
REPORTS

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

July 2024

The purpose of this publication is to inform delegates to the 2024 Representative Assembly about implementation of the actions of the 2023 Representative Assembly. This publication consists of two parts:

1. Report on the implementation of new business;
 2. Report on the implementation of adopted and referred committee recommendations received by the 2023 Representative Assembly.
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Reports on Adopted New Business

1. LGBTQ+ Advocacy

NEA acknowledges the prevalence of discrimination and violence targeted at people who are perceived or who identify as lesbian, gay, bisexual, transgender, questioning, and intersex (LGBTQ+) resulting from anti-LGBTQ+ bias. To address this discrimination and violence, the National Education Association shall lead by:

- 1 Ensuring the NEA 2024 political strategy to defend public education and advance the vision and values of the National Education Association includes the promotion and defense of the rights and dignity of LGBTQ+ people. This will include consideration in NEA Fund recommendations, campaign training and organizing, and message guidance;*
- 2 In partnership with other organizations, updating guidance and training for member and partner mobilization that presents a LGBTQ+ narrative and confronts and combats anti-LGBTQ+ legislation and rhetoric, especially at the local school board level;*
- 3 In partnership with other organizations, updating, distributing, and facilitating programs aimed at improving school climate and culture, particularly addressing LGBTQ+ youth homelessness, suicide, and the need for access to gender-affirming care, and include specific LGBTQ+ cultural competency training for NEA and UniServ staff in those programs;*

- 4 Expanding partnerships and creating or updating grant opportunities for educator-led professional development, particularly in areas of using pronouns, how to support transitioning students, LGBTQ+ inclusive practices and policies, etc.;*
- 5 Updating bargaining guidance around LGBTQ+ issues, including access to gender-affirming care, and circulating to state and local affiliates;*
- 6 Identifying and assisting state affiliates facing anti-LGBTQ+ initiatives, and provide resources for responding to those initiatives, including guidance on civil rights protections for LGBTQ+ students and staff.*

Completed

Webinars

2024 NEA Sponsored Project THRIVE Webinars:

<https://www.hrc.org/resources/project-thrive-webinars>

- **January - The State of Advocacy** Wednesday, January 24th from 4:00 - 5:00 PM ET
- **February - 2023 Youth Report: Black LGBTQ+ Youth** Thursday, February 20th from 4:00 - 5:00 PM ET
- **March - 2023 Youth Report: Disabled LGBTQ+ Youth** Wednesday, March 27th, 2024, from 4:00 - 5:00 ET. NEA and IDEA Cadre Member, Daryl Gates, served as a panelist on this webinar. A link to the recording: [2023 Youth Report: Disabled LGBTQ+ Youth](#)
- **April - Support-Ed: Supporting Sex-Education Advocates** Thursday, April 25th from 4:00 - 5:00 PM ET
- **May - Sextortion: What You Need to Know** Thursday, May 23rd from 4:00 - 5:00 PM ET

NEA LGBTQ+ Speak Up and Speak Out Convenings scheduled for Zones 1, 3 and 4.

Dates:

Zone 4: Arizona, April 13-14, 2024

Zone 3: Minneapolis, May 16-17, 2024, prior to HRC Time to THRIVE on May 18th

Zone 1: Philadelphia, June 29-30, 2024, prior to CRSJ

Coalition/Partnership Work

As a charter member of the *Greater Than Hate (GTH)* coalition, NEA helped kick off GTH's Parents Week of Action, September 23 – September 29, 2023, to protect the freedom of our families and the community from forces of hate that are trying to rip these freedoms away. [Homepage – Greater Than Hate](#)

NEA partnered with **GLSEN** to produce a back to school, NEA School Me podcast with GLSEN Executive Director, Melanie Willingham Jagger – October 2023. <https://www.nea.org/professional-excellence/student-engagement/school-me-podcasts> E106

NEA has extended its partnership with **Pride@Work** to help support their initiative to increase LGBTQ+ members in unionized trade positions in New York City.

NEA is partnering with **Movement Advancement Project (MAP)** to develop critical LGBTQ+-focused research to advance our collective work towards LGBTQ+ justice.

In partnership with **Making Gay History (MGH)**, NEA and MGH launched the Teacher Fellowship that will bring together 20 current classroom educators to deepen their understanding of LGBTQ+ history and bring this history to their students through the use of archival audio from the Making Gay History podcast and related materials.

NEA will continue as a national co-presenting partner for *HRC's Time 2 Thrive* regional summit to be held in Minneapolis, MN, May 18, 2024.

NEA is partnering with **Advocates for Youth** to make their [Racial Justice in Sex Education](#) online e-courses available to NEA members on NEA's Learning Management System.

NEA has established a partnership with **The Trevor Project** that will provide members and staff co-branded resources and professional development. **The Trevor Project** provided training to NEA Staff at the NEA All Staff RJ Training Meeting on Tuesday, February 20, 2024. The Trevor Project provided 2 sessions: *LGBTQ+ Ally Training* and *Cafe Connections with the Trevor Project: LGBTQ+ Youth Mental Health*.

NEA is continuing to provide LGBTQ+ professional development to state affiliate UniServ directors.

NEA is partnering with **Gender, Inc.** (Debi Jackson) to update and amplify current LGBTQ+ professional development (both in person and blended learning).

Facilitator Team Identification and Inclusion

There is an intentional invitation of affiliate staff who are members of the LGBTQ+ community to participate and lead as facilitators in all affiliate staff focused training – no matter the topic. Of the 54 facilitators, 16 facilitators currently identify as a member of the LGBTQ+ Community.

Revised Curriculum for State Affiliate Staff Capacity

NEA's UniServ and Organizer Support Program has revised curriculum in all of its online and in person trainings to include scenarios, resources, practices, and advocacy tools that highlight LGBTQ+ Justice.

This was accomplished in part at the June 2023 Facilitator Training and Planning event where 54 of the state affiliate facilitators met to review and revise content and curriculum. This work is ongoing.

In Person Training

NEA's UniServ and Organizer Support Program offered the second in person training, Advancing LGBTQ+ Justice and Transgender Advocacy, for State Affiliate Staff from November 7-9, 2023, in Philadelphia. The facilitator team consisted of **Karla Medina (NEA), Anthony Brisson (NEA), Lucy Griswold (NEA), Ben West (CA), Bekah Saxon (CT), Grat Dalton (MI), Barb Whitman (UT), Natasha Eckart (VT), Jeny Gardner (WY), Michelle Couture (NY),**

The participants came from 17 states. The content was designed to provide key outcomes in the following areas:

1. Developing skills of allyship and advocacy as it relates to the LGBTQ+ community
2. Building familiarity with the foundational terminology and definitions under the LGBTQ+ umbrella
3. Understanding the limits of legal protection for LGBTQ+ people
4. Investigating the onslaught of anti-LGBTQ+ legislation and local policies
5. Exploration of practices and actions that affiliates can implement to support the LGBTQ+ Community
6. Application of issue-based organizing basics in a team-based, campaign planning scenario

We were joined by five panelists from two Philadelphia Community Organizations: University of Pennsylvania LGBT Center <https://lgbt-center.universitylife.upenn.edu/about/> and GALEIA <https://www.galaeiqtbipoc.org/>

In addition to the classroom practice, 28 people voluntarily attended a walking tour by Beyond the Bell Tours <https://www.beyondthebelltours.com/tours/philly-gayborhood-and-lgbtq-tour> of the historical Philadelphia "Gayborhood." This event brought to life a rich history of activism, tactics, art, and key wins that collective can achieve. It was also an urgent reminder of the layers of oppression that the LGBTQ+ community has endured throughout history into today.

Also, as a result of the partnership with NEA's Center for Social Justice, participants were able to request a classroom library of LGBTQ+ focused books. These will be made available via the Affiliate Staff for members in their home states.

The overall ratings from participants across the days were very high. On a scale of 1-5 the lowest was 4.2 and the highest was 5. The team reviewed feedback and made adjustments accordingly. Below are a few of the comments about this team's work.

"This was my first NEA training and I have worked as a UD for 10 years. I appreciate you giving all of us the liberty to learn about ourselves and the tough social justice fight we have in front of us. The resources that I can access make me feel confident in the support and advocacy I can give to my LGBTQ members and their students. I am going to let my colleagues and managers know that THESE NEA trainings are worth the investment of our time."

"This space was one of the first times I really felt that the Union I work for appreciated me for who I am and that I was fully accepted in all my queerness. The sense of safety that the trainers built and their bravery to share truly inspired me."

Online Training

NEA's UniServ and Organizer Support Program has plans to offer a repeat (with revisions and updates as appropriate) the 2022, three part series on LGBTQ+ and Trans Advocacy. This is proposed for May and June of 2024.

A single online session was offered on November 16, 2023, called Foundations of LGBTQ Justice. The description follows: UniServ Directors and Organizers work with members, colleagues, and community members who belong to and are allies of the LGBTQ community. Understanding this community and their issues is critical to providing support and guidance that is not only inclusive but liberating. Participants will learn about critical policies, strategies, and resources that will strengthen their methods, skills, and dispositions for work with this community. This training will also answer the intent for NBI 32, from the 2020 NEA RA and NBI 1 from the 2023 RA.

56 participants logged in.

Federal Appellate Court Litigation – Amicus Briefs

Mahmoud v. McKnight (4th Cir.) – In October 2023, NEA OGC, Maryland Education Association (MEA) and Montgomery County Education Association (MCEA) filed an amicus brief with the Fourth Circuit Court of Appeals in support of the Montgomery County School Board’s LGBTQ+ inclusive curriculum and its decision to disallow parental opt-outs from such components of the curriculum. The brief makes the arguments that LGBTQ+ inclusive policies and practices are integral to MCPS’s role in preparing students for good citizenship; that requiring schools to honor individual opt-outs undermines that educational and safety benefits of inclusive curricula; and that creating a legal right to opt-out would embroil federal courts in daily operations of public schools and would be completely unworkable in practice.

Mcbreairty v. Miller (1st Cir.) – In September 2023, NEA OGC and the Maine Education Association (MEA) filed an amicus brief in the First Circuit Court of Appeals in support of a school district that protected members from false and abusive claims, which had included calling one educator a “groomer” and accusing another of being part of “an after-school cult pushing sex and enabling mental illness in our youth.” NEA and MEA argued that these kinds of vile attacks at public school board meetings are not protected by the First Amendment, and that schools have an interest in limiting baseless claims against personnel and prohibiting inflammatory and harmful campaigns at school board meetings. The amicus brief describes how such extremist rhetoric aimed at LGBTQ+ inclusion is harmful to students and educators.

Major Litigation and Individual Member Support

Rinderle, et al. v. Cobb County School District, et al. (GA) – In partnership with Georgia Association of Educators (GAE), Southern Poverty Law Center (SPLC), and Southern Education Foundation, NEA OGC has filed a lawsuit in the U.S. District Court for the Northern District of Georgia challenging the Cobb County School District’s classroom censorship policies. The lawsuit was filed on behalf of GEA and two educators, including Katie Rinderle, an elementary school teacher who was fired last year after she read the book “My Shadow Is Purple,” which tells the story of a gender nonconforming child, to her 5th grade gifted class. The lawsuit alleges that the school district’s censorship policies are unconstitutionally vague, violating the Due Process Clause of the Fourteenth Amendment; that they violate the Fourteenth Amendment’s

Equal Protection Clause; and that Rinderle’s termination was retaliation in violation of Title IX.

- *Tempel v. Waukesha School District* (Wisc.) – NEA OGC is providing assistance to local counsel in a First Amendment lawsuit by WEAC member Melissa Tempel, who was fired after she drew national media attention for criticizing her school on Facebook for bowing to anti-LGBTQ+ sentiment and cancelling a student performance of the Dolly Parton/Miley Cyrus song “Rainbowland.” A federal judge recently rejected the school district’s attempt to have the case dismissed; instead, the judge ruled that Ms. Tempel’s complaint alleged a valid First Amendment claim and should therefore move forward.
- *Mejia v. Edelblut* (N.H.) – NEA OGC is representing NEA-New Hampshire in its constitutional challenge to the state’s Anti-Honesty in Education law that prohibits students from being “taught, instructed, inculcated or compelled to express belief” in various concepts related to “age, sex, gender identity, sexual orientation, race, creed, color, marital status, familial status, mental or physical disability, religion, or national origin.” The lawsuit challenges the law as unconstitutionally vague. Last year, the trial court rejected the state’s motion to dismiss, and NEA-NH’s has moved the court to strike the law down permanently. The coalition litigating the case includes GLAD, ACLU, and the Disability Rights Center.
- *Penguin Random House v. John Robbins* (IA) – In November 2023, with the support of NEA, NEA affiliate Iowa State Education Association (ISEA) joined with Penguin Random House, four authors, a parent and several ISEA members to challenge Senate File 496, which forces educators to remove books that have been part of their school libraries and school classrooms for decades or face employment termination. The Iowa law prohibits any books that depict a “sex act,” no matter the overall content or context of the book, and prohibits any books that relate to “gender identity” or “sexual orientation.” As enforced, the law has resulted in the removal of classics of literature from schools including Toni Morrison’s *Beloved*, *Song of Solomon* and *The Bluest Eye*, *Last Night at the Telegraph Club* by Malinda Lo, *Ulysses* by James Joyce, *As I Lay Dying* by William Faulkner, *I Know Why the Caged Bird Sings* by Maya Angelou and many more. The complaint challenged the law as a violation of the First and Fourteenth

Amendments on the ground, among others, that educators have a due process right to know what conduct can subject them to discipline and the vagueness of Senate File 496 denies them such notice. The complaint also asserts that Senate File 496 is being enforced in a viewpoint discriminatory manner to ban only books that represent LGBTQ+ identities and experiences and not heteronormative ones. On December 29, 2023, the district court enjoined enforcement of large sections of the law.

The State appealed the district court's decision to the Eighth Circuit Court of Appeals. NEA is preparing an amicus brief supporting the ISEA and Penguin Random House plaintiffs, as well as the plaintiffs in a consolidated lawsuit brought by Lambda Legal and the ACLU, which challenges the law's restrictions on instruction, programs or promotion related to sexual orientation or gender identity up through grade 6.

Member Know Your Rights Materials

NEA OGC has updating existing Know Your Rights (KYR) materials for Kentucky, Arkansas, and Iowa to reflect the addition of anti-LGBTQ+ state laws, and to provide members with guidance about these new state laws.

NEA OGC also created new KYRs for Indiana, North Carolina and Alabama, all of which passed laws censoring LGBTQ+ inclusive curricula and materials. NEA OGC is also updating the KYR for Florida to reflect an important settlement in a lawsuit challenging the state's Don't Say Gay law.

See [Know Your Rights Guides](#)

NEA OGC is preparing guidance for members on the legal and policy issues related to laws and school policies requiring parental notification of a student's expression of or request for accommodations related to their gender identity (sometimes referred to as "forced outing").

NOLEA panel and legal guidance

At the October 2023 annual National Organization of Lawyers for Education Associations (NOLEA) conference, NEA OGC presented a panel entitled "Transgender Students: Their Rights, the Right, and Doing What's Right," which included as a speaker CEA/NEA LGBTQ+ Caucus/SOGI member, Sam Long.

NEA OGC drafted legal guidance for NOLEA member attorneys regarding forced outing policies: "Transgender Students' Rights: The Legal, Policy, and Practical Implications of Parental Disclosure Policies Compared to Policies Protecting Student Privacy."

Other Trainings & Coalition Work

On December 6, 2023, NEA OGC partnered with the Indiana State Teachers Association (ISTA) to provide a Know Your Rights session for ISTA members on the Freedom to Learn and Educators Rights to Advocate for Inclusive Education for their Students. NEA OGC partnered with the South Carolina Education Association (SCEA) to provide a similar session at that affiliate's summer leadership conference last July. NEA OGC attends regular convenings of the NAACP Legal Defense Fund's Diversity Censorship Coalition, which monitors new legislation, including anti-LGBTQ+ bills, discusses potential legal challenges, and coordinates on amicus work.

Communications

NEA published a Joint op-ed with author Ellen Oh on behalf of educators, students, and publishers to protect authors of color and LGBTQ+ from book bans. The [Op-ed](#) was published in the Atlanta Journal Constitution.

NEA's Secretary-Treasurer, Noel Candelaria, participated in a panel discussion at the National Association of Hispanic Journalists to talk about protecting the [freedom of speech](#) of educators and students especially in the context of Florida's Don't Say Gay legislation.

NEA continued to support members who are fighting book bans in their classrooms, including:

- Mary Wood – Washington Post [profile](#) on Mary as well as recent interviews with her.
- Katie Rinderle – Washington Post [profile](#) on her story

See Educators Run

NEA increased the number of LGBTQ+ candidates running for School Board with trainings in Seattle, D.C., and Phoenix. We held affinity group discussions where LGBTQ+ candidates can share their struggles on running for office in current climate. We plan to create space on zoom for alumni to have discussions in 2024. We have been sharing updated message guidance and preparing candidates in a town hall forum on culture war issues and attacks on the LGBTQ+ community. We will be offering "mini" sessions at the Leadership Summit and ESP Conference.

Electoral and Culture War Public Research

NEA included issues and messages related to LGBTQ+ rights in our strategic electoral opinion research. We also worked with affiliates and allies to campaign for candidates who advocate for the rights of LGBTQ+ people, in the face of opponents who engaged in aggressive and inflammatory anti-trans and homophobic rhetoric and advanced discriminatory agendas.

NEA has worked with a pollster on public research to determine pivot points on culture war issues. This research was focused on messages that move voters to vote. This work has included studying the most persuasive responses to expected culture war attacks, with the goal of protecting the rights of LGBTQ+ children and educators – and all members of our school communities – in the context of political campaigns. Our ongoing goal is to empower allies to be effective, pro-public education communicators and advocates.

We are in the process of planning out member communications for the 2024 elections. Part of this will highlight NEA endorsed federal candidates who are supportive of LGBTQ+ issues, while calling attention to candidates who have policies negatively impacting LGBTQ+ members and students.

Bargaining for the Common Good (BFCG)

While BFCG doesn't primarily focus on the LGBTQ+ community and issues, it is the best strategy to help affiliates build capacity and power to advocate for broader issues and defend against attacks. We are holding trainings/sessions at multiple national conferences and continuing to educate and train state and local affiliates as well. If we are able to prioritize the work within our capacity, we are aiming to update our advocacy resources and continue to identify strong examples of contract language, advocacy campaigns, and other solid efforts happening across the country.

2. Anti-Semitism and Holocaust Denial

NEA will use existing print and digital communication tools to promote to members and the general public training resources to combat antisemitism and Holocaust denial.

Completed

The final webpage was vetted and launched in January 2024. The webpage and resources are being promoted in the Spring NEA Today print magazine. <https://www.nea.org/endantisemitism>

3. Palestinian History

NEA will use existing digital communication tools to educate members and the general public about the history, culture, and struggles of Palestinians.

Completed

A draft article has been completed and submitted for editorial review and design. Once the review and design are complete, it will be posted to nea.org.

7. Palestinian Stories

The NEA will recognize Palestinian-American students and members by using existing digital communications to highlight their personal narratives and stories.

Completed

Interviews for this story are currently in process. Once completed, it will be posted to nea.org.

8. Higher Education Mental Health

NEA will research best practices for accessing information and providing support on social-emotional well-being and mental health for faculty, education support professionals, graduate students, and others employed at institutions of higher education. NEA will distribute its findings on those practices via existing communication channels.

Completed

NEA staff researched best practices for accessing information and providing support on social-emotional well-being and mental health for faculty, education support professionals (ESPs), graduate students, and others employed at institutions of higher education. After completing a comprehensive search, NEA staff gathered all available research and examples of recommended policies at the national level used to support faculty, ESP, and graduate student mental health. NEA published an overview of the problem and some specific institutional resources through existing communication channels, including the *NEA Today* article “[The Mental Health Crisis Among Faculty and College Staff](#).”

9. Higher Education Working Conditions

NEA shall work with the NEA National Council for Higher Education (NCHE) to develop a plan to help address the working conditions, compensation, and benefits of the lowest-paid employees in higher education, who are often paid poverty wages and who labor in precarious positions despite their advanced degrees. NCHE will give its members a regular update on the progress on this NBI.

Completed

NEA is addressing these issues in numerous ways. Partnerships are crucial to affecting change in these areas. We have engaged and will continue working with the National Center for the Study of Collective Bargaining in Higher Education and the Professions, HELU (Higher Ed Labor United) and ATF-AAUP. Additionally, numerous centers have documents and plans to issue organize around. These materials will be re-distributed through proper channels with specific advice.

10. Contingent Faculty

NEA shall use existing resources to work with state affiliates who represent higher education faculty and staff to create and support organizing campaigns that address contingent faculty issues including, but not limited to, wages, benefits, and working conditions. NEA will use these resources to coordinate contingent faculty organizing campaigns to increase membership, identify leaders, and successfully negotiate contracts or advance policy to achieve contingent faculty parity regarding benefits, compensation, dignity, and respect. NEA will use the learnings in capacity building to inform future campaigns.

Completed

The most crucial NEA resources identified in this process, other than people power, are the Center for Organizing and Affiliate Support's numerous new unit and issue organizing plans and documents and the Center for Collective Bargaining and Member Advocacy's Bargaining for the common good. These documents will be re-distributed through proper channels. Current new unit organizing campaigns for graduate assistants include Virginia Tech, University of Montana and University of Hawaii.

18. Culturally Responsive Pedagogical and Curricular Resources

NEA will engage members for the purpose of elevating existing culturally responsive pedagogical and curricular resources and develop a resource bank across multiple disciplines available on NEA360 and all existing NEA digital platforms.

Completed

NEA staff identified a handful of members to review resources using the "Culturally Responsive Pedagogical and Curricular Resources Scoring Rubric" adapted from the original work of J. Bryan-Gooden et al. (2019). Members are finalizing these analyses and will be completed by the end of May 2024. The resources and materials will then be put on an NEA digital property by August 2024.

20. Amplification Systems

At NEA-sponsored events and conferences, NEA shall use an amplification system with mic and speaker in every room where a workshop or meeting is being held. Additionally, the NEA President shall recommend to state affiliates to do the same.

The NEA Executive Committee has decided that NEA will implement the letter or the spirit of this NBI as part of planned or anticipated work within the Modified Strategic Plan and Budget approved by the 2023 Representative Assembly. Upon detailed review of previous conferences, we estimate 75 meeting rooms would require the audio equipment.

21. Closed Captions

NEA shall place closed captions at the top of the screen at all meetings or conferences where a large screen is used if the bottom of the screen is 15 feet or less from the floor. Additionally, the NEA President shall recommend that state affiliates do the same.

Completed

Closed caption guidelines will be outlined in the NEA Meeting Standardization Guide, and staff responsible for planning and executing meetings are relied upon to follow the guidelines for consistency. While closed captions can be featured at the top of the screens, doing so will likely cover the presenter's face or body. Additionally, ceiling height, room configuration, and equipment will impact the location of the captioning. Therefore, the final recommendation is to coordinate with the audio-visual provider on the placement of the caption in the upper quadrant of the screen to ensure visibility from any location in the room.

22. Pronouns

NEA shall encourage all members, by sharing an article in the NEA Today as well as sending an email to state presidents requesting they share information to their locals, the importance of sharing personal pronouns in their email signature and include them when introducing themselves at meetings (e.g. “I’m _____ and my pronouns are _____.”).

Completed

The NEA Executive Committee has decided that NEA will implement the letter or the spirit of this NBI as part of planned or anticipated work within the Modified Strategic Plan and Budget approved by the 2023 Representative Assembly. Educating our members about proper pronoun use is part of ongoing work within the Strategic Plan and Budget. We will share our current guide with the maker and with state affiliate leaders, as well as look for opportunities to share it with members at various convenings. We have made the guide available to the NEA Board of Directors on their site, and we have placed our pronoun guide on NEA.org at: <https://www.nea.org/sites/defaultfiles/2023-05/29231-nea-pronoun-guide-2pgr-april-23-no-crop-v2.pdf>

23. Pronouns on Badges

At NEA-sponsored events and conferences, when printing badges, NEA shall use the same size font and boldness for personal pronouns that is used for the first name of the attendee. Additionally, the NEA President shall recommend that state affiliates do the same when printing badges for their events and conferences.

Completed

NEA staff have worked with our registration vendor, Cvent to adjust the requirements in the registration system. The next step will be to distribute a specification sheet, and FAQ to all staff responsible for registration and name badge production to ensure the adoption of the standards throughout the organization.

27. Gun Violence

The NEA President, officers, and members of the Board of Directors, working with the gun violence cross-center team, shall encourage state affiliates to set up task forces in their states to develop strategies and make a priority of enacting gun safety legislation in their states, including but not limited to:

- *safe storage of firearms red flag laws*
- *universal background check waiting periods*
- *limiting, if not banning, the purchase of assault rifles, etc.*

To this end, the NEA President, officers, and members of the Board of Directors working with the gun violence cross-center team will encourage and assist, if asked, state affiliates to include in their state candidate questionnaires gun safety legislative questions in order to elect state legislators who will support gun safety legislation. Furthermore, using existing publications, NEA will continue to publicize the importance of electing candidates at the federal and state levels who will pass common sense gun safety measures.

Completed

NEA helped affiliates support candidates who work on gun violence prevention measures. We also continue to help affiliates advocate against harmful measures in state legislatures. We support partner political organizations, including the Democratic Attorneys General Association and the Democratic Legislative Campaign Committee, who have made gun violence prevention and reform part of their agenda. This complements our ongoing work on gun violence prevention at the federal level. Public opinion on gun violence prevention and schools has also been a part of our strategic research.

28. Membership Change System

NEA will develop a system for members to voluntarily submit changes in their membership or employment status, including experiences that led to the change in status. Members will anonymously self-report and the data will be disaggregated by identity characteristics including but not limited to race, ethnicity, gender, sexual orientation, age, ability, years of experience, etc. Data will be made accessible to inform all members on the retention and attrition trends in locals and councils across the state.

Referred to Executive Director/and or President for further study.

29. School Support Professionals

To advance professional excellence and respect NEA will:

- *Specifically develop effective materials and strategies to expand and deepen a more broad understanding of who school support professionals are, the struggles they face, and their importance to the academic success of students,*
- *Support their professional needs through policies at the state and local level.*

Completed

- NEA successfully updated its statutory definition of Education Support Professional (ESP) to include the word Educator, and it has already been used in some draft legislative language.
- NEA updated the ESP Career Profiles to include new membership data. They were published on National ESP Day 2023 (www.nea.org/ESP).
- NEA has created four videos featuring the voices and stories of three ESP members to expand and deepen a broader understanding of who ESPs are, the issues that matter most to them, and their importance to the academic success of students. We shared these videos with a large ESP audience on the weekend of March 22-24, 2024, at the NEA ESP National Conference in Las Vegas, NV, and we plan to provide the videos to state affiliates for further dissemination. The videos will launch individually each week beginning in mid-April, with the final video to be released on May 16, 2024, to coincide with World ESP Day.
- NEA, in collaboration with the ESP Careers Committee (ECC), launched the NEA National ESP Bill of Rights campaign, a framework for states and locals to build organizing campaigns, membership capacity and leadership, and drive legislative wins for ESP members.

Informed by various engagement activities, committee discussions, and feedback from ESPs across the country, ten key focus areas in NEA's National Education Support Professional (ESP) Bill of Rights were identified:

1. Fair Compensation
2. Recognition and Respect
3. Safe and Healthy Work Environment
4. Affordable Health Care
5. Paid Leave
6. Professional Learning and Career Advancement
7. Workload and Staffing
8. Retirement
9. Protection from Privatization
10. Right to Bargain

The first phase of the rollout began in February with raising awareness within NEA's Board of Directors. In March at the ESP National Conference, committee members and staff shared information about the campaign and collected signatures in support of the campaign. Nearly 1,000 people, including the majority of conference attendees, have signed an electronic pledge of support for the ESP Bill of Rights. Conference participants also signed a banner to show

solidarity and support for the campaign. "One Job Should Be Enough" t-shirts were given to those who signed on. This messaging is resonating throughout the enterprise, and the campaign has generated support and excitement from ESPs, ESP allies across all other membership categories, state affiliate staff, and leadership.

Phase III of the rollout plan began immediately after the ESP conference. Phase III includes providing support and technical assistance to affiliates, creating and collecting resources, supports and policies for each of the ten focus areas, and facilitating community amongst participating affiliates. At present, 15 affiliates have varying levels of interest and engagement, many of whom are working with ESP Quality to develop and implement their own campaigns.

Additional information and awareness-focused resources can be found at www.nea.org/espbill-of-rights. Anyone interested in learning more can email ESPBOR@nea.org.

30. BIPOC and/or LGBTQ+ owned businesses Near RA

To support advancing racial and social justice, the NEA Work Team will research and create a list of BIPOC and/or LGBTQ+ owned businesses in addition to unionized businesses in the host city of the NEA Representative Assembly. This list will be distributed to delegates at least two weeks prior to the RA.

Completed

NEA staff has worked directly with the Philadelphia Convention & Visitors Bureau (CVB) to obtain a list of BIPOC and LGBTQ+ owned and friendly businesses and will distribute this information to delegates at least two weeks prior to the RA. Additionally, staff is working with the CVB to finalize a list of businesses staffed by unionized employees. This information, when finalized, will also be distributed to delegates.

32. Institutionalized Discrimination

NEA shall provide definitions for institutionalized discrimination for historically marginalized members whose identity characteristics include but are not limited to:

- race, religion, ethnicity,
- gender identity or expression, sexual orientation,
- age, and ability,

which include that the effects are evident in the institutional data exhibiting disproportionate outcomes for members representative of the aforementioned groups.

NEA shall identify and incorporate formidable advocacy procedures to prevent and disrupt discriminatory and retaliatory employment practices to existing resources. State and local affiliates will be able to access these resources to conduct member training.

Completed

NEA is preparing final guidance for affiliates and advocates, which provides definitions for various types of discrimination, identifies the legal tools available for responding to that discrimination, and provides tools for members and advocates to use in identifying such discrimination and effectively responding to, and remedying such discrimination. The final guidance will be circulated no later than June of 2024.

33. Artificial Intelligence Committee

NEA will form a committee to investigate the applications and implications of artificial intelligence (AI) related to education. The committee will:

- *Investigate the impact of algorithmic bias on educators and students. Identify and assess the applications of AI in curriculum development, lesson planning, and adaptive learning technologies.*
- *Investigate how AI can be applied to NEA's organizational systems and staffing to improve efficiency, productivity, and member engagement. Investigate the ethical implications of AI use in education, including data privacy, academic honesty, and security concerns.*
- *Make recommendations to NEA on priority actions concerning AI, including policy advocacy, professional development for educators, and partnerships with AI experts and/or organizations.*

The NEA Executive Committee referred this item to the NEA Task Force on Artificial Intelligence. The Task Force is meeting this year and will report out when it has concluded its work.

34. Microcredentials

At least monthly, NEA will utilize existing social media resources to better promote the NEA micro-credentials program, including how governance leaders utilize micro credentials.

Completed

Teacher Quality and the Center for Communications partnered to promote micro-credentials monthly in the *Communications Outlook*, which goes to state affiliates. Micro-credentials were also promoted to members in the edPractice newsletter, as well as on social media.

37. Anti-Semitism in Education Settings

NEA will use existing communications to highlight and feature members and affiliates for their work in combating antisemitism in education settings including college campuses. NEA will furthermore feature stories and examples of educators and students who have experienced antisemitism in academic settings.

Completed

NEA continues to uplift and highlight the work of the Association and its members in human rights, racial, and social justice work; specifically exploring ways and opportunities to both educate and engage around systems of power and social oppression. Through this framing, members are equipped to not only identify themes of oppressive systems, but actively work against them. Advancements and updates of this growing work and members' involvement will be shared via existing digital platforms.

At the national level, NEA hosted a webinar entitled "How Antisemitism Animates White Nationalism" on December 7, 2023 with renowned civil rights activist and Executive Vice President of Race Forward, Eric Ward. The webinar addressed the rising antisemitism, Islamophobia, anti-LGBTQ+, and anti-Asian hate across the nation that is fueling white nationalist movements in our schools and on our campuses. The webinar, held for a community of NEA educators and other activists, attempted to connect how a deeper understanding of the power of antisemitism impacts education and racial justice for all, and how antisemitism forms the root of white nationalist ideology.

The webinar highlighted recent incidents involving students, including the tragic murder of 6-year old Palestinian-American child, Wadea Al Fayoume in Illinois and the increasing violent threats to Jewish students on college campuses, that prompted the [Biden-Harris Administration to provide resources available from federal agencies](#).

Invitations to the webinar email invitation can be viewed here: [NEA EdJustice](#). The follow up NEA Ed Justice email from the Eric Ward webinar can be viewed here: [EdJustice \(nea.org\)](#).

39. Culturally Responsive Pedagogy in Educator Preparation Programs

*The NEA President will convene an ad-hoc committee of stakeholders in higher education (including *Aspiring Educators and Higher Education members*) to address culturally responsive pedagogy in educator*

preparation programs. The committee, with the assistance of the NEA, will:

- 1 Describe what a culturally responsive pedagogy entails in different areas and environments, and a rubric describing highly effective, effective, developing, and ineffective pedagogy programs.
- 2 Create a digital repository for higher ed and AE members to submit data on their current institution's program(s) using the aforementioned rubric.
- 3 Using existing means, review and publish the results of that data collection, in ranked order.
- 4 Include in the above publication advice for institutions, Higher Education members, and AEs to promote performance-based, culturally responsive pedagogy in their programs, and highlight highly effective programs to model.
- 5 Encourage the use of performance-based pedagogy to be modeled and taught in educator preparation programs.

Completed

NEA leadership recruited an ad hoc committee including faculty from educator preparation programs (higher education), aspiring educators, and policy experts in the field. The committee met virtually and reviewed the directives of NBI 39 and developed guidance on desirable responses to each element of the NBI. The committee proposes to continue their deliberations and provide additional recommendations and guidance by August 2024.

Committee members:

Noel Candelaria, NEA Secretary-Treasurer – committee chair

Ronald (Duff) Martin, NEA Executive Committee

Chandra Alston, Learning Policy Institute, policy thought leader, former high school teacher

Erica Avent, University of Mississippi, faculty in educator preparation

Jessica Bailey, NEA Board of Directors, aspiring educator, Virginia

Demetrius Dove, NEA Board of Directors, aspiring educator, Georgia

Melissa Marks, University of Pittsburg at Greensburg, S-PSEA co-advisor, Pennsylvania

Jonathan Oyaga, NEA Board of Directors, aspiring educator, California

Heather Shotten, Vice President of Diversity Affairs, Fort Louis College, Colorado

NEA Staff Support:

Andrea Prejean, Director, Teacher Quality –

NEA Center for Professional Excellence (CPE)

Richelle Patterson, Senior Policy Analyst, Teacher Quality – NEA CPE

Blake West, Senior Policy Analyst, Teacher Quality – NEA CPE

In summary for our discussion, culturally responsive teaching, pedagogy, practices, etc. includes a) a connection to a student's prior learnings, b) a student's culturally driven preferred ways of interacting with new learning, and c) the positive social-emotional connection between student and teacher that allows the teacher to engage the student in challenging content and tasks.

- o Programs to foster culturally responsive practices (pedagogy) must be experiential. In fact, it is impossible for any program to provide the range of experiences that an aspiring educator should encounter in a single semester of clinical practice. All examples that can be cited provide a minimum of a full year of clinical experiences to ensure aspiring educators encounter crucial elements and learning opportunities:
 - establishing a culture of learning at the beginning of a school year and growing throughout the year, helping each student develop a positive attitude about their potential for academic success and personal growth.
 - fostering positive connections with families, also recognizing the worth and assets families bring and their crucial role in the development of their child.
 - building an understanding of the community in which the school, families, and students reside, recognizing assets and opportunities within the community and possessed by each student.
 - tapping into the assets and partnerships available to support students, families, and educators.
 - building a positive culture of assessment (including day-to-day feedback, classroom assessments, and school and external assessments throughout the year) as a relevant and engaging way to help students grow in their mastery and demonstrate their creativity.

- understanding the students' dominant ways of learning is grounded in growing as a collaborative partner with school colleagues, students, families, and external resource organizations.
- building a sense of autonomy as the aspiring educator grows in their expertise and ability to engage in culturally responsive teaching. This includes the ability to reflect on their practice enhanced with the feedback of an experienced teacher of record and other observers from EPPs and other school staff.
- beginning/continuing a life-long journey of recognizing the worth of each person (student, family member, educator colleague, and community member) while reflecting on one's own cultural lenses and taking action for growth.

To achieve the culture described above AND to provide the kinds of mentors that student teachers and early career educators need, we must address the professional learning and dispositions of current educators. Every educator, whether a new teacher or an experienced veteran, needs to embrace an understanding of culture and race, unconscious bias, and systemic oppression based on the personal characteristics of individuals and groups.

In addition, the committee was in total agreement that the complexity of learning to engage in culturally responsive practices and to support the diverse needs of 21st century learners requires at least a full year of clinical practice. This is necessary both to address the breadth of knowledge and skills to be mastered by the aspiring educator and to ensure they address the range of responsibilities encountered at various points throughout a full school year.

The committee was also adamant that we address the financial challenge for candidates of requiring a complete school year (or more) of clinical experiences. This is a heavy financial lift even for aspiring educators with family wealth or personal resources. To ensure that the doors of opportunity are wide and welcoming to persons of all races, geographic backgrounds, and economic status, the year of clinical practice must be accompanied by a stipend or living wage for the aspiring educator. Reviewing results from the National Center for Teacher Residencies and from New York City Schools, two conclusions are clear: When candidates have at least a living wage, financial support, and a supportive school environment and

mentors in which to work with and learn, the diversity of successful candidates preparing for the profession is equal to or exceeds the racial diversity of our nation. Such increased diversity is a characteristic of a school that can create culturally responsive environments for its diverse P12 student population.

The committee has initiated discussions of some of the challenges for aspiring educators to develop culturally responsive practices. In fact, these discussions recognize that current in-service educators and current P12 schools must also undergo transformation to create the environment for culturally responsive teaching and for the social-emotional connection described by Hammond (2015) above. The final report will elaborate on these challenges and the strategies believed to be desirable or necessary to achieve the vision of culturally responsive practices from our initial definitions.

As the committee continues its work, some parts of NBI 39 were identified as problematic or needing strategic adjustment.

The spirit and intent of NBI 39 are important areas for NEA to take action and to engage in advocacy. The committee also recognized that some elements of NBI 39 may be better addressed with alternative strategies. Both the alternative approach and rationale for any changes are offered here as guidance for NEA, affiliates, and members.

At first, it may seem that many of the questions posed through the discussion of challenges faced might constitute elements of a rubric. The committee recognized, though, that developing a statistically valid rubric is a daunting task even when the instrument will be used in one particular type of setting. The difficulty is even greater when considering the range of EPP types from which aspiring educators may choose. These include both public and private institutions and some are faith-based. Many institutions have a rich history of serving persons of color. Some institutions are recognized for a mission of social justice. Just as varied as the types of EPPs in our country is the varied backgrounds, strengths, and needs of aspiring educators. Even if a single rubric were available to somehow rate every institution, the nuances of its strengths would better match some candidates while not serving others as effectively. It may be advisable to avoid standardization which might miss the unique opportunities for aspiring educators to find a positive match that will help them become successful.

Attempts to rate and rank EPPs are also problematic on several levels.

- Lessons learned from No Child Left Behind reveal the dangers of attempting to quantify a P12 school based on ratings, rankings, or grades for the institution. Those same dangers exist for higher education, as well.
- Even when using qualitative measures with rubrics, we face significant challenges in having inter-rater reliability of those producing the measures and ratings.
- Evidence from high-stakes P12 rankings and ratings also reveals the systemic tendency toward “manipulating the system” in order to create a façade that an institution is high quality.
- On a practical level, the development of a reliable and valid rating system for EPPs and gaining data from well-prepared evaluators is an immense task and beyond the scope of NEA’s expertise and availability of resources to implement. Creating and maintaining a secure database of ratings is also beyond the technological resources of the NEA.
- Research, such as that described by Daniel Pink in his book *Drive* (2018), suggests that assessing the work of an EPP is far more likely to lead to growth when it is formative rather than high-stakes leading to a ranking. If the goal is to ensure constant growth in the quality of educator preparation, we may be well-advised to help EPPs engage in self-evaluation, reflection, and strategic transformation. This is the kind of work mentioned earlier as part of national accreditation through CAEP.

Remaining work:

This is the opportunity to transform educator preparation to address the range of skills and knowledge needed by new educators: culturally responsive practices, trauma sensitive classrooms, restorative disciplinary approaches, etc. Much work remains to be done and strategies remain to be more fully developed to achieve the vision behind the rationale for NBI 39. Reports such as this, and future investigations by NEA can be provided to help potential educators reflect on their unique needs and strengths, then select programs that promise to foster their growth. The final work of this NBI will be completed by August 2024.

40. Day Without ESPs Video

NEA will provide support to state and local affiliates in coordination with the National Council for Education Support Professionals and the ESP Quality Department to provide an updated version of the “Day Without ESPs” video. This video will be placed on the NEA website so it can be viewed and easily downloaded by state and local affiliates to advocate and educate those not aware of the role of Education Support Professionals.

Completed

NEA has created four videos featuring the voices and stories of three ESP members to expand and deepen a broader understanding of who ESPs are, the issues that matter most to them, and their importance to the academic success of students. We shared these videos with a large ESP audience on the weekend of March 22-24, 2024, at the NEA ESP National Conference in Las Vegas, NV, and we plan to provide the videos to state affiliates for further dissemination. The videos will launch individually each week beginning in mid-April, with the final video to be released on May 16, 2024, to coincide with World ESP Day.

42. Supreme Court Rulings

To strengthen public education as the cornerstone of democracy, NEA will develop advocacy tools on the most critical issues raised by recent Supreme Court rulings that can be shared with affiliates and members to advocate for strong public schools.

Completed

NEA is developing advocacy tools on the following critical issues for educators: 1) protecting educator’s expertise in choosing curriculum and readings; 2) protecting public schools from privatization; and 3) the importance of the federal and state courts. These advocacy tools will be available for use in June of 2024 and NEA is happy to partner with affiliates on how best to use those tools.

43. Member-Led Direct Action at RA

NEA will direct the Annual Meeting Review Committee to explore possible options for sustained implementation of member-led direct action at all future RAs.

The Annual Meeting Review Committee met in December 2023 to review and discuss this NBI. The Committee is recommending implementing the spirit of the proposal: that the RA agenda should be planned to allow time for action-oriented member engagement; recognizing that this could look different at each RA. At times it may be physical actions,

like the rally in Orlando, at times it may be engagements within the RA hall or digital engagements: depending on the issues and strategies at the time. The Committee noted that doing the same thing (like a rally) at each RA would get stale, lose its impact, and not be a strategic use of resources.

45. Migrant Children and Families

Using existing resources, NEA will host webinars and publish articles that focus on educational best practices to help support migrant children and their families.

These topics should include:

- *English Language Learner/Multi-Lingual Learner Strategies*
- *legislative and political updates;*
- *culturally responsive pedagogy;*
- *social-emotional support;*
- *overview of all current micro-credentials and educational resources currently available via NEA learning platforms*

Completed

NEA has scheduled the webinar “[Supporting Migrant Students and Families: A Fireside Chat](#)” for Tuesday, April 23, at 7:00 p.m. The webinar was moderated by NEA Secretary-Treasurer Noel Candelaria and feature members and partners who can speak to best practices, including the National Migrant and Seasonal Head Start Association (NMSHSA).

Additionally, *NEA Today* published the article “[How Educators Can Support Immigrant and Migrant Students.](#)”

46. Bargaining for the Common Good

To advance workers’ rights and strengthen the labor movement, the NEA will include one or more sessions on Bargaining for the Common Good (BFCG) at the NEA Leadership Summit and the Conference on Racial and Social Justice.

Completed

The NEA Collective Bargaining and Member Advocacy Department (CBMA) presented a session on Bargaining for the Common Good (BFCG) at the NEA Leadership Summit and is scheduled to present a BFCG session at the Conference on Racial and Social Justice in June 2024 and at the summer NCUEA meeting.

47. Anti-Union Language

When referring to “states” or “laws,” the NEA will stop using the phrase “right to work” and replace it

with one of the following: 1) “anti-worker” 2) “anti-union” 3) “anti-organizing.” This shall be done in any communications including, but not limited to, print, digital, broadcast, and in-person. In all other circumstances where the terms “states” or “laws” are not applicable, use of the replacement language for “right to work” will be at the NEA’s discretion, so long as it conforms to the spirit of this NBI. In addition, the NEA will also ask all its partners, affiliates, associates, and members to adopt this practice.

Completed

The Grow Progress test has been completed and the report submitted.

51. Jewish American Heritage Month

NEA will use existing digital communications to highlight and feature resources for honoring Jewish American Heritage Month during the month of May. NEA will recommend that state affiliates do the same.

Completed

Referred to Executive Committee.

52. Screening Out Hate Checklist

NEA will use existing online and print communications to publicize the NEA Jewish Affairs Caucus’s “Screening Out Hate” checklist (found at <http://bit.ly/NEAJACTool>), to help pre-K through higher education staff, students, and families identify and respond to anti-Jewish hate crimes and incidents. NEA will include this checklist in a “Combating Antisemitism Toolkit” as part of its Racial Justice in Education Resource Guide.

Completed

NEA published Resources to Counter Antisemitism and Holocaust Denial in December 2023.

53. Attacks on Public Education and Organized Labor

The NEA will actively work to stop the attacks on public education and organized labor by:

1. *Including trainings to build strike-ready locals in all NEA conferences, summits, and gatherings of local leaders.*
2. *Curating and presenting resources to educate rank-and-file members, as well as union leaders, on why it is important to build strike-ready unions (in both collective bargaining states and states that do not have collective bargaining).*
3. *Providing guidance to local treasurers and executive boards around establishing strike/*

crisis funds and other means of assistance to members during a strike.

- 4. Offering podcasts and webinars on the topic of deep relational organizing to become strike ready.*
- 5. Posting on social media twice per month about how strike-ready unions build strong communities to help normalize talking about the withholding of labor.*

Completed

The NEA has assembled a cross-center team comprising national, state, and local leaders and staff to develop strike/action readiness training, set to commence delivery in 2024-25. Our partners at the Center for Innovation in Worker Organization (CIWO) and others will also participate in the curriculum development. This training aims to equip local affiliates with the necessary skills for engaging in issue-based actions, conducting strike votes, managing strikes, and negotiating contracts amidst strikes. Upon completing this training, leaders and staff will be prepared to conduct structure tests, facilitate successful strike votes, garner community and parent support, establish solidarity networks with other unions and community groups, engage with the media, coordinate action lines and rallies, implement effective communications strategies, and ultimately achieve settlements or victories.

The training will empower leaders and staff to navigate every aspect of a strike/action campaign, ensuring readiness for various scenarios and enabling effective engagement with stakeholders both within and outside the union. Through comprehensive instruction and practical guidance, participants will develop the skills and strategies necessary to advocate for their interests and achieve their goals.

54. Artificial Intelligence in Public Education

The National Education Association (NEA) will take steps to address the use of artificial intelligence (AI) technology in public education, including:

- 1. Research and Analysis: The NEA will conduct in-depth research and analysis on the current state of AI technology in public education. This research should examine the benefits, risks, and ethical implications of AI implementation and its impact on students, teachers, and the overall education system.*
- 2. Policy Development: Based on the research findings, the NEA will develop policies and guidelines that address the use of AI in public education. These policies should ensure equity, privacy, and transparency in*

AI implementation. They should also provide guidance on best practices for integrating AI into the curriculum and instructional methods.

- 3. Educator Training: The NEA will collaborate with local and state affiliates to develop comprehensive training programs for educators. These programs should enhance teachers' understanding of AI technology, its educational applications, and its potential implications. Educators should have the necessary skills to use AI tools effectively and responsibly in their classrooms.*
- 4. Ethical Considerations: The NEA will address the ethical considerations surrounding AI technology in education. This includes promoting discussions on topics such as algorithmic bias, data privacy, and the ethical use of student data. The NEA should advocate for policies prioritizing students' well-being and privacy while using AI systems.*
- 5. Collaboration and Partnerships: The NEA will actively collaborate with other stakeholders, including researchers, technology developers, policymakers, and other education organizations. By building partnerships, the NEA can foster a collective understanding of AI technology's potential in education and work towards addressing challenges and promoting best practices.*
- 6. Advocacy and Public Awareness: The NEA will engage in advocacy efforts to raise public awareness about AI in education. This can include organizing conferences, workshops, and webinars to discuss AI-related topics, disseminating information through publications, and actively participating in public discussions and debates.*
- 7. Continuous Monitoring and Adaptation: Given the rapid advancements in AI technology, the NEA will establish continuous monitoring and adaptation mechanisms. It should stay informed about emerging AI trends and regularly update its policies and guidelines.*

The NEA Executive Committee referred this item to the NEA Task Force on Artificial Intelligence. The Task Force is meeting this year and will report out when it has concluded its work.

55. Gun Violence Prevention Summit

The NEA shall create, promote, and hold a Gun Violence Prevention Summit in collaboration with allies, including student voices, community groups, etc. This summit's purpose will be to form a cohesive movement

to build four national core policies and recommendations for local, state, and national policy to prevent gun related deaths in the United States of America, especially youth gun deaths.

The NEA Executive Committee has referred this item, along with the maker's proposed amendment, to the NEA Conference Alignment Team. This language calls for organizing and holding an Institute on gun violence prevention with up to 20 allies (non-NEA members) at the 2024 Leadership Summit in Chicago. We are working with the White House Office of Gun Violence Prevention, which was established on September 21, 2023 and will explore what activities with this Office, within the current Strategic Plan and Budget, speak to the spirit of this NBI.

57. Union Solidarity Fund

The NEA will evaluate and award grants based on a union solidarity fund targeting new organizing efforts, including the focus of educating members, parents, and the community on the importance of solidarity and movement building with the labor movement. The NEA will evaluate grant applicants based upon the grantee's justification of how the funds would benefit their organizing efforts, win an NLRB-monitored election, and/or litigate potential legal challenges while mitigating corporate lobbyists. Prior to the 2024 NEA RA, the NEA will provide an executive report on the grants awarded and overhead costs incurred, and offer recommendations for enhancing program effectiveness in future years.

The NEA Executive Committee has decided that NEA will not implement this item. This is a laudable goal. However, the demand for support for the numerous new organizing opportunities just within the education sector exceeds NEA's current capacity. Given that, it would be difficult to justify using limited resources to assist locals in supporting organizing campaigns by other unions instead. That said, we consistently find ways to support union organizing outside our sector. NEA has worked to build out resources to help members show their solidarity with other unions' organizing campaigns: see <https://www.nea.org/solidarity>. As part of that effort, we have also used our social media channels over the summer to promote "Solidarity Summer," and we frequently use our communications channels at NEA to highlight organizing drives, such as the Fight for 15, Starbucks Workers United, and more. Further, affiliates are able to apply for CAPE grants to support community coalition work, which – if it is about building sustainable coalitions – could support this kind of solidarity work.

NBI 58. Early Career Educator Conference

The National Education Association will partner with the Early Career Educator Caucus to design a conference exclusively by and for early career educators that establishes a solutionary space to share organizing strategies and professional and leadership development.

It was determined that this business item to create an Early Career Educator Conference could not be accomplished within the 2023-24 strategic plan and budget.

59. Standardized Testing

NEA will partner with interested and like-minded stakeholders, including the Biden administration, to educate the public about the damage the overreliance on standardized testing has done to our educational system, and to design an alternative system that allows each state to utilize authentic assessments in place of the traditional standardized assessments.

The NEA Executive Committee has decided that NEA will implement the letter or the spirit of this NBI as part of planned or anticipated work within the Modified Strategic Plan and Budget approved by the 2023 Representative Assembly. The first portion of this NBI, with relation to partnering with like-minded stakeholders and the Biden administration, will further the NEA priority focused on reducing standardized testing and the impacts on students, families, educators, and schools of the use of standardized testing to rate students and schools. This portion of the NBI will allow NEA to continue efforts to move the Biden administration on this issue, and to gain further ground support from parents and families. The second portion of this NBI (...and to design an alternative system that allows each state...) calls on NEA to design such a system, which would be cost prohibitive to accomplish, from a fiscal, human resource, and time perspective in this fiscal year. Thus, the second portion of the NBI will not be implemented this year, but we will continue to set the stage for new systems, and work to advance some existing strategies.

60. Rail Travel

NEA will include information about rail travel on the Logistics for Delegates section of the RA website together with the courtesy information about other modes of transportation for NEA RA 2024.

Completed

The NEA Conference & Facilities Management Team will include information about rail travel in the travel and logistics section of the RA website for all Representative assemblies, beginning with the 2024 RA in Philadelphia, Pennsylvania.

61 & 62. Pregnant and Breastfeeding Workers

NEA shall use their existing member publications and its other communication methods to raise awareness of members' legal rights to workplace accommodations for breastfeeding and pumping breast milk, which was strengthened by the recently-enacted federal PUMP Act and Pregnant Workers Fairness Act. NEA will revise or provide an addendum to any currently distributed sample contract or policy language published by NEA regarding lactation accommodations to reflect the additional protections granted by the recently enacted PUMP Act and Pregnant Workers Fair Act, and make the updated language accessible to affiliate leaders and staff through existing communications channels. As samples, NEA will highlight or adapt affiliate contract language on "Lactation Accommodation" from El Monte Union High School District (El Monte, CA) and Education for Change, a unionized charter (Oakland, CA), and lactation policies from the Fairfax County School District (VA) and San Francisco Unified School District (CA).

Completed

The NEA Collective Bargaining and Member Advocacy Department (CBMA) compiled language on the PUMP Act and the Pregnant Workers Fairness Act (PWFA). CBMA also pulled together additional contract language samples on "Lactation Accommodation" from El Monte Union High School District (El Monte, CA) and Education for Change, a unionized charter (Oakland, CA), and lactation policies from the Fairfax County School District (VA) and San Francisco Unified School District (CA). And CBMA compiled resources from the U.S. Department of Labor Wage and Hour Division regarding these important laws.

CBMA sent all these language and resource documents to the collective bargaining coordinators' list to make the language and resources accessible to affiliate leaders and staff. CBMA also sent these resources to the Center for Communications (CFC) to use their member publications to raise awareness of members' legal rights to workplace accommodations for breastfeeding and pumping breast milk, which was strengthened by the recently enacted federal PUMP Act and

Pregnant Workers Fairness Act. Here is the link on the NEA website <https://www.nea.org/resource-library/pump-act-and-pwfa>.

Here are two links to the DOL resources:

<https://www.dol.gov/agencies/whd/fact-sheets/73-flsa-break-time-nursing-mothers>

https://www.dol.gov/sites/dolgov/files/WHD/flsa/WHD_EEOC_FINAL.pdf

64. Health Insurance Costs

NEA shall conduct research on how to best provide support for state affiliates relative to regulating costs of health insurance with the rise of salaries.

Completed

The NEA Collective Bargaining and Member Advocacy Department (CBMA) conducted research on how to best provide support for state affiliates relative to regulating costs of health insurance with the rise of salaries by analyzing research on employee health insurance cost increases for public sector plans in the past three (3) years relative to salary increases. Specifically, CBMA conducted research and compiled background information on health care costs, wage and salary increases, cost shifting to employees, benefit plan designs, benefit advisory committees, surveying members, and data requests.

CBMA developed a report to support state affiliates prior to, during, and after health plan open enrollment, bargaining, and negotiating session with employers as affiliates advocate for higher salaries and wages that are not eroded by increased health benefit plan costs. The report is divided into eight parts, and each includes a list of *Questions for Consideration* for affiliates to discuss when they meet with employers, health plan representatives, consultants, brokers, and other vendors. The report describes the programs used by employers and plans to limit, delay, or deny health care services and recommends strategies and programs to prevent further cost shifting and/or benefit cuts to members in both a bargaining and non-bargaining setting.

CBMA is working with the Center for Communications (CFC) to finalize the report and use member publications to raise awareness. CBMA will also send the report to the Health Care Benefits Liaison Network (HCBLN).

65. Charter School Retirement Plans

NEA will publish a report on each state's policies governing participation in the state and local retirement plan by public charter school employees. This report will be digitally published and shared with state presidents, executive directors, staff, and affiliates.

Completed

The Collective Bargaining and Member Advocacy (CBMA) Department continues its review and verification of the National Association of State Retirement Administrators' (NASRA) research detailing each state's policy on pension plan participation by charter school employees. We anticipate that this process will continue for a few more months and the final report will be completed in August. CBMA pension staff have been in touch with the maker of the NBI to inform her of the timeline for the completion of this report.

66. Education Support Professionals Pursuing Certification

NEA will explore the number of Education Support Professionals who are pursuing a degree or certification to teach, to determine what additional support may be needed.

Completed

NEA engaged state affiliate leaders to recruit participants for a series of focus groups to determine what additional support may be needed. We are scheduling sessions based on the following categories:

- ESPs who are interested but have not yet started a teacher preparation program;
- ESPs who are currently enrolled in programs to become teachers;
- Former ESPs who have completed certification and are currently teaching;

A report of findings will be submitted upon completion.

67. Indigenous Lands

NEA shall publish an article in an issue of "NEA Today" that will challenge all our nation's public schools to highlight the indigenous land(s) from which they educate during National Native American Heritage Month (November).

Completed

Promotion of Land Acknowledgements is included in NEA Today spring issue.

69. Religious Expression and Non-Expression in Schools

A toolkit for educators will be published online on the nea.org website describing the rights of members and students' rights relative to religious expression and non-expression in public schools, with a focus on the experiences of those who follow a different religion (or none) from the prevailing traditions in their community.

Completed

The final toolkit is in development with plans for publication by June of 2024.

71. Utilizing the Term "Educator"

NEA will ensure that the diversity of its membership categories is respectfully represented in all forms and formats of the Association's communications at all times. NEA will utilize the term "educator" in all aspects where it is appropriate, and specify the term "teacher" or any other specific membership category when that title specifically applies.

Completed

The additional guidance to the NEA Style Guide is being reflected as follows. When the role of the professional is known (teacher, custodian, etc.) you can refer to them by their known or preferred title.

72. Asylum

NEA will defend asylum for all and will call for an end to all policies restricting the right of migrants to apply for asylum in the U.S., including the exclusion of anyone who has traveled through Mexico to arrive at the border, by using existing media platforms to organize and support actions with other unions, community, immigrant rights, and civil rights organizations to support the right to asylum.

Completed

NEA has endorsed and signed on to several coalition letters to Congress and the Administration in support of migrants and a fair asylum process.

1) December 2023

NEA signed onto a letter led by CLASP urging the Biden administration and Congress to oppose anti-immigrant and anti-asylum policies – including proposals that would further restrict asylum, expand expedited removal, detain families, and revive Title 42 – as part of the negotiations to secure support for the supplemental foreign aid funding bill.

2) November 2023

NEA signed onto a letter led by Human Rights First to Congress expressing extreme concern over proposals to dramatically and permanently change the U.S. immigration system.

NEA endorsed the Protection of Kids in Detention (PROKID) Act by Senator Kirsten Gillibrand (D-NY), which would improve and enforce transparency, protection, and accountability for all immigrant children in government custody.

NEA signed onto a letter led by Human Rights First to President Biden expressing extreme concern over proposals to dramatically and permanently change the U.S. immigration system in ways that would harm asylum seekers and other vulnerable immigrants.

3) October 2023

NEA endorsed the Immigration Court Efficiency and Children's Court Act of 2023 introduced by U.S. Senators Michael Bennet (D-Colo.) and Lisa Murkowski (R-Alaska) and U.S. Representatives Dan Goldman (D-N.Y.), Maria Salazar (R-Fla.), Hillary Scholten (D-Mich.), and Lori Chavez-DeRemer (R-Ore.). The proposal would strengthen due process for vulnerable children and combat the immigration court backlog.

NEA endorsed the Fair Day in Court for Kids Act of 2023 by Senator Mazie Hirono (D-HI) that will guarantee counsel for all unaccompanied children seeking safety in the United States.

4) August 2023

NEA signed onto a letter led by the National Immigration Project urging the Department of Homeland Security to investigate and end any collaboration between the Department of Homeland Security (DHS) and Texas state officials in the implementation of Operation Lone Star (OLS).

5) July 2023

NEA signed onto a letter led by the Against Hate in the Immigration Debate Table that calls on Congressional leadership in the House and Senate to condemn uses of great replacement theory rhetoric and call on their respective caucuses to refrain from using it.

6) June 2023

NEA signed onto a letter led by the International Refugee Assistance Project urging the Biden Administration to prioritize family reunification for refugee families.

7) May 2023

NEA signed onto a letter led by CLASP to members of Congress expressing strong opposition to S.1473, introduced by Senators Kyrsten Sinema (I-AZ) and Thom Tillis (R-NC), as well as the House companion bill H.R. 3234, harmful legislation for children and families seeking asylum.

NEA sent a letter to all U.S. House of Representatives opposing H.R. 2, the Secure the Border Act of 2023 as it would severely restrict—in effect, shut down—the U.S. asylum system with burdensome new rules.

NEA signed onto a letter led by the Immigration Hub opposing H.R. 2, the Secure the Border Act of 2023, which would dismantle the asylum system and cause significant and irreparable harm to immigrant families and communities.

NEA endorsed the Protect Vulnerable Immigrant Youth Act introduced by U.S. Representatives Zoe Lofgren (CA-18), Jimmy Gomez (CA-34) and Adriano Espaillat (NY-13), legislation to fix the Special Immigrant Juvenile Status (SIJS) program for immigrant children who have been abandoned, abused, or neglected.

NEA signed onto a letter led by the National Immigration Project calling on the Biden administration to live up to its promise of creating a more humane immigration system by ensuring asylum seekers and other migrants are not placed behind bars in immigration detention as Title 42 is lifted.

8) April 2023

NEA signed onto a letter led by the Immigration Hub opposing the Border Security and Enforcement Act of 2023 in the House Judiciary Markup on April 19 that would harm immigrant communities.

9) March 2023

NEA signed onto a letter led by Detention Watch Network to President Biden expressing grave concern over reports that the Biden administration was considering returning to the policy of family detention which has subjected hundreds of families to abusive, inhumane and racially discriminatory practices.

NEA's partnership with the National Immigration Law Center (NILC), MALDEF, Unidos US, LULAC, Justice for Migrant Women, National Hispanic Caucus for State Legislators (NHCSL), and others, provides the organization with updated research, communications guidance, collaborative strategy discussions, strategic alliances, and a platform that center education, migrant and asylum rights for students and communities.

10) April 2024

NEA and the National Migrant and Seasonal Head Start Association (NMSHSA) are collaborating on a webinar led by NEA Secretary-Treasurer Noel Candelaria on April 23, 2024 titled "Migrant Students and Families: A Fireside Chat." See NBI 45 for more information.

NEA continues to have regular cross-departmental meetings with staff representing CRSJ, OCG, COMMS, and GR to discuss updates, strategies, and partnerships in order to move the organization's immigration agenda forward.

73. Carbon Footprints

The NEA will develop and distribute a guide to state affiliates designed to help interested state affiliates assess their own carbon footprints and begin to develop their own plans for becoming carbon neutral. The guide might, include but would not be required, to include information about available federal resources, guidance on how to identify areas of focus (ex: transportation vs. waste management), and best practices for setting goals and monitoring progress towards achieving those goals.

Completed

NEA staff developed a guide to help interested state affiliates assess their own carbon footprints and begin to create their own plans for becoming carbon neutral. The guide is currently in the process of being edited, designed, and finalized. NEA will distribute the guide to affiliates in the coming months.

77. Mental Health

NEA will use existing online and other media sources to tell the story of how mental health needs to be addressed and destigmatized. NEA will publish, on social media, campaigns to tell the story of members that have been impacted themselves, within their family or work by mental health, and how to help others see the signs or have access to resources to help others. The campaign capstones with a digital article highlighting Mental Health Month to tell the story of how we as an organization can make an impact.

Completed

In December, NEA published the article "My Empathy Felt Drained': Educators Struggle with Compassion Fatigue" in *NEA Today*.

Monthly influencer video content continues, garnering hundreds of likes, thousands of views, and increased traffic to NEA's online mental health resources:

- <https://www.instagram.com/reel/C4oww23KtI0/>
- https://www.instagram.com/reel/C3Q__KAXHcF/
- <https://www.instagram.com/reel/C2kiiJhusid/>
- https://www.instagram.com/reel/C092_KWshmY/

The links above demonstrate video reposts to NEA's Instagram; the videos also were posted natively to creators' accounts, which garnered additional engagement. The project continues, with more influencer content coming in anticipation of Mental Health Awareness Month in May.

In addition, an online editorial story is slated for May of this year to mark Mental Health Awareness Month. That same issue will address mental health in the "In the Know" section, with a passage titled "What Factors Have the Most Impact on Student Mental Health?"

78. Newcomer Students

NEA will disseminate via existing communication channels best practices for educators of Newcomer Students, students whose first language is not English and who have not attended schools in the US for more than three cumulative years. These practices include, but are not limited to, the US Department of Education's Office of Language Acquisition's Newcomer's Tool Kit and ongoing information from the National Newcomer's Network.

Completed

To meet the NBI 78 goals and improve the treatment of Newcomer students and their education, CPESL assisted NEA Today staff in publishing the article (April 24), *How Educators Can Support Immigrant and Migrant Students*. This article highlights how NEA has curated [valuable](#) and [other offerings](#) from collaborating partners to promote educational best practices and make educators even more aware of Newcomer students and their plight. These resources provide strategies to teach and support English language and multi-lingual learners. In response to member concerns, NEA also provides updates about legislative and political action, promotes a focus on “culturally responsive pedagogy and social-emotional support,” and [offers micro-credentials](#) and [online blended learning courses](#) focusing on English language and multi-lingual learners. These courses (among others) can be found within NEA’s [Teacher Quality Program Guide](#).

The article is currently available via electronic media at <https://www.nea.org/nea-today/all-news-articles/how-educators-can-support-immigrant-and-migrant-students> and in the next issue of NEA Today, which will be mailed in April 2024.

79. Evidence-Based Literary Instruction

NEA shall create, in partnership with state affiliates, professional development resources around evidence-based literacy instruction for members to stay updated on the current and emerging pedagogical practices.

The NEA Executive Committee referred this item to the Executive Director for additional study. The Executive Director is currently exploring whether the spirit of this NBI can be accomplished this fiscal year or whether we need to consider incorporating all or part of this NBI — and the personnel time it would take to implement it — into the proposed Strategic Plan and Budget for 2024-2026. The initial stage of review appears that this is an activity which may not be able to be accomplished within the current Strategic Plan and Budget, but we have more review to complete before drawing this conclusion.

81. Vetting NEA Event Locations

NEA shall only enter into contracts to host/sponsor NEA events in states whose laws have been vetted by the Office of General Counsel. The laws to be reviewed shall include the following: women’s health care, including abortion; health care for LGBTQ and transgender individuals, including any civil rights provisions and anti-union animus that seeks to penalize educators at the state or local level.

The NEA Executive Committee has decided that NEA will not implement this NBI. While the evident intent of the NBI from its language and the maker’s remarks at last year’s RA is to use NEA’s market power to impact state lawmakers and protect NEA meeting attendees, there are more effective and direct ways to advance both objectives.

NEA already devotes substantial resources to counter proposed state laws that are adverse to our members and affiliates’ interests both during state legislative sessions, through the state ballot measure and legislative crisis grants and work, and after state legislative sessions through litigation and other advocacy strategies. Lawmakers are unlikely to change course on a legislative proposal because of the prospect that NEA may not hold a meeting in a state. And to the extent that the NBI is construed to prevent NEA from holding any and all meetings in a state, the NBI effectively is calling for statewide boycotts and could not be implemented without proceeding through the lengthy and resource intensive boycott review process mandated by Standing Rule 6.G.

NEA could not effectively use its market power in the form of its contracts for meetings to change state laws because the time periods for state legislative processes and meeting contracts are not aligned. Most of the activity in state legislative sessions takes place during late winter to early spring (March through May), and the legislative activity often begins and moves to resolution during a single annual legislative session. But NEA’s contracting process for meetings begins years in advance of the meetings in question for major meetings such as the NEA RA or the NEA Leadership Summit. And even for smaller meetings of less than 200 participants, meeting contracts are usually negotiated and signed more than a year in advance of the event. As a result of these differing timelines, the practical effect of adopting this approach to contracting is to disrupt and potentially breach settled contracts, resulting in liability and loss for NEA, without any measurable impact on a state’s willingness to change its legal framework. And the disruptions could occur up to the last minute before our largest meeting (the NEA RA) as a number of state legislative sessions wrap up in May and last minute new laws could disrupt planned meetings at a point in time when it is not feasible to reschedule the meeting to an alternative venue including an online venue.

What NEA can do is use its market power in the contracting process to include broad non-discrimination provisions in its hotel and vendor contracts and to protect restroom access for transgender and non-binary participants. NEA has yielded that power quite effectively in contracting for RA's, for example, as demonstrated most recently by NEA's work and negotiations to deliver a safe RA for our participants through all the various contracts related to the Orlando, Florida RA this past year. NEA fully intends to continue with that approach, which has been proven to be effective in protecting NEA member participants.

What NEA has not done, and cannot do without incurring substantial losses and hamstringing our ability to conduct meetings in many states where we have members, is to place off limits every state that has a law that is not as protective of worker or civil rights as we would wish. NEA, for example, has never taken the position that NEA will not meet in any state that does not have a public sector collective bargaining law, or that is right to work in the private sector. This NBI, if adopted, would arguably require NEA to do so. NEA also has not taken the position that NEA should not meet in any of the twenty-two states that ban or restrict abortion access prior to viability. Again, this NBI would require that NEA do so. NEA similarly has not taken the position that no NEA meeting can be held in every state that does not extend to LGBTQ individuals all the civil rights protections against discrimination in schools, housing, employment, banking, medical care, that are extended to other protected categories of persons. This NBI would require NEA to both track changes in all these areas of law some of which are rapidly evolving and move our meetings accordingly. Doing so would involve significant resources not just for tracking and monitoring changes in the laws, but more significantly for the costs of escaping from contractual obligations in response to changed legal circumstances.

For all these reasons, this NBI will not be implemented. Laws will be vetted by OGC, and based on above realities, and a recommendation will be made to the Executive Committee (or the Annual Meeting Review Committee) as to whether a state/city should be added to the list recommended to the Board with respect to the Representative Assembly. With regard to other NEA meetings, we do have extensive non-discrimination language that we insist upon when contracting with hotels and vendors.

83. Republican Members

The NEA will develop a strategic program to help Republican members advance a pro-public education agenda within the Republican Party.

Completed

In several states, NEA works with our affiliates on advocacy and electoral strategy that includes support for Republican allies. In addition, Republican members participate in training programs such as See Educators Run and the School Board Institute. In legislative crisis applications and programs, Republican members are recruited and trained to lobby Republican legislators for pro-public education policies.

We work with state affiliates, including in Comprehensive State Plans to look for opportunities to support Republican allies of public education. This has been a critical strategy for defeating voucher plans and other significant threats to public schools in several states.

NEA's advocacy in Congress includes strategic outreach to Republican members to discover where their interests align with our pro-public education agenda. When there is alignment, we partner with Republican members to advance legislative goals that support public education, students, and educators. Staff also works consistently with the Main Street Caucus, made up of approximately 70 "pragmatic conservative" Republicans in the House. We hold briefings for Republican lawmakers' staff at the start of each new session of Congress to find out their members' interests and to educate them on how the NEA Report Card is scored.

We also work closely with our internal NEA Republican Caucus. NEA is currently working on planning a virtual meeting with the NEA Republican Caucus for later this spring, to continue our ongoing work of co-creating an impactful member voice to lift a pro-public education agenda within the Republican Party at the local, state, and national levels.

85. Pro-Public Education State Lobbying

The NEA will create a framework to expand states' coalitions for pro-public education lobbying efforts during state legislative sessions. This framework shall include guidance on identifying additional community partners, organizations, businesses, local leaders, etc., to consider for a lobbying coalition and suggest outreach strategies, organizational approaches, and methods of communication. This framework will recommend differentiated approaches to organizing efforts with a broad coalition and how to use coalition voices and influence during the legislative session and at the local level outside of the legislative session. The NEA shall establish a one (\$1M) million dollar grant with a rolling application period for the purpose of supporting this framework and coalition-building and lobby efforts.

Completed

The NEA Executive Committee has decided that NEA will implement the letter or the spirit of this NBI as part of planned or anticipated work within the Modified Strategic Plan and Budget approved by the 2023 Representative Assembly. NEA currently works with affiliates to recommend differentiated approaches to organizing efforts and expand coalition efforts pre, post and during legislative sessions so as to create broad coalitions and unlikely allies. NEA does this through partnering in conferences for best learning across states, tracking legislation (both threats and opportunities) in cross department meetings, sharing best practices, and through the Ballot Measure/Legislative Crisis Fund, where affiliates can apply for funding for lobbying grants and NEA shared best practices in coalition building.

86. Central American and Caribbean Migrants

NEA will use existing resources, including existing online resources, to digitally publish a story about the plight of Central American and Caribbean migrants at the US border and how this affects migrant students in our classrooms, and will include link(s) where NEA members can share stories of how this issue is impacting their classrooms.

Completed

Story is written (also includes NBI 45 & 78). Will go live in late April and will include a form where members can share stories.

87. Response To Intervention for Students with Speech and/or Language Deficits

In meetings with the US Department of Education, NEA will discuss the importance of professional judgment and expertise in conjunction with diagnostic criteria and assessment to determine the appropriateness of Response To Intervention for students with speech and/or language deficits.

Completed

NEA staff met with various coalition partners and the creator of NBI 87 to discuss the role of fluency and the significance of professional judgment when determining the appropriateness of placing students with speech and/or language deficits in Response to Intervention (RTI). NEA staunchly advocates for the utilization of RTI and other multi-tiered systems of supports to ensure equitable access to a free and appropriate public education in the least restrictive environment but also asserts that decisions for students eligible for special education services under IDEA are best made by the school-based Individualized Education Program team with input from parents and, when appropriate, students.

NEA acknowledges evidence from research studies indicating potential biases in oral fluency measures across racial, gender, and socioeconomic lines, which may contribute to misdiagnosis or misidentification based on these biases. In discussions with coalition partners and the U.S. Department of Education, NEA staff have asked OSERS to investigate whether other organizations have addressed the requirement of Response to Intervention (RTI) requirement for students struggling with reading fluency, which might conflict with educators' professional assessments. This concern is particularly pertinent in instances where outcomes may be influenced by biased assessments that may influence outcomes.

88. National Educator Day of Action

The NEA shall declare a national educator day of action sometime in the month of June 2024 to have the largest numbers of NEA members participate, to help pass legislation on the state and federal levels to prevent school shootings, protect LGBTQIA+ students and educators including the right to gender affirming care, to teach the truth in American History about slavery and civil rights movements and to stop book bans. Additionally, NEA will support and encourage

all of its members to participate in this day of action by contacting their elected officials, organizing rallies and protests, and speaking out against these harmful policies.

Completed

The NEA Executive Committee has decided that NEA will implement the letter or the spirit of this NBI as part of planned or anticipated work within the Modified Strategic Plan and Budget approved by the 2023 Representative Assembly. NEA already consistently leads or participates in various days of action and weeks of action on key issues of importance to our members at the federal and state level. Those actions and the timelines for taking them are typically impacted by congressional or state legislative calendars to ensure the efforts are timely and effective. NEA will continue to do this, including lifting up advocacy on LGBGTQ+ issues during Pride Month and/or when it is most strategic toward making policy impact. That also extends to regularly lifting up advocacy and mobilization efforts related to the other issues, such as honesty in education, as well.

89. Artificial Intelligence Impact on Labor in Education

The NEA shall use its resources to perform research into the possible effects of AI (artificial intelligence) upon labor in education in particular, and in the United States economy in general.

The NEA Executive Committee referred this item to the NEA Task Force on Artificial Intelligence. The Task Force is meeting this year and will report out when it has concluded its work.

90. Women's Health

NEA will analyze existing pertinent resources and publish an informational article utilizing existing media platforms in order to raise awareness of the growing crisis in women's health care due to the lack of OB-GYN providers.

Completed

The NEA Collective Bargaining and Member Advocacy Department (CBMA) compiled and analyzed existing pertinent articles and resources to publish an informational article utilizing existing media platforms to raise awareness of the growing crisis in health care for women and all individuals in need of OB-GYN care due to lack of providers. CBMA also pulled together the administration's actions in addressing this crisis, including topics such as, postpartum coverage and care, maternal mortality and health, the new

Transforming Maternal Health Model, and specific rural maternal care challenges and needs. And CBMA contacted the author and supporter of the NBI to compile quotes and additional sources and potential solutions to this crisis.

The NEA Communications team will publish an informational article in late May for *International Day of Action for Women's Health*, will utilize existing media platforms to raise awareness about this growing crisis. CBMA will also send out all these resource documents to the health care benefits liaison network list to make the resources accessible to affiliate leaders and staff.

91. Aspiring Educator Pay

NEA will create explicit campaign materials to support Aspiring Educators in advocating for paid student teaching at the state level.

The NEA Executive Committee has decided that NEA will implement the letter or the spirit of this NBI as part of planned or anticipated work within the Modified Strategic Plan and Budget approved by the 2023 Representative Assembly. Paid student teaching is an important strategy to diversify the teaching profession and address the teaching shortage, and NEA certainly advocates at the federal level for incentives to states to implement those policies. NEA will pull from existing NEA, NEA affiliate and partner materials used for our federal advocacy to support Aspiring Educators' advocacy.

92. Reading Specialists

NEA will encourage all school districts to use the term Reading Specialist to mean a certified reading specialist. Reading Specialists shall be named as such in all documents produced by the NEA.

The NEA Executive Committee has decided that NEA will implement the letter or the spirit of this NBI as part of planned or anticipated work within the Modified Strategic Plan and Budget approved by the 2023 Representative Assembly. In reviewing the maker's rationale, the intent was to ensure that reading specialists' expertise is fully utilized in schools. Students not having access to appropriately qualified staff is an equity issue. Under-resourced schools face greater challenges in providing specialized service like reading specialists due to limited resources and educator shortages. Awareness and advocacy are key, and this issue should be addressed broadly to make all educators aware of the need for students of all ages with reading challenges to be served by those

who are qualified. Therefore, we will accomplish the spirit of this NBI by raising this with the Learning First Alliance, the coalition of preK – 12 public education stakeholder organizations, which includes the American Association of School Administrators, the National School Boards Association, the PTA and more. We are a member of this coalition and meet regularly.

93. Reading Intervention Specialist Stories

NEA will conduct research and collect stories from professional individuals who are certified to provide reading intervention in districts who have or will no longer have certified staff with specialized reading training to focus on reading.

The NEA Executive Committee has decided that NEA will not implement this item. The maker's rationale states that the intent is to learn how to support reading specialists. We will not be able to implement this NBI in this fiscal year; however, we will be able to implement the spirit of NBI 92 (see above).

94. Green Noise

NEA shall communicate with all affiliates about the calming effect of green noise in schools, via preexisting electronic media.

Completed

NEA staff have completed drafting a one-pager on the effects of green noise. The one-pager has been submitted for editorial review and design. Once completed, it will be posted to Ed Communities.

2023-24 Committee Recommendations

Implementation of Adopted Committee Recommendations

Aspiring Educator Advisory Committee	
<p>1. Revise the AE Core Values from the words “social justice” to “racial and social justice” in order to be in alignment with NEA language.</p>	<p>The review of the AE Core Values, and recommendation of any language changes to align with the NEA language was completed last year.</p>
Ethnic Minority Affairs Committee	
<p>2. That the strategies, practices, and partnerships that NEA is engaged in be communicated broadly so that a larger and more diverse member base has access to these resources in order to amplify our collective power. These opportunities should include work addressing community and family engagement and partnerships.</p>	<p>In response to the NEA's commitment to racial and social justice, EMAC holds hearings to allow members of color the opportunity to provide input on their experiences within the NEA and its affiliates.</p> <p>The Committee continues to work with the Conference on Racial and Social Justice Planning team and NEA staff for continued coordination, alignment, and identify innovative strategies to provide our members the opportunity to build their awareness/capacity and continue their racial and social justice journey to advance the mission and priorities of the NEA. EMAC's goal is to provide strategic input to the Conference on Racial and Social Justice Planning team.</p>
<p>4. That NEA provide a dedicated, comprehensive educational space on the website that outlines organizational functions of governance as well as opportunities for leadership. This information could be derived directly from NEA leadership trainings and transforming it into an electronic resource.</p>	<p>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 <i>NEA Leaders for Just School and <u>NEA Tools and Resources</u></i>.</p>
Committee on Legislation	
<p>1. That the NEA Board of Directors propose the revised Legislative Program for the 117th Congress to delegates to the 2023 NEA Representative Assembly.</p>	<p>The 2023 Representative Assembly adopted the revised Legislative Program for the 117th Congress after approving seven amendments.</p>
Local President Release Time Grants Committee	
<p>1. That NEA change the eligibility to allow locals who received a grant over twenty-five years ago, and who do not currently have a full or part-time release president, to maintain eligibility for the LPRTP.</p>	<p>The LPRTP guidelines now allow for those locals who have received a part-time or a full-time grant from NEA over twenty-five years ago are eligible to receive an additional grant. The committee believes this was an important change and one of the locals (Richmond Education Association) the committee approved fell under this new guideline.</p>

Sexual Orientation and Gender Identity Committee	
<p>1. NEA should combine/synthesize identified existing LGBTQ+ resources with the Freedom to Learn resource document and publish it.</p>	<p>NEA CRSJ has reviewed existing resources to determine which ones need to be reviewed, updated, or removed from the NEA website. Various resources that pertain to LGBTQ+ issues are developed in collaboration with different centers and departments, so such resources exist on different web pages within NEA.org</p>
<p>2. NEA should publish the LGBTQ+ issues template letter that will allow members to individualize, as needed and appropriate, while addressing and advocating for LGBTQ+ students and employees at the local and state level.</p>	<p>The NEA LGBTQ+ issues template letter has been published on the NEA edjustice webpage under the Model Language and Resolutions section of Tools For Justice, LGBTQ+ Support & Protection: https://www.nea.org/advocating-for-change/racial-social-justice/tools-justice/lgbtq-support-protection</p>
<p>3. NEA should explore opportunities to incorporate this training into national conferences including, but not limited to, the Racial and Social Justice Conference, Leadership Summit, and MLT/WLT.</p>	<p>NEA's Speak Up and Speak Out! LGBTQ+ Convening is a result of NBI 1 passing in 2023. The Speak Up and Speak Out! LGBTQ+ Convening has been hosted in Zone 2 in June 2023, Zone 4 in April 2024, and will be hosted in Zone 3 in May 2024 and Zone 1 in June 2024. Once the convening has been completed in all four zones, NEA CRSJ will evaluate potential opportunities where the Speak Up and Speak Out! LGBTQ+ Convening can be incorporated into other NEA conferences and events.</p>

<p>4. NEA should continue to develop recorded webinars that focus on LGBTQ+ issues and promote them to all members of the association through targeted communications and social media</p>	<p>NEA continues to work with SOGI to identify topics for LGBTQ+ webinars, as well as NEA collaborates with HRC's Project THRIVE to offer webinars as a primary sponsor. Fall 2023 and Spring 2024 NEA Sponsored Project THRIVE Webinars: https://www.hrc.org/resources/project-thrive-webinars</p> <ul style="list-style-type: none"> • Wednesday, September 20, 2023 4:00 - 5:00 PM ET: "HRC's 2023 Youth Report. NEA Member and SOGI Chair, Bill Farmer served as a panelist on this webinar. • Wednesday, October 11, 2023 4:00 - 5:00 PM ET: "Breaking Down the Closet Door" • Thursday, November 16, 2023 4:00 PM - 5:00 PM ET: "Act Up! Fight Back! Fight Hate!: Youth Political Engagement" • Tuesday, December 5, 2023 4:00 - 5:00 PM ET: "The Impact of Hate: The Effects of Anti-LGBTQ+ Legislation". NEA Member, NEA LGBTQ+ Caucus Co-Chair, and NEA LGBTQ+ Cadre Trainer, C. Scott Miller served as a panelist on this webinar. • January - The State of Advocacy Wednesday, January 24th from 4:00 - 5:00 PM ET • February - 2023 Youth Report: Black LGBTQ+ Youth Thursday, February 20th from 4:00 - 5:00 PM ET • March - 2023 Youth Report: Disabled LGBTQ+ Youth Wednesday, March 27th, 2024, from 4:00 - 5:00 ET. NEA and IDEA Cadre Member, Daryl Gates, served as a panelist on this webinar. A link to the recording: 2023 Youth Report: Disabled LGBTQ+ Youth • April - Support-Ed: Supporting Sex-Education Advocates Thursday, April 25th from 4:00 - 5:00 PM ET • May - Sextortion: What You Need to Know Thursday, May 23rd from 4:00 - 5:00 PM ET
<p>5. NEA should promote and celebrate the successes of districts or schools who are leading the way in creating safe, welcoming, and affirming spaces for LGBTQ+ students and educators through direct communication and social media.</p>	<p>NEA CRSJ is working with NEA Communications to identify school districts and schools so NEA can share their stories on how they are leading the way to create safe, welcoming, and affirming spaces for LGBTQ+ students and educators.</p>
<p>Women's Issues Committee</p>	
<p>2. NEA should investigate ways they can streamline and simplify the Dependent Care Reimbursement application/request process, including setting up guiding resources (i.e. videos, step-by-step simulation guides, etc.) that can better assist members completing the form.</p>	<p>The WIC Committee would like to thank the 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.) that can better assist members completing the form.</p>

Status of Committee Recommendations Referred to the Executive Director

Aspiring Educator Advisory Committee	
2. Develop and implement a year-long pilot leadership development program and implement the pilot with a diverse cohort of AE members including grass-roots participants and emerging leaders from across the country.	Not able to accomplish under the current budget.
3. NEA should investigate the impact of scaffolding dues – a gradual increase of dues in relation to salary – for the first 5 years of Active Membership.	Referred to the Organizing Think tank.
Ethnic Minority Affairs Committee	
1. EMAC recommends that NEA institutionalize EMAC as a coordinating partner in the 3-1(g) convening. As partners, we would like to assist in identifying states that have not met their 3-1(g) goals and have not updated their plans so that they are encouraged to attend the 3-1(g) convening annually. Additionally, this coordinating team should meet with leaders of state affiliates that do not meet their 3-1(g) goals for additional support in understanding the reasons why a state might not be meeting their goals and in implementing an action plan.	Not able to accomplish under the current budget.
3. The committee recommends that NEA explore reinstating programs previously offered that directly engages diverse leaders of color (e.g., Leaders of Color Pathway Project; regional MLT/WLT seminars).	Not able to accomplish under the current budget.
4. We recommend starting a project where NEA identifies white state leaders, state and local presidents in particular, who have a proven track record in anti-racism and are actively working to create an inclusive association culture. We encourage NEA to engage those leaders in opportunities to work with their like-minded peers to plant seeds of union-wide change.	Not able to accomplish under the current budget.
6. EMAC recommends that space be made where Aspiring Educators can participate in part of the Conference on Racial and Social Justice without conflicting with their own conference agenda.	Referred back to Committee.

Committee Women's Issues

1. NEA should extend the Dependent Care Reimbursement beyond one year to allow members to continue to request reimbursement for dependent care at all major NEA convening's (MLT/WLT, Leadership Summit, RA, and Conference on Racial & Social Justice).

Not able to accomplish under the current budget.



Great Public Schools for Every Student