Background Research Resources Used:

- Teacher Recruitment and Retention 2022–Education Commission of the States.
- Paid Student Teaching Resource Hub.
- Advocating for Change—Join the Movement-Paid Student Teaching, Published March 14, 2025. First Appeared in NEA Today for Aspiring Educators, Spring 2025.
- Annotated Resource List (available on request).

In addition, the work teams completed research through interviews with NEA Teacher Quality Department Staff. Key themes from these conversations are below:

- Ways to prevent burnout as an AE and ECE
- Ways to improve the retention process from AE to ECE member of NEA
- Examples of ECE Supports

The work teams completed other extensive research through online and interview surveys of AE members regarding state affiliate support for AEs, university supports, and government supports. A summary of this information provided below:

• Ways in which State Affiliates support AEs:

1. Mentorship Programs
2. Scholarships
3. Conferences and Events
4. Union Representation and Involvement
5. Professional Development
6. Networking and Collaboration

• Condensed List about University Supports:

1. Scholarships & Financial Support
2. Culturally Responsive & Relevant Coursework
3. Field Experience & Practicums
4. Advising & Mentorship
5. Professional Development & Student Organizations
6. Recruitment & Retention Strategies

- **State Government Supports:**

1. Loan Forgiveness & Grants
1. Paid Student Teaching & Stipends
2. Tuition Reimbursement & Assistance
3. Teacher Fellowships & Certification Reimbursement

RECOMMENDATIONS FOR CHARGE #3:

NEA shall seek out and examine data from Early Career Educators about their self-Reported effectiveness of their educator preparation program.

NEA shall create a resource for future educators with various characteristics to look for in an educator preparation program and encourage candidates to think about their own learning needs, size of campus, types of programs, placement sites, and where they may want to teach.

Committee Recommendations	Relevant Charge	Board of Directors Action
<p>1. The NEA ACAE Subcommittees identified the following three key themes to inform the Aspiring Educator Conference Planning Team (AECPT):</p> <p>A. Infuse opportunities for joy, connection, self-care, and relationship building within the conference.</p> <p>B. Provide impactful advocacy training that encourages conference attendees to advocate back home.</p> <p>C. Celebrate and include as many attendees as possible during the GramAE Awards Ceremony.</p>	<p>Charge #2: Provide input to the AECPT through the Advisory Committee of Aspiring Educators (ACAE) Chair.</p>	<p>1. Adopt</p>
<p>2. NEA shall seek out and examine data from Early Career Educators about their self-Reported effectiveness of their educator preparation program.</p>	<p>Charge #3: Review existing and new models and strategies (i.e., paid student teaching, supportive mentoring) that engage, recruit, and retain pre-service educators. Examine and highlight existing NEA and affiliate supports that engage, recruit and retain pre-service educators.</p>	<p>2. Adopt</p>
<p>3. NEA shall create a resource for future educators with various characteristics to look for in an educator preparation program and encourage candidates to think about their own learning needs, size of campus, types of programs, placement sites, and where they may want to teach.</p>	<p>Charge #3: Review existing and new models and strategies (i.e., paid student teaching, supportive mentoring) that engage, recruit, and retain pre-service educators. Examine and highlight existing NEA and affiliate supports that engage, recruit and retain pre-service educators.</p>	<p>3. Refer to Executive Director</p>

Board Leadership Development Workgroup (BLDWG)

COMMITTEE MEMBERS

Ronald “Duff” Martin, *Co-Chair*
Executive Committee
Wisconsin

Robert Rodriguez, *Co-Chair*
Executive Committee
California

Jeb Binns
Washington

Sharron Callahan
Ohio

Dawn Etcheverry
Nevada

Denise Lake
Utah

Linda, McCrary
Tennessee

Paula Merrigan
California

Susan Nicholas
Illinois

Loren Paul
South Dakota

Angie Powers
Kansas

Barbara Rheault
New Jersey

Sherri Schwanz
Kansas

Marty Scofield
Minnesota

Brian Skinner
Kansas

Clinton Smith
Tennessee

Ivory Smith
Maryland

Hannah StClair
Oregon

Eddie Ventura
Nebraska

Staff:
Annelise Cohon
Kisha Davis-Caldwell
Cory Wofford

REPORT

The Board Leadership Development Curriculum is designed with NEA’s Leadership Competency Framework as its foundation. The overarching assumption of curriculum implementation is that the knowledge acquired by new directors prepares them for their board service; advances NEA’s strategic goals, mission, and vision priorities; and champions the organization’s core values. The skills portion of the curriculum aligns to the seven competencies outlined in the framework. The competencies define for educators the skills required for all activists and leaders. The theory of the training plan is that board members who develop these skills, knowledge, behaviors, and dispositions will successfully fulfill their role as a member of the board and achieve individual professional and personal growth goals. Further, participants will be equipped to implement these knowledge, attitudes, and beliefs in other contexts with the long-term goal of promoting, protecting, strengthening, and thus transforming P-20 public education.

The Board Leadership Development Workgroup (BLDWG) planned and implemented two unique sessions at the 2025 Leadership Development Summit in Detroit, Michigan *Session 1—The Power of Unity: Building Diverse Partnerships and Coalitions* was offered once while *Session 2—NEA Directors: Roles and Responsibilities at the NEA Representative Assembly* was offered twice. These learning sessions were solely open to members of the NEA Board of Directors as part of their leadership development. Attendance of at least one board-only session was mandatory for first-year board members. The mandatory attendance is a result of a recommendation made by the workgroup and accepted by the NEA president after the workgroup’s September 2025 meeting.

This year’s cohort consisted of 37 directors, seven of which straddle two cohorts because their election or appointment to the board was not at the start of the curriculum year. The recommendations listed below are based on data collected throughout the 2024–2025 curriculum year.

Charge #1: *Continue to implement the Board Leadership Development curriculum.*

RECOMMENDATIONS FOR CHARGE #1:

The BLDWG makes the following recommendations for the 2025–2026 curriculum.

- Virtual trainings for newly-elected board members be open to the following when possible:
 - Alternate directors
 - Interim directors
 - Non-newly elected board members who wish to review content
- Greater collaboration between the Government Relations (GR) Team and the Internal Concerns Committee (ICC) to include governance voices in advocacy/legislative action trainings.

Charge #2: *Assess the Board Leadership Development Curriculum and recommend revisions as needed.*

RECOMMENDATIONS FOR CHARGE #2:

- Newly-elected board members receive a tour of the U.S. Capitol to prepare for lobbying days during the early training days of the curriculum year.
- Additional focus on the roles of NEA Directors' back-home efforts at their state and local levels; possible suggestions could include:
 - Panel of continuing directors sharing experiences utilizing their NEA Director perspective back home.
 - More practice of how to educate members (on state and local boards, delegates, etc.) on the connection between what happens in DC, their workplace, and the strategic work that NEA is doing within P-20 education.

ADDITIONAL RECOMMENDATIONS

Training focused on NEA Directors roles and responsibilities at the NEA RA be offered to all directors during the week of the May Board meeting.

ESP Careers Committee

COMMITTEE MEMBERS

Gwen Edwards, *Chair*
Virginia

Cesar Carranza
Iowa

Debra Ward-Mitchell
Illinois

Anna Badilla
Arizona

Amy Evans
Illinois

Chiffon (Turkessa) Winston
Kentucky

Maritza Barrera
Texas

Anastasia Jimenez
Arizona

Stacy Yanko
New Jersey

Maria Bennett
Pennsylvania

Christine Mulroney
Massachusetts

Lois Yukna
New Jersey

Connie Boylan
Michigan

Marian Phillips
Florida

Robert Rodriguez
Executive Committee Liaison
California

Jacqueline Burton
Tennessee

Alfonso Salais
Michigan

Staff Liaisons:
Amber Parker
Jennie Young

Charge #1: *Use NEA's Education Support Professional (ESP) Bill of Rights to identify and recommend opportunities for progress and impact on behalf of ESPs within the White House and appropriate federal agencies.*

REPORT

The NEA National ESP Bill of Rights campaign is a movement led by ESP members to build ESP recognition, respect, and power. It is also a vehicle to capture and share ESP's biggest concerns, an organizing tool, a means to identify and develop new leaders, an opportunity to increase member engagement, and a bargaining framework. Currently, 11 states (Massachusetts, Maryland, Illinois, Delaware, Colorado, Kansas, Michigan, Vermont, Washington, Arizona, North Carolina) are engaged in building or expanding statewide campaigns.

When this charge was assigned to the committee in September 2024, the administration and political environment drastically differed from the reality we face today. Opportunities at the federal level are few, if not nonexistent, under the current administration.

Key Takeaways:

1. At the September 2024 meeting, the committee gained deep insight into the many opportunities within agencies at the federal level and knows that NEA will continue to use that as a springboard to have conversations with members focusing on the fact that elections and electing education-friendly candidates matter.
2. The greatest potential for positive change under the current administration is influence and advocacy at the state and local levels.
3. How NEA leveraged its relationship with the previous administration can be a model for how states with like-minded administrations and legislators can build and strengthen relationships to protect public education and democracy.
4. We will continue to work with states to build their own unique campaigns to continue to grow and strengthen their union.

Ethnic Minority Affairs Committee (EMAC)

COMMITTEE MEMBERS

Tracy Hartman-Bradley, *Co-Chair*
Nebraska

Kristen Dullen
Alaska

Alberto Nodal
California

Karen Moore, *Co-Chair*
Illinois

Robert Ellis
California

Jose Reyes Garcia
AE Representative
Kansas

Terry Addison
Washington

Tammie Johnson
New Mexico

Christy Sainz
Arizona

Maritza Ávila
California

Stephanie Johnson
South Carolina

Shawn Brehm
(AI/AN Caucus-chair elect)
Washington

DeNaé Bush
Missouri

Edwin Kagawa
Hawai'i

Christine Sampson-Clark
Executive Committee Liaison
New Jersey

Kimberly Colbert
Minnesota

Jodi Kunimitsu
Hawai'i

Jacque Dixon
Oregon

Cherlynn Lee
New Mexico

Staff:
Merwyn Scott
Lindsay Peifer

The NEA Ethnic Minority Affairs Committee (EMAC) is a standing advisory committee originally authorized by the NEA Board of Directors in 1975 under the name Committee of Minority Affairs (MAC) upon the recommendation of the Executive Committee. As a Social Justice/Constituency Committee, members of EMAC seek to offer input, ideas, and critically important perspectives from the communities they represent. The work the committee engages in is to respond to the charges given to them by the NEA president.

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 to be shared with affiliates as they work to improve their plans.*

REPORT

The Ethnic Minority Affairs Committee (EMAC) continued to collaborate with NEA to find and highlight state affiliate 3-1(g) plans that have shown promising, sustainable, and measurable goals in supporting greater racial equity in inclusion. In recent years the meetings have been a joint NEA Executive Committee member, EMAC, and NEA staff-led event. This year's meeting will be held in October.

State exemplars were highlighted in different categories for participating states to study from the previous meeting:

- Alaska—Each year, NEA-Alaska sends an electronic update form to all members to attempt to have ethnic self-identification to take place. Members are encouraged to self-identify their race/ethnicity on all forms and at all NEA-Alaska events.
- Arizona—Continues to create new affinity spaces for all Native People and People of Color members through the Arizona Racial and Social Justice (RSJ) Mini-Con that is offered in both Spanish and English with live translation. The Learn and Lead portal also has tons of information regarding how to grow membership and create stronger leadership pipelines for Native People and People of Color members.
- Colorado—Distributes Bylaw 3-1 (g) data to local associations in Colorado to facilitate discussions on how to increase the percentage of Native People and People of Color participation. Locals create and submit their own plans to involve more Native People and People of Color members in all levels of the organization and then do a year-end review of their progress towards their own stated goals.

- Delaware—Identified Native People and People of Color members to attend MLT training and bring back info to present at local executive board and representative assembly.
- Iowa—Iowa State Education Association (ISEA) uses all communication channels (web site, social media, postcard campaigns, newsletters) to communicate ISEA's commitment to ethnic minority involvement.
- New Jersey—Members of Color Network organized meetings as well as five racial/social justice state committees.
- New York—New York State United Teachers (NYSUT) launched the Members of Color Affinity & Action Project.
- Tennessee—Assists interested locals in establishing local or regional racial/social justice committees. Engaged in partnerships with external organizations and agencies working toward racial and social justice. Will implement quarterly racial justice training for both staff and members.
- South Carolina—In August of 2024 NEA partnered with the EPI Center (Voorhees Center of Excellence for Educator Preparation and Innovation) for a Praxis Bootcamp. Voorhees University is an HBCU in Denmark, SC.

EMAC looks forward to the October 3-1(g) meeting and to the continued collaboration with NEA.

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.*

REPORT

NEA currently has numerous strategies, practices, and partnerships that can be leveraged by NEA affiliates, members, and staff to further advance the Association's racial justice work. Highlights include the NEA Leaders for Just Schools, NEA tools and resources, CAPE Grants, state-led emerging leader programs, and new partnerships with tribal nations for land acknowledgments. Continuing to cultivate these partnerships is essential to empower and activate members in state and local affiliates to become racial justice warriors.

NEA's centerpiece strategies for racial and social justice are the Women Leadership Training and the concurrent Minority Leadership Training (W/MLT) and the annual Conference on Racial and Social Justice (CRSJ). In addition to being present at these conferences for in-person hearings and caucus meetings, EMAC, through the chairs, is part of the planning committee.

Another important strategy for racial and social justice is the grants and training that NEA provides to engage and support state and local affiliates who are implementing racial and social justice work and practices. These include CAPE Grants that support Community Schools, Critical Ethnic Studies, Restorative Justice, Organizing and Bargaining for the Common Good, Dream Centers, among others, and grants from the Center for Racial and Social Justice to fund ethnic minority training in state affiliates.

Promising strategies also include helping local affiliates establish racial and social justice committees, enhancing ethnic minority affairs efforts, and using models from states like Illinois and California that have successful emerging leadership programs.

Examples of successful state programs include Maryland's leadership training, Kansas's ethnic minority networking, and Indiana's Educators Rising program, all of which can serve as models for other states.

Additional promising strategies/resources include:

- Indiana recruits minority youth to enter the teaching profession through their Educators Rising program.
- Illinois hosts a three-day training called the Ethnic Minority Emerging Leader Training (EMELT) Program to help cultivate new leaders in November.
- Kansas works with the Ethnic Minority Board and the Racial Justice Leadership Committee to support networking opportunities for ethnic minority members.
- Maryland sponsors a leadership training which encourages local leaders to attend and hold Minority leadership training for its members.
- Tennessee assesses interested local affiliates in establishing or enhancing local or regional racial and social justice committees (ethnic minority affairs committee) to: (1) Create a safe space for marginalized educators to discuss their challenges; and (2) Increase capacity to engage district leaders in ways to achieve racial and social equity for Tennessee students and educators. These types of tactics have led to an exponential growth in Native People and People of Color participating both at our RA and in other leadership capacities.
- Washington sponsors the Nakia Academy, a year-long mentorship program that partners mentors of color with new educators of color.

EMAC's hope is that as NEA continues to expand and support racial and social justice in our state and local affiliates, the Association is intentional on how it engages and support rural members. Currently, the Executive Committee is discussing strategies to support rural members; EMAC would appreciate the opportunity to partner in this where it makes sense.

EMAC is committed to assisting in identifying member and community partner experts prior to events to ensure the cultural accuracy of acknowledgements, performances, presentations, and keynotes.

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

REPORT

EMAC, SOGI, and WIC participated in the Social Justice hearing at both WLT/MLT West and East, marking the completion of year one for their caucus meetings. During these meetings, each group shared their respective charges with participants. EMAC, SOGI, and WIC are committed to incorporating intersectional practices in their work.

Common themes from the hearings included the need for improved communication, the use of various resources to distribute information, creating a newsletter, maintaining a common calendar, and providing support for small rural communities. In response to these common themes, EMAC would like to develop a social media site and newsletter to create space for cross affiliate interactions.

EMAC would like to learn about the purpose and format of the various racial justice leadership and projects, so that the committee may look for potential overlap and streamlining of the most effective strategies to involve Native People and People of Color members.

Charge #4: *Provide input, through the EMAC Co-Chairs, to the Conference on Racial and Social Justice Planning Team.*

REPORT

The Committee continues to work with the WLT/MLT and Conference on Racial and Social Justice (CRSJ) Planning teams and NEA staff for ongoing coordination, alignment, and identification of innovative strategies to provide our members the opportunity to build awareness and capacity to continue their racial and social justice journey in order to advance the mission and priorities of the NEA. EMAC's goal is to provide strategic input to the CRSJ Planning team.

EMAC looks forward to continuing the intersectional work with SOGI and WIC that began last year. The joint hearings at the WLT/MLT and CRSJ and the concurrent annual meetings have allowed thoughtful and meaningful collaboration. EMAC wants this collaboration to continue in action-oriented and intentional ways. After looking at member input for individual committees and caucuses, EMAC would like to identify intersectional issues around which member actions may be organized.

Key Highlights from the CRSJ:

- Utilizing guest speakers and sessions at the NEA RA level/beyond conference attendees
- Resources provided to support our immigrant communities/population
- All caucuses represented on panels
- Streamlined feedback collection
- EMAC charges sent to all states/state EMACs
- More collaboration between EMAC and CRSJ Planning
- Sending more new members to conferences

Charge #5: *Identify examples of current work addressing community and family engagement and partnerships and recommend strategies to engage NEA's diverse member base in this work.*

REPORT

NEA has many community and family partnerships that provide resources to NEA members on a variety of topics in many spaces. From organizations like National Indian Education Association (NIEA) and United National Indian Tribal Youth (UNITY) to Asian Pacific American Labor Alliance (APALA) and Grassroots Asians Rising (GAR) to League of United Latin American Citizens (LULAC) and Mi Familia Vota to the Coalition of Black Trade Unionists (CBTU) and NAACP, NEA has strong national partners that advocate for communities of color. Additionally, NEA has strong family partnerships with organizations like Parent Teacher Home Visit and Red, Wine, and Blue. EMAC would like to continue learning about these partnerships and how national organizations can be utilized to empower communities in state and local affiliates.

As EMAC forms partnerships with various community organizations engaged in racial and social justice work, the committee would like to create a resource bank of speakers and presenters that can be accessed by members and staff who are planning various conferences and workshops to engage members. This would allow members to have more opportunities to hear presentations from people and organizations that are strong advocates for racial and social justice.

EMAC hopes to work with Historically Black Colleges and Universities (HBCUs), Tribal Colleges, Hispanic Serving Institutes (HSIs), Asian American Native American Pacific Islander Serving Institutions (AANAPISIs), and other Minority Serving Institutions (MSIs) to highlight their work with aspiring educators. The committee hopes to build pathways toward AE membership and for graduating students to enter the field of education.

EMAC is committed to continuing to uplift NEA's CAPE Grant awardees who are doing racial and social justice work. Visiting CAPE Grant sites and seeing the powerful work happening in different parts of the country inspires and empowers EMAC members to organize racial and social justice programs in their local and state affiliates.

The committee will continue to support and advocate for information (paper/online support check-ins/webinars) for Deferred Action for Childhood Arrivals (DACA) educators, such as renewing DACA status and knowing what their rights are.

EMAC looks forward to highlighting and supporting member-led initiatives in local communities, as well as those already existing within NEA, to create opportunities to spotlight work, amplify voices, and foster partnerships amongst all interest holders.

Finally, EMAC is dedicated to its continued partnership with NEA and the CAPE department to work with local community partners, faith-based organizations, and nonprofit agencies to expand the network of support and develop additional partnerships and learning opportunities.

Human and Civil Rights Awards Committee

COMMITTEE MEMBERS

Turquoise Parker, *Chair*
North Carolina

Ed Foglia
California

Wafa Safi-Hassan
Indiana

Chelsie Acosta
Utah

Adolfo Garza-Cano
Oregon

Alexander Thomson
Michigan

Michelle Alexander
Maryland

Tracy Hartman-Bradley
Nebraska

Casey VanWhy
Pennsylvania

Heather Bakke
Minnesota

Aaron Kubo
Hawai'i

Kelly Villalobos
California

Denae Bush
Missouri

Jodi Kunimitsu
Hawai'i

Jamila Walton
Kansas

Carol Correthers
Ohio

Karen Moore
Illinois

Pamela Wilson
Washington

Michelle Dennard
Minnesota

Alberto Nodal
California

Erika Zamora
California

Nichole Devore
California

Elizabeth Ojeda-Jimenez
Illinois

Robert Rodriguez
Executive Committee Liaison
California

Aneeka Ferrell
Washington

Aaron Phillips
Texas

Staff:
Alexandria Richardson
Michael Scott

INTRODUCTION

The Human and Civil Rights Awards Committee met in Washington, D.C., on September 27, 2024, and February 14, 2025, and held a virtual meeting on January 8, 2025, to plan for the 2025 Human and Civil Rights Awards Dinner and, in accordance with their charges, all matters pertaining to the general awards program.

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 our legacy as a merger of two unions and the power of diversity, equity, and inclusion.

Charge #1: Review the criteria, process, and forms for nomination of candidates for all Human and Civil Rights awards, and make changes as needed.

At its first meeting on September 27, 2024, committee members engaged in a debrief exercise of the 2024 HCR Awards cycle and program. Committee members were asked to reflect on what they think we should keep, what we should discard, and what we should transform. This activity allowed the committee to be honest with themselves in an intentional way, to best represent the organization, and to honor the resources and time required for preparing and hosting the HCR Awards program.

The exercise allowed the committee to keep the legacy of the NEA-ATA merger at the forefront, as they are reminded the HCR Awards was born out of the merger. Additionally, the chair of the committee provided each committee member with a calendar of racial injustices to help them reflect on the mission and the vision of the awards program.

Finally, logistical considerations for the program, as well as for the nomination and selection cycle were discussed. This year, nominations were received on an updated version of Blackbaud. This allowed for a more seamless collection of information. No changes to the criteria or process were made.

Charge #2: *Review nomination submissions and recommend to the Executive Committee recipients for the 2025 Human and Civil Rights Awards.*

Committee members worked diligently as ambassador teams to disseminate information and encourage affiliates and members of the NEA Board of Directors to increase applications. The goal was to increase the number of applicants without needing to adjust the due date. This goal was met. The final application deadline for this cycle was December 2024.

As mentioned previously, Blackbaud has a new interface for receiving applications. As such, committee members were able to directly review nominations on Blackbaud, rather than the previous method of using an Excel spreadsheet on EdCommunities. Committee members met on January 8, 2025, to receive training on the review portal, and they were asked to review each of the 20 nominations in advance of the February 14, 2025, meeting.

Committee members deliberated the applications for each award category at the February 14 meeting and provided a slate of recommended award winners for nine of the categories for the 2025 HCR Awards Program.

Charge #3: *Assist in the planning and execution of the Human and Civil Rights Awards Ceremony.*

Please see the note in Charge #1 about the debriefing activity that took place at the September 2024 meeting. This activity encompassed the mission of both Charges #1 and #3.

At the February 14, 2025, committee meeting, each committee member was asked to brainstorm words that came to their minds when thinking about awards. All words were provided back to the committee, and ambassador teams each had the opportunity to suggest a theme. Committee members then voted on the theme, and *“Building A Legacy for Collective Freedom: A Celebration of Diversity, Equity, and Inclusion”* was selected as the 2025 HCR Awards theme.

Upon recommendation of the committee, Marcus Anderson has been secured to provide our entertainment. He was very popular at the 2024 HCR Awards. We received excellent feedback from the committee members and the audience.

The 2025 HCR Awards will take place on July 2, 2025, in the Portland Ballroom of the Oregon Convention Center in Portland, Oregon. Tickets cost \$100 each, and they will go on sale in early April 2025 at nea.org/hcrawards.

Charge #4: *Make recommendations for collaboration with HCR Award winners to advance outreach to communities and partners in support of NEA’s Strategic Objectives within that year.*

Prior to the start of the year, the committee chair outlined a strategic vision and workplan for the committee’s work. That vision and workplan 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 27), this vision was shared with the committee to discuss how the HCR Awards program is larger than just an annual one night event, but that 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 #2).

Via the Ambassadorship Program 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 champion equity and justice for students and their communities. During the current attacks and dismantling of diversity, equity, and inclusion, committee members determined that it is prudent that the organization continue to champion the collective power of a diverse nation rooted in principles of equity and inclusion.

COMMITTEE RECOMMENDATIONS

None.

Legislative Committee

COMMITTEE MEMBERS

Colleen Brodbeck, *Chair*
Pennsylvania

KaCee Ballou
Montana

Tanya Coats
Tennessee

Rachella Dravis
Iowa

Sara Earleywine
Iowa

Chris Early
Oregon

Bill Farmer
Illinois

Katy Gale
Connecticut

Michael Glabere
Wisconsin

Kevin Hickerson
Virginia

Gloria Ho
Delaware

Peggy Hoy
Idaho

Jeff Hubbard
Georgia

Brenda Johnson
Minnesota

Dora Leland
New York

Vin Levcowich
Rhode Island

Dwayne Marshall
Ohio

Jesse Martinez
Wisconsin

Sue McBride
New Jersey

Tia Mills
Louisiana

Kashara Moore
California

Tyler Murphy
Kentucky

Dustin Parsons
Arkansas

David Ring
Texas

Becca Ritchie
Washington

Andy Slaughter
Missouri

Christopher Stevens
Mississippi

Christine Sampson-Clark
Executive Committee Liaison
New Jersey

Staff:
Marc Egan
Kimberly Johnson Trinca
Joye Mercer Barksdale

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.*

REPORT

The committee voted in favor of deleting the following amendments from the NEA Legislative Program:

NEA supports:

- total repeal of the Social Security Offset/Government Pension Offset as well as proposals that provide incremental steps toward total repeal of the Government Pension Offset, which will establish equity between public and private sector employees as well as restoring to eligible individuals and survivors the full Social Security benefit earned by their spouses

NEA supports:

- total repeal of the Social Security Offset/Windfall Elimination Provision as well as proposals that provide incremental steps toward total repeal of the Windfall Elimination Provision for members who have qualified for retirement or disability benefits from both Social Security and another government pension system

Rationale: With the repeal of GPO-WEP, these amendments are no longer necessary.

The committee voted in favor of adding the following amendment:

NEA supports:

- amending the Federal Unemployment Tax Act to make Education Support Professionals eligible for unemployment benefits between terms, even when they have reasonable assurance of employment following the term break; furthermore, NEA supports a dedicated fund to help local education agencies offset the increased costs.

Rationale: Although federal law does not preclude ESPs from receiving unemployment benefits between terms, making it explicit in the law that they are eligible for these benefits between terms would help move states in a positive direction on this issue.

RECOMMENDATIONS FOR CHARGE #1:

The committee recommends the Proposed NEA Legislative Program be adopted by the NEA Board of Directors with the above changes.

Charge #2: *Conduct an open hearing and other sessions as needed/appropriate to review the proposed NEA Legislative Program and discuss relevant legislative issues with delegates and NEA members. Work with staff to review legislative amendment submissions and determine the Committee's recommendation for each submitted amendment.*

REPORT

The committee hosted 4 virtual listening sessions between January and March 2025. Attendance was higher than usual, with many questions about the future of federal funding for IDEA, Title I, and other crucial programs. The committee/GR gave an overview of the NEA Legislative Program, congressional and other federal activity, and channels for advocacy. (A virtual hearing was scheduled for June 16 in connection with the RA.)

RECOMMENDATIONS:

None.

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.*

REPORT

The committee began a survey in February 2025 of NEA directors to gauge their participation in back-home lobbying of their federal representatives. The committee is still collecting results and plans to collate best practices to share with NEA directors.

RECOMMENDATIONS FOR CHARGE #3:

None.

Local President Release Time Grants

COMMITTEE MEMBERS

Wendy Winston, *Chair*
Michigan

David Lockley
Colorado

Matthew Seymour
California

Christina Bohringer
Virginia

Maiwa Lor
Wisconsin

Audra Shaw
Washington

Aaron Chapin
Pennsylvania

Paula Pendergrass
Tennessee

Mary Beth Tate
Alabama

Rachel Croft
Nevada

Jessica Ramirez
Indiana

Daneen Watson
Pennsylvania

Kelly Fisher
Arizona

Mark Richards
New Jersey

Michael Williamson
Illinois

Ever Flores
California

Roger Rothe
Michigan

Gladys Marquez
Executive Committee Liaison
Illinois

Keith Gambill
Indiana

Cartier Scott
Florida

Staff:
Jeannette Jackson
Mark Simons

Charge #1: *Select recipients of Local President Release Time Program (LP RTP) grants, monitor progress of projects, and review evaluations of selected locals.*

REPORT

The committee reviewed 21 local associations that are currently within the LP RTP grant cycle and evaluated their grants for compliance. The committee also reviewed nine applications for a LP RTP grant and approved seven locals. These locals included three ESP locals, one wall-to-wall local, and five professional locals. Of the seven approved, three were ESP, three were professional, and one was wall-to-wall.

RECOMMENDATIONS FOR CHARGE #1:

None.

Charge #2: *Review and make recommendations as needed related to the LP RTP guidelines and budget.*

REPORT

The committee explored changing the amount locals receive from \$25,000 for full-time locals to up to \$45,000 for full-time locals, and whether to adjust the maximum for part-time locals to reflect the change in full-time funds.

RECOMMENDATIONS FOR CHARGE #2:

To increase the budgetary amount provided per local. The current amount of 45% or \$25,000 was last increased in 2001. Keeping up with inflation that would be \$45,000 today. The current grant has 10% coming from the state affiliate (with no cap); in one example, the total cost for a local was \$170,750.32 per year. The state affiliate is required to pay \$17,075.03, which is 10%. NEA's maximum contribution of \$25,000, which would be the lesser of 45% amounts to roughly 15% of the total cost. Whereas, if it was brought up to 45% with a higher maximum threshold, that would be \$76,837 or a maximum of \$45,000 which would be more proportional to the amount the state and local must pay.

LOCAL PRESIDENT RELEASE TIME PROGRAM ADDENDUM

2024–25 RECOMMENDATIONS

Current Structure Overview

The grant currently has a maximum cap of \$25,000 or 45% of release time costs for Year 1 and Year 2, with the percentage dropping to 30% in Year 3. Local state organizations contribute 10% in Year 1 and Year 2, and 7% in Year 3. The remaining 55% (or more) is covered by the local association, which can be a significant burden, especially for smaller locals with limited financial resources.

It is important to note that when calculating release time costs, we must consider the full compensation of the released president, including not only salary but also benefits like health insurance. Health insurance costs have increased greatly across the country, alongside salaries and the general cost of living, adding further strain on local associations.

Given the increasing cost of living, health insurance, and salaries nationwide, many locals find it difficult to restructure their dues to cover these expenses, particularly after the three-year grant period ends. To address this, The committee proposes introducing a tiered system based on local membership size to better allocate resources and provide tailored financial support.

Proposed Tier System

Tier 1: Locals with fewer than 100 members

- Introduce a cap of \$35,000 (or 55% of release time costs) for Year 1 and Year 2, with the percentage decreasing to 45% in Year 3.
- Local state organizations would cover 10% in Year 1 and Year 2, and 7% in Year 3.
- The local association would be responsible for 35% in Year 1 and Year 2, increasing to 48% in Year 3.
- NEA and/or the State Affiliate will collaborate with these locals to assist in restructuring their dues and fee systems, ensuring long-term sustainability for release time after the grant ends.

This tier is designed to provide maximum support for the smallest locals, which often struggle the most with meeting release time costs.

Tier 2: Locals with 100–350 members

- Implement a cap of \$30,000 (or 50%) for Year 1 and Year 2, with the percentage decreasing to 35% in Year 3.
- Local state organizations would still contribute 10% in Year 1 and Year 2, and 7% in Year 3.
- The local association would be responsible for 40% in Year 1 and Year 2, increasing to 58% in Year 3.
- NEA and/or the State Affiliate will work closely with these locals to help adjust their fee structures to create a sustainable financial plan for release time costs after the grant period concludes.

This tier helps mid-sized locals manage release time costs without overburdening their budgets.

Tier 3: Locals with 351–500 members

- Implement a cap of \$27,000 (or 45%) for Year 1 and Year 2, with the percentage dropping to 30% in Year 3.
- Local state organizations would maintain their contribution of 10% for Year 1 and Year 2, and 7% in Year 3.
- The local association would be responsible for 45% in Year 1 and Year 2, increasing to 63% in Year 3.

Tier 4: Locals with more than 500 members

- No proposed changes at this time, as larger locals typically have greater financial capacity to manage release time costs on their own.
- The local association remains responsible for 55% or more, depending on the release time costs.

Support for Long-Term Sustainability

In addition to the new tier system, we propose offering targeted guidance for locals in Tiers 1 and 2 to help them restructure their dues and fee structures to ensure sustainable funding for release time beyond the grant period. This could include financial planning workshops and consultations tailored to the unique challenges faced by smaller locals.

Budget Allocation Increase

To ensure this new tier system does not reduce the number of locals receiving support, we recommend an increase in the overall budget allocation for the Local Presidents Release Time Grants. This increase is critical for two reasons:

1. The grant must remain accessible to the same or a greater number of locals.
2. The tier system should reflect the realities of inflation, rising health insurance costs, and the general increase in the cost of living, ensuring smaller locals can receive the financial support they need without taking resources away from others.

This proposal aims to introduce a new tier system that better aligns the Local Presidents Release Time Grants with the financial needs of locals based on their membership size. By introducing this system, increasing the percentage of release time costs covered for smaller locals, and requesting an increased budget allocation, we can ensure that this invaluable grant continues to support a wide range of locals, both now and in the future.

Committee Recommendations	Relevant Charge	Board of Directors Action
<p>1. Introduce a tiered system based on local membership size to better allocate resources and provide tailored financial support.</p> <p>PROPOSED TIER SYSTEM:</p> <p>Tier 1: Locals with fewer than 100 members—</p> <ul style="list-style-type: none"> • Introduce a cap of \$35,000 (or 55% of release time costs) for Year 1 and Year 2, with the percentage decreasing to 45% in Year 3. • State affiliates would cover 10% in Year 1 and Year 2, and 7% in Year 3. • The local affiliate would be responsible for 35% in Year 1 and Year 2, increasing to 48% in Year 3. • NEA and/or the State Affiliate will collaborate with these locals to assist in restructuring their dues and fee systems, ensuring long-term sustainability for release time after the grant ends. <p>This tier is designed to provide maximum support for the smallest locals, which often struggle the most with meeting release time costs.</p> <p>Tier 2: Locals with 100–350 members—</p> <ul style="list-style-type: none"> • Implement a cap of \$30,000 (or 50%) for Year 1 and Year 2, with the percentage decreasing to 35% in Year 3. • State affiliates would still contribute 10% in Year 1 and Year 2, and 7% in Year 3. • The local affiliate would be responsible for 40% in Year 1 and Year 2, increasing to 58% in Year 3. • NEA and/or the State Affiliate will work closely with these locals to help adjust their fee structures to create a sustainable financial plan for release time costs after the grant period concludes. <p>This tier helps mid-sized locals manage release time costs without overburdening their budgets.</p>	<p>Charge #2: Review and make recommendations as needed related to the LP RTP guidelines and budget.</p>	<p>1. Refer to Executive Director and NEA President</p>

Continued

Committee Recommendations	Relevant Charge	Board of Directors Action
<p><i>(Continued from previous page)</i></p> <p>Tier 3: Locals with 351–500 members—</p> <ul style="list-style-type: none"> • Implement a cap of \$27,000 (or 45%) for Year 1 and Year 2, with the percentage dropping to 30% in Year 3. • State affiliates would maintain their contribution of 10% for Year 1 and Year 2, and 7% in Year 3. • The local affiliate would be responsible for 45% in Year 1 and Year 2, increasing to 63% in Year 3. • NEA and/or the State Affiliate will work closely with these locals to help adjust their fee structures to create a sustainable financial plan for release time costs after the grant period concludes. <p>Tier 4: Locals with more than 500 members—</p> <ul style="list-style-type: none"> • No proposed changes at this time, as larger locals typically have greater financial capacity to manage release time costs on their own. • The local affiliate remains responsible for 55% or more, depending on the release time costs. 	<p><i>(Continued from previous page)</i></p>	<p><i>(Continued from previous page)</i></p>
<p>2. In addition to the new tier system, we propose offering targeted guidance for local affiliates in Tiers 1 and 2 to help them restructure their dues and fee structures to ensure sustainable funding for release time beyond the grant period. This could include financial planning workshops and consultations tailored to the unique challenges faced by smaller local affiliates.</p>	<p>Charge #2: Review and make recommendations as needed related to the LPRTP guidelines and budget.</p>	<p>2. Refer to Executive Director and NEA President</p>
<p>3. Increase in the overall budget allocation for the Local Presidents Release Time Grants.</p>	<p>Charge #2: Review and make recommendations as needed related to the LPRTP guidelines and budget.</p>	<p>3. Refer to Executive Director and NEA President</p>

Professional Standards and Practice (PSP)

COMMITTEE MEMBERS

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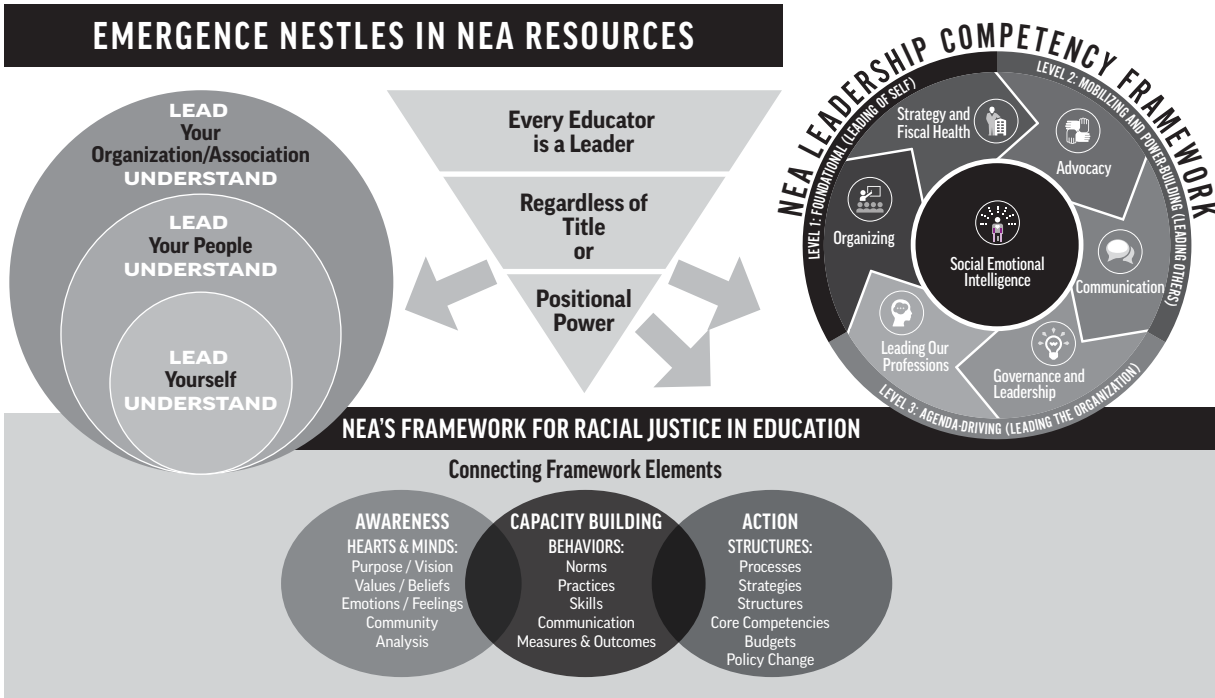
INTRODUCTION

In 2017, *The Great Teaching and Learning Report* made the case for creating a system of continual professional learning with a constant focus on student needs. Much has changed since that time, but the tenets hold true. In particular, one overarching concept reiterated across NEA resources: That every educator is a leader. While parts of that Report have come into practice (e.g., the teacher career continuum) others such as the *Keys to Transformation* have not. This may be because values and culture, the focus of the Keys, are perceived to be “squishy.” Yet at times of uncertainty values and culture are gifts for staying true to shared educational “whys.” Challenging situations need not define educators because they can always dream new realities into being in the spaces where they have the agency to pursue their purposes.

Following is practical guidance from a continuous improvement lens for educators on implementing the cultural and values-oriented practices of the *Five Keys to Transformation*. No matter the climate or context educators find themselves in, they can utilize a landscape of NEA resources to continue professional learning and growth centered on students and communities. The keys are levers for positive change in teaching and learning culture that any educator in any context can use to cultivate a positive work environment. Learn more about each key and how to use NEA Resources to create sane and human-centered spaces with like-minded collaborators around a key of choice.

Charge #1: *Review and examine NEA’s Great Teaching and Learning Report (<https://www.nea.org/resource-library/great-teaching-learning>). Make recommendations for the following:*

- Any updates to the document, and
- How the ideas around the teaching continuum can be more effectively used and communicated with various audiences (members, policymakers, affiliate staff, etc).



What is a Key to Transformation?

At the core of transformation is the idea that educators are ultimately responsible to students, their colleagues, and the profession for upholding high standards and expectations. They are leaders regardless of title or positional power. Educators own their profession, and their growth and well-being are inextricably linked to that of students. To fulfill this responsibility, educators may leverage five cultural/values-based keys in their workspaces to realize the conditions and practices necessary for teaching and learning excellence to take root. The keys are a passion for learning, assessment for excellence, a culture of collaboration, authentic autonomy, and honoring people and communities as assets. The Five Keys to Transformation Needs & Assets Assessment can help identify where to start cultural transformation. Start small by focusing on one key in one space with one set of collaborators. Slow down. Give space to exploration and to see what emerges when you invite people to bring their assets to codesign a larger collective culture that none could have created on their own.

The Five Keys Share Attributes:

- Humanizing values conducive to professional growth, student learning, well-being, and healing.
- A sense of agency around realizing a shared purpose for the betterment of all.
- Ways of being and acting that inspire and motivate others to believe and behave similarly.
- Welcoming to the critical and creative leadership of those most impacted.

Why Do the Keys Matter Now?

- While often under-acknowledged, culture, along with policy, is a driver of transformational change.
- Even when educators have limited power to drive policy, they still own the culture of the educational spaces in which they operate. Culture can nurture professional and student growth and well-being or hinder growth regardless of policies in place.
- Transformation begins with individuals who, in turn, influence others who can collectively change small and large learning spaces.
- All educators have the potential to lead transformative cultural change in their systems, but they first need to realize their individual and collective agency.

KEY—PASSION FOR LEARNING

Essential Question

How does a Passion for Learning support a culture of personal and professional growth?

The Big Ideas

- A learning mindset oriented toward inquiry that permeates all decisions and actions in educational spaces.
- Every educator is a curious learner committed to reflection on practice, personal growth, and continuous improvement in their craft and of their spaces.
- Initial failure is simply a learning opportunity, and those with a passion for learning persist in their inquiry.
- Decisions about educator professional growth are based on sound learning principles (e.g., Learning Forward's *Standards for Professional Learning* or NEA's ESP Professional Growth Continuum), and systems improvement is also grounded in frameworks or competencies/standards.
- Professional learning should be what educators deem necessary, relevant, and timely, and ideally be authentic, educator-created and led, and best-practices-based.
- Educators know that student learning and systems improvement are relationship-based and therefore work to build their own social and emotional intelligence in support of student learning and personal growth.

Full Description

A deep concern for student growth and development unites educators and fuels their passion for learning, which goes hand-in-hand with their own ever-evolving growth and development. It is more fulfilling to witness or experience that internal “aha” moment of understanding or mastery than to meet an extrinsic marker of success. Failure is always a learning opportunity when coupled with reflection. Educators are curious about their workspaces and continually seek ways to improve for both students and systems, but students are always at the heart of their purpose.

Accordingly, educators prioritize building relationships with their colleagues, students, their families, and the community because learning is a human-based endeavor built on social and emotional intelligence. Deep learning connects theory, practice, and reflection. While frameworks provide structure, educator expertise, lived experience, and social and emotional intelligence are valuable commodities when creating authentic and relevant learning opportunities whether the learners are students or other adults. Those closest to the learning need (educators, the community they serve, and/or the students themselves) are best able to make informed decisions and caring choices that engender meaningful and humanized learning opportunities.

Authentic learning examples include project-based learning for students, professional learning embedded in daily practice for educators, or systems improvement that engages community stakeholders, such as in community schools. This is where passion plays a role: students and adults value relevant learning experiences in which they have a say and are recognized for their knowledge, skills, and assets, such as the cultural capital they bring to a space. Practice, coaching, and mentoring benefit both students and adults in their growth and development.

When our natural inclinations to learn, explore through curiosity, or improve are ignited, a passion for learning can transform a culture. Creating a learning culture based on these qualities invites individuals into a learning space and, in turn, can help heal past harm. When people feel valued and recognized for their contributions, and a sense of belonging in a space, then they are well-positioned to learn, grow, and feel fulfillment. The next key to transformation, Assessment for Excellence, can then become a tool for measuring improvement rather than one solely for judgment and accountability.

NEA Resources for Personal & Professional Growth

- NEA's Teacher Quality Department offers a range of professional learning supports including webinars and programs, micro-credentials, blended learning, and independent study courses. See [Teacher Quality's Program Guide](#).
- NEA's Education Support Professionals (ESP) Quality Department offers a range of professional learning supports including webinars and programs, a conference, micro-credentials, blended learning, and independent study courses. Learn more about [ESP Professional Growth](#).
- Use the [NEA Teacher Leadership Competencies](#) to build the Social and Emotional Intelligence needed for the transformational engagement of people and communities. Use the tools described in the framework to guide your personal development. Find like-minded colleagues to join you in this endeavor.

KEY-ASSESSMENT FOR EXCELLENCE

Essential Question

How does Assessment for Excellence support a culture of personal and professional growth?

The Big Ideas

- In the broadest sense, assessment is the analysis of measures to inform whether improvement is happening. Assessment is used to improve instruction, leading to student growth and development. It is also used to improve the performance of all educators in the spaces in which they operate.
- Formative assessment is essential to making decisions about instruction and program effectiveness.
- Students, educators, and the community can only improve that which they can measure.
- Student assessment must be flexible enough to match the learner's developmental level, always supporting continued growth and pursuit of high levels of accomplishment.
- Measurement is an integral step in continuous improvement efforts that follow an inquiry cycle.

Full Description

Not every student masters content at the same rate, so student assessment must have the flexibility to match the learner's developmental level, always supporting continued growth and pursuit of high levels of accomplishment. Students come to school from diverse families with a wide range of assets such as language skills, cultural backgrounds, and lived experiences. Good assessments measure content knowledge without presenting obstacles like cultural bias or language proficiency among English language learners. These and other obstacles can prevent students from demonstrating their true knowledge and skills in relevant contexts.

Teaching involves a complex set of skills, specialized knowledge, and the ability to apply these with creativity and sensitivity. Assessment for educator evaluation is complex and should arise from a locally bargained, evidence-based peer review system linked to performance expectations. A good assessment system is supported by strong professional development matched to areas of content knowledge and pedagogy identified for growth. Peer coaching and support must be carefully aligned to support the development of each teacher in these areas identified for growth.

NEA's Principles for the Future of Assessment identify five priorities for creating a more just learning environment for students:

1. Create community-based and student-centered processes for assessing student growth, learning, and development.
2. Ensure that all educators are trained in assessment literacy and can ensure racially and culturally relevant and responsive assessment that meets the needs of all students and centers their full identities.
3. Design assessment that inspires learning. Assess what is meaningful to student well-being, learning, and individuality.
4. Utilize multiple sources and evidence of student learning to contribute to decisions on student promotion, retention, course grades and enrollment, and graduation.
5. Provide students, educators, and schools with the resources needed to put these principles into action, with opportunities for all students to demonstrate their knowledge, creativity, and skills.

When assessment is done well, learners are internally motivated to achieve mastery and recognize assessment feedback as helpful to improvement. Assessment of students, educators, and education spaces should inform improvement and not penalize participants.

NEA Resources for Personal & Professional Growth

- For steps leading to effective assessment, review NEA's [Principles for the Future of Assessment](#) | NEA. Notice that while students will benefit most from the transformation of assessment, educators at all levels of the system as well as community members and other stakeholders must work together to realize the vision.
- For better ways to assess students including a vision of what assessment can become, visit [Standardized Testing & Student Assessment](#) | NEA.

KEY—CULTURE OF COLLABORATION

Essential Question

How does a Culture of Collaboration support a culture of personal and professional growth?

The Big Ideas

- A culture of collaboration features the circulation of knowledge about teaching, learning, and improvement among educators, teacher preparation faculty, and community members.
- Education Support Professionals have strong connections with the families and communities in which they serve, making them natural leaders in collaboration.
- Technology should be used to increase opportunities for collaboration, including among educators who want to work together on project learning and support students across the content areas.
- The Community Schools model exemplifies a culture of collaboration for systems improvement.
- Improvement is done *with* people and not to people. Those closest to a situation must be involved in improving it.

Full Description

Individuals must take on more than one role for personal and professional growth. Teachers must be learners who observe and collaborate with their colleagues while also coaching and being observed themselves. ESPs participate by helping teachers as they teach and students as they learn, but also by drawing families and community members into the school while funneling information about community needs and priorities to school decision-makers. Families prepare their children to learn and reinforce that learning with family activities and participation in school decision-making. Community organizations make opportunities available to educators and students to broaden the context of what is being taught and to help ensure that students have the skills needed for fulfilling lives. All of this sharing and cooperation requires an openness among all stakeholders to learn from one another and support the education process.

Education Support Professionals (ESP) serve as cultural ambassadors between the school where employees may not reflect the students' culture, and the families who wish to see their own values and cultural capital reflected in what their children are learning. Teachers and school leaders who consult ESPs intentionally on matters of culture can enrich their curricula and school culture to boost student learning.

The Community Schools model is built around collaboration among all these groups. It features continuous improvement problem-solving around high-quality teaching and learning, family and community partnerships, community school coordinators, and a full suite of support services for students and families, such as health and nutrition services and mentoring programs. But the core value of community schools is codesigning school transformation with students, families, and the community, rather than designing for them, without them.

Community schools fit themselves to each neighborhood's unique needs—from offering food pantries to providing mental health counseling—and offer strategies designed to meet challenges identified by educators, students, families, local organizations, and social service agencies.

NEA Resources for Personal & Professional Growth

- [NEA's 5-steps-to-community-schools.pdf](#) shows steps for engaging schools and communities in moving to the community schools model.
- [Education Support Professionals Vital to Community Schools | NEA](#) shows how ESPs link families, schools, and communities.
- [NEA/NAFSCE Family and Community Engagement Micro-credentials | NEA](#) explores how educators can strengthen their relationships with families and community members.
- [Community Schools | NEA](#) defines and describes the Community Schools model and provides recent information on federal legislation supporting it.

KEY—AUTHENTIC AUTONOMY

Essential Question

How does Authentic Autonomy support a culture of personal and professional growth?

The Big Ideas

- When educators have the professional autonomy to guide their instructional practices, professional learning, and systems improvement, they naturally seek to collaborate with colleagues and others.
- Educators and the community should share in improvement decision-making in all educational spaces in which they are impacted. They are well-positioned to make the choices best suited to improving their own situations as well as student learning and well-being.
- Autonomy exists when educators work towards shared improvement objectives and guide their practice to meet agreed-upon goals. Having their voices heard about their professional needs and goals is an important element of autonomy.
- Administrators should recognize the professional knowledge and skills of educators and focus support on personal and professional growth, well-being, and the development of agency rather than on compliance.
- A lack of educator voice and agency contribute greatly to educator dissatisfaction and burnout.

Full Description

It is the educators who are the professionals: It's the educator's decision-making, the educator's knowledge base, and the educator's pacing that determines what works for a particular learning space in a particular year. Individual educators should have the opportunity to weigh in on collaboratively selected tools and goals for student learning. Educators should also determine significant elements of their own professional learning goals and activities. To engage in the kind of coaching and practice that leads to significant growth, educator autonomy should be balanced with collaboration so that individual goals for growth can be supported by colleagues in the system or through other peer networks. Collaboration within the system also ensures that the focus on professional growth has improved student learning.

The best professional development systems rely on the combination of individual autonomy in determining professional learning goals and the natural collaboration that emerges as professionals implement their passion for growth through peer coaching and support.

Schools that allow autonomy have higher job satisfaction among their educators. In contrast, teachers who do not have significant roles in setting curriculum and determining what they teach in class are more likely to quit. Increasing individual autonomy in selecting professional development options increases job satisfaction.

NEA Resources for Personal & Professional Growth

- [Professional Teachers | NEA](#) provides examples of what educator autonomy looks like.
- [4 Ways to Increase Educator Voice, Respect, and Professional Autonomy | NEA](#) suggests improving educator autonomy.
- [School Climate—The Overlooked Factor in the Teacher Shortage | NEA](#)—The effects of low educator autonomy on school climate.

KEY—WORTH OF PERSONS/COMMUNITY

Essential Question

How does the Worth of Persons/Community support a culture of personal and professional growth?

The Big Ideas

- Educators have the agency to shape the culture of the spaces in which they tend.
- The growth and well-being of educators and students are inextricably linked.
- Teaching and learning are relationship-based social endeavors.
- Students, educators, families, and communities are assets central to student learning.
- Humanizing spaces can lead to healing for marginalized groups.

Full Description

How educators manage their spaces and treat others often mirrors systemic structures, but they also have the agency to make caring choices that shape the culture of the teaching and learning spaces they tend. Teaching and learning are relationship-based endeavors. As such, the quality of the relationships between adults and between students and educators is a powerful lever for optimizing growth and learning. Additionally, educators must tend to their own ever-shifting emotional needs so that they may, in turn, attend to those of students. The well-being of people in systems matters as it is the foundation on which teaching and learning culture rests.

Humanized educational spaces recognize people and communities as assets and educational codesigners. Seek those closest to an issue—never overlooking students, families, and community—to collaborate on improvement: work with people and not for them. After all, those who understand a situation most deeply are best positioned to transform it. Tapping lived experience, expertise, and leadership of people builds trust, making incremental but important changes possible for the benefit of the whole. While technical approaches to change are valid, people need to feel human connection and belonging to participate in change fully. *NEA's Leadership Competency Framework* places Social and Emotional Intelligence (SEI) at its center because it is recognized as foundational to the humanized work of educators. To master the other competencies in the framework, educators need to develop their self-reflection and relational skills. The competency offers guidance for humanizing spaces around five themes: building self-awareness, managing emotions, understanding the perspectives of others, building relationships, and making caring choices.

Building self-awareness also connects to *NEA's Racial and Social Justice Framework*, which centers on awareness and capacity building followed by action. Social change happens at the speed of relationships, so building genuine relationships and finding a shared purpose can lead to transformation. Working towards a transformative teaching and learning culture requires understanding the current landscape—pedagogical, racial and social justice, socio-economic, cultural, etc. and pausing to notice how others are experiencing it. Co-build a vision rooted in shared values by collaborating with others to shape ideas for change.

NEA Resources for Personal & Professional Growth

- Use the [NEA Teacher Leadership Competencies](#) to build the Social and Emotional Intelligence needed for the transformational engagement of people and communities. Use the tools described in the framework to guide your personal development. Find like-minded colleagues to join you in this endeavor.
- Use the [NEA's Racial Justice in Education Framework](#) to further develop behaviors/practices, organizational culture, and strategies that impact people's hearts and minds.
- Use NEA's free-to-members professional learning resources—[independent study courses](#), [micro-credentials](#), and [blended learning](#)—to deepen your knowledge and skills: [NEA's Teacher Quality Program Guide](#) | [NEA](#)

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RECOMMENDATIONS FOR CHARGE #1:

For each Key, develop recommendations for each career phase from the Great Teaching and Learning Report.

Committee Recommendations	Relevant Charge	Board of Directors Action
1. To build out existing Great Teaching & Learning Report resources to include the Career Families.	Charge #1: <i>Review and examine NEA's Great Teaching and Learning Report (https://www.nea.org/resource-library/great-teaching-learning).</i> <ul style="list-style-type: none">• Make recommendations for any updates to the document, and• Make recommendations on how the ideas around the teaching continuum can be more effectively used and communicated with various audiences (members, policymakers, affiliate staff, etc.).	1. Adopt

Sexual Orientation and Gender Identity Committee (SOGI)

COMMITTEE MEMBERS

Chelsie Acosta, *Chair*
Utah

Zach Fisher
Kentucky

Jennifer Smith
Illinois

Karen Barnes-Ullrich
Texas

Samuel Long
Colorado

Bobby Travers
Massachusetts

Cory Bernaert
Florida

Sonia Martin Solis
California

Nurin Willis
South Carolina

Anna Blankinship
Washington

Josh McDougall
Nebraska

Mark Jewell
Executive Committee Liaison
North Carolina

Matthew Callahan
Kentucky

Matthew Powell
Kentucky

Staff:
Anthony Brisson
Dr. Hilario Benzon

Devon Chapman
Maryland

Lindsay Ray
Oregon

Danielle Earle
New Jersey

Jariza Rodriguez
Massachusetts

SOGI COMMITTEE 2024-2025 MEETINGS

October 22, 2024 – 5:30pm-7:30pm ET (Zoom) Welcome

November 6, 2024 – 9:00pm-9:30pm ET (Zoom) Post Election Check-In

January 27, 2025 – 5:00pm-6:00pm ET (Zoom) Budget Engagement

February 28, 2025 – 9:00am-5:00pm ET (NEA Headquarters) Joint Gathering

March 1, 2025 – 9:00am-5:00pm ET (NEA Headquarters) Joint Gathering

March 2, 2025 – 9:00am-12:00pm ET (NEA Headquarters) Joint Gathering

Overall Committee Design and Action

The 2024–2025 Sexual Orientation and Gender Identity Committee remains committed to advocating for and the protection of LGBTQ+ rights for the LGBTQ+ community. The year began welcoming new committee members with the intent to continue building community, capacity, and centering Queer Joy. The impact of the 2024 election quickly shifted and directed the work of SOGI. The committee implemented communication and support structures to ensure members doing the work felt a sense of community and belonging. The fear and concern for the attacks on the transgender community have been an underlying thread in conversations, collaborations, and planning for the future. The Office of General Counsel, Campaigns & Elections, Government Relations, and the Center for Organizing and Affiliate Support attended the in-person meeting to keep SOGI informed about what is happening at the federal, state and local levels pertaining to the attacks on LGBTQ+ rights. According to the ACLU, there have been 563 Anti-LGBTQ+ bills introduced in the United States in 2025. As the repeal of rights and protections of the LGBTQ+ community happen daily, the target on transgender individuals remains the forefront. Strengthening our partnerships with organizations such as the [ACLU](#), [GLSEN](#) and [The Trevor Project](#) will not only help provide resources, but more importantly save lives.

The Trevor [CARE Training](#) was brought to SOGI in person. Keygan Miller (they/them) facilitated the pivotal training that provided SOGI with an overview of suicide among LGBTQ+ youth, and the different environmental stressors that contribute to their heightened risk for suicide. SOGI discussed current research, best practices, and steps to promote a positive environment for individuals at risk for suicide and opportunities to share this information widely with other NEA members. This training had a significant impact on the committee and is recommended across all groups within NEA.

In collaboration with the Ethnic Minority Affairs and Women's Issues Committees, the three NEA social justice committees engaged in meaningful reflection and discussion about how our lived experiences and understandings intersect amongst a multiplicity of identities. The joint convening at NEA headquarters was a powerful space in the

centering of human and civil rights across multiple intersections of identity and the collective work of the committees. The racial and social justice engagement deepened our knowledge and application of the framework of intersectionality by Dr. Kimberlee Crenshaw. The three powerful tenets of NEA's Racial and Social Justice in Education Framework prioritized were: Building Awareness, Building Capacity, and Taking Action. The foundation has been set for the three committees to move forward in solidarity. The intentional self-reflective opportunities set the collective on an authentic trajectory towards dismantling individual and systemic bias and discrimination within and without of the association.

Charge #1: *Support, guide, and provide feedback on the expansion of the NEA LGBTQ+ Educator Voice Engagements.*

Committee Discussion

Our focus and intent are on maximizing and utilizing the resources, programs, and convenings already in place, such as the NEA LGBTQ+ Educator Voice Engagement: Speak Up and Speak Out! The continued commitment and investment to state and local leaders in their growth and sustaining such relationships is key to organizing, advocacy, and viability of the Association. Creating a clear path for members to share their needs for tools and resources with NEA ensures a more effective way to respond to, engage with, and mobilize members at the state and local levels to develop state and local LGBTQ+ Educator Voice Engagements. SOGI believes that a structure to communicate and engage with SOGI/ LGBTQ+ committees/caucuses at the state and local levels would assist in facilitating allies with resources, support, and a route for direct and efficient communication.

RECOMMENDATIONS FOR CHARGE #1:

NEA should compile a list of state affiliates that have SOGI/LGBTQ+ committees/caucuses, including contact information, to establish contact with and share Speak Up and Speak Out resources for potential collaboration.

Charge #2: *Review input from the SOGI hearing and identify the broad themes that will help inform implementation of NEA's Strategic Objectives.*

Committee Discussion

Opportunities for members to provide input for the SOGI committee have now been expanded. Members can now provide input at the joint committee meeting hearings at MLT/WLT West and East, in addition to the joint committee hearing held during the Conference on Racial and Social Justice (CRSJ). SOGI believes these additional hearings shall continue because they provide more opportunities for NEA members to provide input and feedback to inform NEA's Strategic objectives.

RECOMMENDATIONS FOR CHARGE #2:

None.

Charge #3: *Provide input to MLT/WLT and Conference on Racial and Social Justice Planning Teams through the SOGI Chair.*

Committee Discussion

SOGI's focus is on the needs of diverse LGBTQ+ attendees. SOGI believes there is a need for more intersectional topics and issues around ethnicity, race, gender, sex, and sexual orientation when planning and identifying sessions for conferences and convenings. SOGI discussed the reimagining of the "W" in WLT because it has traditionally centered on "cis" gendered women's issues, and it needs to be a more inclusive space where transgender women are also represented. Accountability is suggested in the continued gathering and review of attendee demographic data is of great significance. SOGI's Chair will continue to represent LGBTQ+ needs and voices in conversation, planning and implementation of MLT/WLT and other NEA conferences and events.

RECOMMENDATIONS FOR CHARGE #3:

NEA should produce a Report on the demographic data of self-identified LGBTQ+ individuals that attend MLT/ WLT, as well as all NEA conferences and summits to help identify more LGBTQ+ members to attend NEA trainings and conferences.

Charge #4: *Create a timeline of NEA's LGBTQ+ advocacy work that will be included on NEA platforms.*

Committee Discussion

This year, SOGI's intent for this charge was to develop a structure to collect LGBTQ+ data that will be included in the NEA LGBTQ+ advocacy timeline. A Smartsheet link: <https://app.smartsheet.com/b/form/a3a7542f5e324a6691f28976a6cd554f> was created so that as SOGI members, and others, can collect and input advocacy data (names, events, milestones, NBIs, policies, artifacts etc.) needed for the timeline. SOGI discussed collaborating with the archivist at George Washington University library, NEA Center of Research, and NEA Center for Governance to collect and review NBIs from past RAs and policy statements specifically related to LGBTQ+ issues. SOGI would like to conduct interviews with past members of SOGI, the NEA LGBTQ+ Caucus, and NEA staff and governance leaders. The timeline will also include LGBTQ+ ESP and Retired Members.

RECOMMENDATIONS FOR CHARGE #4:

NEA should compile LGBTQ+ data from, including but not limited to, NEA archives, previous NBIs, policy statements, NEA staff and governance, all membership categories, trainings and resources for review to be included in the LGBTQ+ advocacy timeline.

Committee Recommendations	Relevant Charge	Board of Directors Action
1. NEA compile a list of state affiliates that have SOGI/LGBTQ+ committees/caucuses, including contact information, to establish contact with and share Speak Up and Speak Out resources for potential collaboration.	Charge #1: Support, guide, and provide feedback on the expansion of the NEA LGBTQ+ Educator Voice Engagements.	1. Adopt
2. NEA produce a Report on the demographic data of self-identified LGBTQ+ individuals that attend MLT/WLT, as well as all NEA conferences and summits to help identify more LGBTQ+ members to attend NEA trainings and conferences.	Charge #3: Provide input to MLT/WLT and Conference on Racial and Social Justice Planning Teams through the SOGI Chair.	2. Adopt
3. NEA compile LGBTQ+ data from, including but not limited to, NEA archives, previous NBIs, policy statements, NEA staff and governance, all membership categories, trainings and resources for review to be included in the LGBTQ+ advocacy timeline.	Charge #4: Create a timeline of NEA's LGBTQ+ advocacy work that will be included on NEA platforms.	3. Adopt

Women's Issues Committee (WIC)

COMMITTEE MEMBERS

Jamila A. Walton, <i>Chair</i> Kansas	Erika Landry Maine	Sandra Ray South Carolina
Kennita Ballard Kentucky	Renee Massado Delaware	Julie Wahlberg Washington
Natalia Benjamin Minnesota	Franchesca Mejia Texas	Bianca Zachary Federal
Angela Chen Michigan	Alayna Nance Illinois	Gladys Marquez <i>Executive Committee Liaison</i> Illinois
Janice Dwosh Arizona	Kizzy Nicholas Pennsylvania	<i>Staff:</i> Carol Mwanthi Pamela Rios Gabriel A. Tanglao
Alma Galapon California	Sara Pierre Illinois	

The Women's Issues Committee (WIC) met virtually on October 21, 2024, March 26, 2025, and in-person on February 28–March 2, 2025. The purpose of these meetings was to discuss the WIC charges listed within this Report and review the previous year's work to generate new suggestions on how to move the current year's work forward. The committee divided into subgroups to discuss the topics related to the charges in the current political climate and the NEA Vision Priorities. Should you have further questions, comments, or inquiries feel free to reach out to JamilaAWalton@gmail.com

WIC was created to represent the interests and perspectives of women in education allowing unique insights to guide the realization of a great public school for every student. The charges below reflect this continued commitment.

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.*

The committee recognizes that the interest of women and girls in education is broad. In the midst of the current political climate WIC has identified and researched many critical issues and wishes to highlight the following:

- **Gender Based Violence** continues to be a concern among both educators and students. WIC reviewed existing toolkits that model programming and support that aim to increase the safety of women staff and students. These resources will be easily accessible on existing platforms (i.e. nea.org, EdJustice, etc.).
- **H.R.22 SAVE ACT** continues to gain support by legislators, yet many members are unaware of its impact. "An estimated 69 million American women and 4 million men do not have a birth certificate that matches their current legal name," according to the [Center for American Progress](#). NEA is 75% women and WIC believes that members should be aware and prepare in advance of the next voting cycle. The committee would like to be proactive in creating a plan for members.

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

After reviewing each hearing form from the CRSJ 2024, MLT/WLT East and West, and other non-conference submissions, WIC found the following recurring themes:

- Information on how to submit hearing forms
- Child/dependent care at national convenings
- Contract language regarding maternal/parental leave

WIC thanks NEA for the adoption of a streamlined and simplified dependent care reimbursement application/request process, including setting up guiding resources (i.e., videos, step-by-step simulation guides, etc.) to better assist members in completing the process.

A highly visible QR code will also allow members who are not participants in national conferences or delegates to the NEA Representative Assembly to have their voice and concerns heard.

Having the QR code for the joint hearing available and easily accessible will allow members to submit forms throughout the year rather than just at hearings.

The committee would like to recommend that the availability for child/dependent care reimbursement be highlighted on registration forms for national conferences (MLT/W East and West, CRSJ).^{*} WIC would also like to highlight the availability of Camp NEA on the registration form for the NEA RA. Dependent Care Guidelines and Reimbursement Form.

The committee was able to review several contracts—both national and international. WIC would like to highlight those contracts that have successfully added maternal/parental leave along with language that locals can model to add maternal/parental leave to their contracts (see CTA).

RECOMMENDATIONS FOR CHARGE #2:

- Make the QR code for joint hearings available on existing NEA platforms.
- Highlight forms for both dependent care reimbursement and Camp NEA.
- Highlight existing contract language for maternal/parental leave.

Charge #3: Provide input to the MLT/WLT and Conference on Racial & Social Justice Conference Planning Teams through the WIC chair.

Currently the WIC chair serves as a member and provides input on the Conference Alignment Team. Through the WIC chair the committee recommends the intentional joint hearing of EMAC, SOGI, and WIC at the MLT/WLT East and West and CRSJ.

The WIC chair would like to Report the successful addition of a joint hearing at the MLT/WLT East and West as well as the CRSJ. The joint hearing includes EMAC and SOGI having the opportunity to intentionally recognize the intersectionality of members. The joint hearing has allowed more member participation and interaction between the WIC chair and members and also the chairs of the other committees.

Period poverty continues to be a concern in urban and rural areas in light of the current economy. WIC would like to institute a period pantry collection at the CRSJ beginning with the 2025 Annual Meeting. Conference participants will be asked to bring period products to a collection space at the conference. WIC will work with the local host committee to identify a recipient who would benefit most from the products collected. This goal is to continue to bring awareness but to also move to action.

RECOMMENDATIONS FOR CHARGE #3:

- Continued full funding for the WIC chair or designee to attend national NEA Conferences (MLT/WLT East and West; and CRSJ) to participate in joint hearings.
- A table be made available for members of the committee or other available volunteers to collect feminine hygiene products at the Conference on Racial and Social Justice, bringing awareness and support to period poverty. The committee would like this opportunity to be advertised along with CRSJ Registration.

Committee Recommendations	Relevant Charge	Board of Directors Action
1. Updating existing online resources that model programming and support that aim to increase the safety of women, staff, and students.	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.	1. Adopt
2. Using online resources to highlight the implications of the SAVE Act, including model resources for locals and affiliates to utilize.	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.	2. Adopt
3. Making the QR code for joint hearings available on existing NEA platforms.	Charge #2: Review input from WIC hearings and identify the broad themes that will help inform the implementation of NEA's Strategic Objectives.	1. Adopt
4. Highlight the forms for both dependent care reimbursement and Camp NEA.	Charge #2: Review input from WIC hearings and identify the broad themes that will help inform the implementation of NEA's Strategic Objectives.	2. Adopt
5. Highlight existing contract language for maternal/parental leave.	Charge #2: Review input from WIC hearings and identify the broad themes that will help inform the implementation of NEA's Strategic Objectives.	3. Adopt
6. Continued full funding for the WIC chair or designee to attend national NEA conferences (MLT/WLT East & West and CRSJ) to participate in Joint Hearings.	Charge #3: Provide input to the MLT/WLT and Conference on Racial and Social Justice Planning Teams through the WIC chair.	4. Refer to NEA President
7. A table be made available for members of the Committee or other available volunteers to collect feminine hygiene products at the Conference on Racial and Social Justice, bringing awareness and support to Period Poverty. The committee would like this opportunity to be advertised along with CRSJ Registration.	Charge #3: Provide input to the MLT/WLT and Conference on Racial and Social Justice Planning Teams through the WIC chair.	5. Refer to the MLT/WLT and the CRSJ Planning Teams

