

# NEA Newsletter

Rachel Croft - NEA Director

## Leading in a Virtual World

Join Now New Ed  
Digital Advertising  
Pilot



NEA is using new digital methods to make joining more user-friendly than ever before. The pandemic has increased the urgency for our association to meet the needs of members in innovative ways including the new Join Now digital advertising pilot going on in many states.

### TELEPHONIC JOIN PILOT



- 11 States Participated
- 100 Locals
- 2,416 telephonic contacts with potential members
- 574 New Members
- 20 NEW PAC donors in one state pilot

## Changes to Uniserv Program Proposed

The Uniserv Review Committee met twice in February to look at membership projections, Uniserv grants, and several other changes to improve the program.

Over the last several months, the committee met virtually in subgroups to make improvements to various areas of the Uniserv program. The first subgroup met with the Center for Organizing to review and provide input on the Uniserv Core Competencies. The goal was to ensure NEA's commitment to racial and social justice was fully embedded within with document, which had been reviewed before the pandemic. The Center for Organizing then met with Uniserv Managers to solicit additional input, and then finally with a cadre of Uniserv staff trainers at the state affiliate level. Finally, staff from the Center for Organizing compiled the feedback and met with the Human and Civil Rights department to refine the changes. All of the changes were submitted back to the Uniserv committee and approved.

A second subgroup was tasked with developing recommendations about how NEA can support affiliates in advancing diversity in hiring goals. The group met with Chaka Donaldson, NEA's Director of Human Resources, to discuss strategies relating to the hiring process. The suggestions were compiled and will be refined and made into a "best practices" document about hiring for diversity that will be shared with affiliates and used in training. While the committee hopes to have the document ready for the

full board to vote on in the spring, it felt that the importance of "getting it right" justified possibly extending the timeline.

During the Uniserv's second committee meeting in February, Michael McPherson, NEA CFO, met with the committee to review membership projections and possible Uniserv rebates. While the committee stressed that its projections are preliminary, and final numbers would be available during the May board meeting, they projected the Uniserv Grant amount would increase by 1.63% from \$40,481 to \$41,141. Overall, this represents an increase in the amount that NEA will be returning to its affiliates of \$1,111,440.



- July – August: • Analyze and Approve Budget Framework
- September – March: • Budget Development and Constituent Engagements
- March – April: • Finalize and Balance Budget
- May – July: • Recommend and Approve Budget



# Board Engagement: COVID 19

Executive Committee member, Hannah Vaandering, and Daaiyah Bilal-Threats, Special Assistant to the Executive Director and Senior Advisor, presented NEA's recent learning beyond COVID survey. The survey reiterated our work reclaiming public education as a common good and focused on six areas:

**Equity:** The COVID pandemic compounded impact on students with disabilities, students of color, and students with economic challenges. The role of educators in creating a just society requires changes in the content and delivery of curriculum. Content must be accessible to all and reflect the contribution of ethnic and racial minorities in society. Educators can mitigate the impact of COVID by providing equitable, quality instruction via distance learning.

**Family and Community Engagement:** The recovery process from the pandemic must occur both in our schools and the surrounding community. Establishing and maintaining consistent communication with parents is critical. There was consensus around the notion that social-emotional supports are—and will continue to be—necessary for students and their families. Responses also highlighted the importance of teachers and administrators who reflect the diversity of the communities in which they work.

**Responsibility for and Assessment of Students' Academic and Social-Emotional Learning:** The pandemic shed light on the impact our current assessment system has on BIOPIC students and students with disabilities. The goal is to build a system that focuses on equity, student academic, and social-emotional learning and provides educators flexibility and authority to use student learning time effectively. The system must build trust with families and provide the appropriate data to all stakeholders. There is concern about the fairness, usefulness, and appropriateness of standardized assessments. Suggestions included reimagining assessments to be authentic and to considering social-emotional learning as a component. Many suggested holistically designed district-level or classroom-based assessments closely aligned with learning standards.

**Systems Change:** The pandemic severely disrupted students' access to educational resources. An excellent public education system provides quality conditions for teaching and learning, is equitably and inclusively designed, supports resilience, addresses trauma, and has a diverse and prepared workforce. Systems change can include calendar, time, schedule, or curriculum adjustments. Responses considered schedules, extended instructional time, and school calendar (year-round school models, summer school, four-day classroom week), and advocated for smaller class sizes.

**Resources and Funding:** This includes course offerings, class size, human resourcing: tutors, counselors, nurses, ESP, classroom teachers, technology equipment, and internet access resourcing. Responses emphasized the importance of non-instructional staff in creating environments that facilitate student learning. Any extension or enhancement to the school day would require "extra hands". Additional funding is vital to make this happen. The allocation of resources a gateway to providing equitable access to education.



**Educator Voice/Role of our Union:** Reimagine and transforming schools post-pandemic will require bold leadership and tough decision-making. Our communities need public schools that can powerfully serve, be inclusive of, and create a caring, respectful learning environment for every student. Our schools must fully engage students and educators in a way that support educational excellence, resilience, student trauma. Educators must be active participants in all aspects of decision making, including policy development and implementation. Educators need autonomy so they can do what they know is best for students. Professional respect and public perception of educators must improve. Specific actions by state and affiliates can foster collaborative relationships that might prove to be key in transforming public schools after the COVID pandemic. Through collaboration and building relationships with the community and legislators, the union can elevate the voices of educators.

Bilal-Threats discussed opportunity the pandemic presented -- a chance to relook and reimagine the educational system. "We can create working environments that rejuvenate students and replenish our educators," declared Bilal-Threats. This survey outlines the resources we need to do it. However, it takes more than funding for education to secure our students' needs; it takes each of us.

Hanna Vaandering added, "This last question is the crux of our work: What are you going to do to help your members, your locals, and the NEA move to a more safe and just post-pandemic future?"

President Becky Pringle concluded the presentation with encouragement to all members

"I need you to be at those tables in your school districts. Our voices need to be at the table to say what we need to spend that money on. Nothing is more powerful than when you say specifically 'This is what we need; this is how much it will cost, and this is how we will make it happen over time.' I need YOU - our practitioners, our teachers, our ESP, our higher ed, all hands on deck. I expect the NEA to LEAD on how we will bridge the gaps for our students."



## Read Across America 2021

NEA Director, Christina Bohringer (Virginia) chairperson of the Read Across America committee, presented the committee report to the NEA Board of Directors. The committee met to review grant applications and is pleased to award five states Read Across America grants. They are North Carolina Association Educators, Connecticut Education Association, Federal Education Association, Iowa State Education Association, and the National Education Association of New Mexico.



Bohringer

Read Across America is celebrated on March 2nd of each year. NEA members can visit the website [www.ReadAcrossAmerica.org](http://www.ReadAcrossAmerica.org) to explore the newly revised resources and tool kits with diverse, leveled book selections and ideas that can help inspire reading in classrooms throughout the year. This year President Pringle demonstrate some hats with the author of Tiara's Hat Parade, Kelly Starling Lyons as part of NEA's commitment to supporting literacy. This year's Read Across America day ambassador is writer and activist, Marley Dias who will help with the online festivities.

## Executive Committee Report /

### Ballot Measure and Legislative Crisis Fund

The NEA Board of Directors considered and approved expenditures from the Ballot Measure and Legislative Crisis Fund. Four states submitted requests -- Arizona, Minnesota, Missouri, and Montana. Three of these requests focused on supporting the successes secured in previous election cycles, while one focused on new legislative challenges. The requests were evaluated by the Oversight Committee and brought to the Board for approval. The fund, created in 2000 by the NEA Representative Assembly, is dedicated to providing funds supporting affiliates' state legislative work. From Arizona's successful passage of the Invest in Education Act to working cooperatively with Minnesota's "education" Governor, state affiliates continue to use elections to strengthen and support schools across the country.

## Secretary- Treasurer's Report

In his report to the NEA Board of Directors, Secretary-Treasurer Noel Candelaria focused on the work at hand. He reviewed how the tone from the top drives culture throughout an organization. He stated,



Candelaria

"The tone at the top is the message and attitude and image of the highest level of our union. It is how we live and embrace our commitment to the principles, values, and character of our union."

Candelaria reviewed NEA's modified 2021-2022 budgetary timeline. He noted January's successful virtual financial forum kickoff, additional upcoming Zoom budget engagements, the Executive Committee's acceptance of an independent and clean audit, and updated membership counts. Candelaria emphasized that careful consideration of how we allocate resources for our members is the highest responsibility of the budget process. In his words,

"Our members entrust us in these positions. For some, it is a financial sacrifice for us to do the work."

Candelaria reiterated the profound trust our members place in us to do the work of our association.

The second part of Candelaria's report celebrated NEA's successful adaptation to the digital world: "We are using the tools we have at our disposal." These tools include webinars, toolkits, customizable videos, virtual conferences, telephonic join, digital advertising, hustle campaigns, and more. Additionally, Candelaria shared the successful 2020 *New Educator Campaign. Adapting. Learning. Supporting.*

"People don't join organizations; people join other people," emphasized Candelaria. "When we invite colleagues to join us in the work when we engage and recruit members, it's the personal touch that leads to a strong association."

As he wrapped up his report, Candelaria explored the challenges we have to do our jobs professionally and as union leaders "We will lay a foundation and rise to the challenges of the work we have ahead of us."

### 2020-2021 MEMBERSHIP COUNTS

Active C-ified	2,296,439	(5,821)
Active ESP	443,933	(14,949)
Active Uffs	33,911	(816)
<b>Total Active</b>	<b>2,774,283</b>	<b>(10,586)</b>
Retired	373,991	1,284
Aspiring Educators	36,390	(11,797)
Others	7,432	(337)
Community Affs	32	(292)
<b>Total</b>	<b>3,192,728</b>	<b>(20,730)</b>

## Dues Action

In his presentation of the expected 2021-2022 dues adjustment, Secretary-Treasurer Candelaria defined what it means to unify members "It's how we organize people and how we organize money because we have an agenda." Candelaria shared how the preliminary numbers were based on estimates and that the current change was determined after considering the increase in the average salary from the 19-20 and the 20-21 school year, the estimated salary averages of teachers and ESPs across the nation, and the states with the largest impacts. "We use the average salary to calculate dues, adjusting to remove the unusually high salary outliers," explained Candelaria. "We also look at data from a bit of historical perspective since that data lags by one year." For example, the data from the 19-20 and 20-21 school years reflect the impact of the Red for Ed movement.

Our NEA Bylaws state that the dues amount is determined by contributions to the general budget (average salary multiplied by .00225), Uniserve (average salary multiplied by .00055), the NEA Foundation, the Great Public Schools Fund, and the Media/Ballot Fund. The current proposals are a decrease from the preliminary amounts for teachers and ESP members for the 2021-2022 school year. Secretary-Treasurer Candelaria moved the 2021-2022 dues structure, and the Board of Directors approved it, under the provisions in the bylaws.



# Building NEA Organizational Capacity

## Standing Rules for the 2021 NEA RA

The NEA Board held a virtual meeting on Monday, February 22, 2021 to pass the following motion:

That the NEA Board of Directors suspend the NEA Standing Rules in their entirety, other than as noted in the temporary Rules of Procedure, for the duration of the 2021 virtual convening of the Representative Assembly and adopt the following temporary Rules of Procedure for the purpose of conducting business at the virtual convening of the 2021 NEA Representative Assembly to be held on June 30-July 3, 2021 as well as for the purpose of conducting the mail ballot elections to the NEA Executive Committee and At-Large Board of Director seats.

### Summary of Proposed Change

**Standing Rule 1-** Mostly unchanged with the exception of dates of registration and filing of challenges.

**Standing Rule 2-** No changes

**Standing Rule 3-** All motions and items of business must be submitted in writing. Blocks of time designated for debate: NBI's: Two (2) hours per day for four (4) days; Legislative Amendments, Policy Statement Amendments, and Resolutions: one (1) hour each. Items not concluded by the gavel will fall to the ground. No yielding will be allowed.

**Standing Rule 4-** No changes

**Standing Rule 5-** No changes

**Standing Rule 6-** NBIs must be submitted in advance, by June 15, with time for modifications to be made by the maker after receiving costing information and potential feedback. NBIs and subsequent maker-initiated modifications will be available for viewing by delegates on the Delegate Website. A modified NBI will be posted after June 25, but still can be amended by delegates during the RA, provided the motion is submitted by noon each day of the RA.

**Standing Rule 7, 8, & 9-** Deadlines for Resolutions, Legislative Amendments, and Policy Statements will be due by 4:00 PM Eastern Time on June 30. Delegates will be able to submit amendments until noon on the day these items are to be considered by the RA.

**Standing Rule 10-** No changes

**Standing Rule 11-** Modifications have been made to accommodate the virtual meeting, such as videotaped speeches, a prohibition of the display of campaign materials on video screens, and the process for using mail ballots.

**Standing Rule 12 -** Does not apply since it deals with activities and behaviors associated with an in-person meeting.

**Standing Rule 13 -** Remains mostly in effect with the exception of the modification of the term "secret ballot", to allow the use of electronic voting for amendments to the Constitution and Bylaws. Federal law requires the use of mail ballots for candidate elections.

## How are NEA Dues Spent?

### How Your 2020-2021 Dues Dollars Are Allocated

The chart below shows how your NEA dues (\$200.00: \$121.50 ESP) are allocated to support and represent members and affiliates in their efforts to achieve NEA's mission.



For dues dollars are used to support NEA Member Benefit programs.

**Advocate Educator Voice, Influence, and Professional Authority** \$6.11 ESP \$6.11  
Develop and sustain effective structures, processes, and leaders to increase educator influence in decision-making at work site, district, state, and national levels.

**Account and Engage New and Early Career Educators** \$4.83 ESP \$4.83  
Identify, recruit, support, and engage new educators in our association and connect them with opportunities for professional learning, mentorship and advocacy.

**Advocate Racial Justice in Education** \$1.37 ESP \$1.37  
Support members in advancing racial justice in education and improving conditions for students, families, and communities through awareness, capacity building, partnership, and individual and collective action.

**Support Professional Excellence** \$12.88 ESP \$12.88  
Build a system of recognition, reward, educator-led professional learning and supports for all educators across their career to ensure a student success.

**Invest in the Development of Educators** \$10.44 ESP \$10.44  
Use of evidence-based, including organizing legal, legislative, electoral, and collective action, to ensure the environment necessary to protect the rights of students, educators, and the future of public education.

**Legal and Insurance Support** \$15.00 ESP \$15.00  
Implement advocacy programs for members, including the (a) benefit services program, (b) liability insurance, (c) disability insurance, and (d) other per member Educators Employment liability insurance program.

**Enhance Organizational Capacity** \$17.17 ESP \$17.17  
Develop and leverage the collective organizational capacity across our association and its members to advance the mission of the NEA and its affiliates, with particular focus on organizing, technology, fiscal health, leadership development and external and internal partnerships.

**Enterprise Operations** \$14.85 ESP \$14.85  
Organize functions across the enterprise that support the Strategic Objectives, build lasting strength, and sustain the organizational infrastructure.

**Endowments** \$1.48 ESP \$1.48  
Provide funding for organizations at the national, state, or local levels.

### 2020 New Ed Campaign

Adapting.  
Learning.  
Supporting.







## ASSESSMENTS: #CancelTheTests

In partnership with the NEA Center for Communications, NEA Education Policy and Practice (EPP) developed resources to advocate for student learning over testing during and beyond the COVID-19 pandemic, including:

- » **Internal Toolkits** for state affiliates and external partners that outline key messaging, talking points, social media guidance, and sample advocacy letters. More than 17,000 new contacts were identified as a result of messaging around this issue.
- » **#CancelTheTests Open Letter** that called on the U.S. Department of Education and state governments to stop high-stakes testing during the COVID-19 pandemic. The Open Letter has collected more than 100,000 signatures to date.
- » **[nea.org/lettertoed](https://nea.org/lettertoed)**, which urged the public to take action and submit comments to the Federal Register about the harm of high-stakes testing during the pandemic and demand the U.S. Department of Education reverse their guidance around this issue. More than 1,300 comments were submitted for consideration, 80 percent of which were customized.

## RESOURCE AWARENESS

### Mitigation Strategies to Ensure Safe & Just Schools

On February 12, the U.S. Centers for Disease Control and Prevention (CDC) released guidance and the U.S. Department of Education (ED) issued a handbook to help communities return to safe in-person learning in K-12 schools. To assist our members, NEA Education Policy and Practice, in partnership with NEA's Health and Safety Team, transformed this information into eight summary documents, each highlighting one of the key measures "essential to safe delivery of in-person instruction."

Mitigation strategies included masking practices; transmission data, physical distancing, and cohorting; contact tracing, isolation, and quarantine; extracurricular activities and athletic programs; physical distancing practices; good hygienic practices; cleaning and disinfection; and ventilation.





## AMERICAN RESCUE PLAN ACT: Information-Sharing and Advocacy

In collaboration with the NEA Center for Advocacy, the NEA Center for Organizing, and the Center for Communications, NEA EPP is supporting state and local advocacy efforts on American Rescue Plan Act (ARPA) fund uses, which align with the recommendations outlined in the NEA-AFT Learning Beyond COVID-19 framework and the NEA Policy Playbook.

NEA EPP has also led and participated in several ARPA updates for member organizers, state affiliates, National Staff Association for the Improvement of Instruction (NSAII) members, and National Association of Legislative and Political Specialists for Education (NALPSE) members. To ensure the delivery of these historic funds where they're needed most, NEA EPP is creating and distributing resources to drive support and organizing. Resources include funding charts, a fund-use checklist, and summary of ARPA.



## EDUCATOR VOICE ACADEMY: 2021 Planning

The Educator Voice Academy (EVA) planning committee—which includes two NEA Executive Committee members; state affiliate presidents, executive directors, and staff; and local affiliate leaders, in addition to the EPP staff members who support this work—convened three times in March and April to blueprint EVA convenings for 2021. To identify the most critical topics for discussion, the EVA planning committee reviewed the NEA Policy Playbook and related grant work. Six topics were prioritized: safe and just schools; social-emotional learning; community schools; teacher recruitment and retention; assessments; and class size.

To address these topics, the planning committee established four objectives:

- » **Allow teams to explore, learn, and fully discuss the identified issues** and how they impact our students, educators, families, and communities;
- » **Support teams in identifying the current policies and practices that impact these issues**, brainstorming possible changes to existing policies and practices, and determining potential new legislation needed to address these issues;
- » **Support teams in creating engagement, communication, and implementation plans** that address the issues with a clear focus on promoting student learning, student success, and quality teaching and learning environments; and
- » **Provide follow-up support** that will help all teams throughout planning and implementation.

On March 26, the planning committee held working sessions to begin to identify issues that are related to each topic as well as the policies and practices that have the potential to address these issues. The committee will reconvene in April to finalize goals and outcomes as well as identify engagement strategies, subject matter experts, content delivery, and the process in which feedback and support will be incorporated.



IDEA RESOURCE CADRE: Strengthening Partnerships



NEA Education Policy and Practice (EPP) hosted an IDEA Cadre kickoff meeting in January. At this gathering, EPP provided an update on President Becky Pringle’s meeting with the Consortium for Citizens with Disabilities (CCD) to open dialogue and strengthen relationships within the Disability Rights and Disability Groups communities. This kickoff set the stage for the cadre’s work under President Pringle’s leadership.

In March, the IDEA Cadre convened again. At this meeting, President Pringle set forth her vision for the work of the cadre moving forward: to strengthen partnerships and position the NEA as a thought leader in Disability Rights and Disability Groups communities. The cadre also had the opportunity to discuss what they envision as priority work and how they can strengthen and expand upon this work as well as identify current and emerging issues that are of critical importance as we embark on strengthening our partnerships and uplifting the promise of students and members with disabilities.

The IDEA Cadre provided critical input in support of the March 23, 2021, Petition for Guidance document that was filed by several parents and NEA local affiliates. The petition focuses on guidance related to the unmet needs of students with disabilities, particularly students of color with disabilities, and calls on the government to fulfill its promise to fully fund IDEA.

STATE IPD: Monthly Engagement

NEA EPP has continued monthly engagement with state affiliate instructional and professional development (IPD) staff, mainly addressing issues of policy development and implementation. Since the last Board of Directors meeting, NEA EPP staff have participated in two-way information-sharing and feedback loops on topics including assessments, community schools, and the American Rescue Plan.

In addition to the monthly partnership conversations—hosted by NEA EPP—with the National Staff Association for the Improvement of Instruction (NSAII) and state affiliate IPD staff, NEA EPP staff has continued holding monthly Zoom sessions that provide actions and updates from the U.S. Department of Education.

Opportunity Checklist

29,150  
Total Completed

- Top 5 States  
Opportunity Checklist Submissions
- 1. North Carolina
  - 2. Mississippi
  - 3. California
  - 4. Oregon
  - 5. Colorado

- Top 5 Issues Identified
- 1. Active community involvement
  - 2. Bullying- and harassment-free communities
  - 3. Healthy indoor air quality
  - 4. Use of early warning systems to keep students on track
  - 5. Restorative practices policy



## AMERICAN RESCUE PLAN ACT RESOURCES ONLINE!

NEA Education Policy and Practice worked with the NEA Center for Communications to create a dedicated space on the website to house funding resources for educators. These resources provide valuable information about how the American Rescue Plan Act (ARPA) can provide critical funding for public schools and communities to recover from the pandemic safely and equitably. Funding resources include the following:

- » **The American Rescue Plan Funding Checklist** can help educators, parents, and members identify and share funding priorities that ensure students' social, emotional, and academic needs are met and school buildings are safe for all who enter and work in them.
- » **Federal Emergency Aid for Public Education: A Guide to Funding Amounts, Uses, and Requirements** provides the information needed to advocate on behalf of students. The guide includes information on the available emergency resources for public schools; identifies activities, programs, and services that ARPA supports; outlines stakeholder requirements; and advocates for evidence-based solutions for students.
- » **State-by-State Funding Guides** are now available through an interactive map: By clicking on a state, users are able to view stats and download full state funding guides to better understand fund allocations at the state level.



## National Student Support Accelerator: NEA Partners with Annenberg Institute



The NEA has engaged in a formal partnership with the Annenberg Institute to support the work of the National Student Support Accelerator (NSSA). The NSSA, which is part of the Annenberg Institute at Brown University, focuses on moving high-dosage tutoring research, tools, resources, and best practices to support student success. As part of this partnership, NEA Education Policy and Practice (EPP) is working directly with the NSSA to build a Tutoring Educator Advisory Group. The group, which will be comprised of NEA members, will work with researchers to build and develop tools and supports for school communities and educators that will ensure students have the resources they need upon returning to school for the 2021-2022 school year.

For more information regarding the NSSA Tutoring Educator Advisory Group, check out forthcoming reports from NEA EPP. Learn more about the [National Student Support Accelerator](#) and the [Annenberg Institute](#).



## President Pringle Hosts Panel Discussion “Fulfilling the Promise to Students with Disabilities: A Conversation and Call to Action”

On May 18, 2021, NEA President Becky Pringle hosted a panel discussion on efforts to remedy inequities that students with disabilities—particularly, students of color with disabilities—have endured for decades that have been further exacerbated by the COVID-19 pandemic. The discussion focused on remedies outlined in a petition for guidance—led by United Teachers of Los Angeles (UTLA)—that was filed with the U.S. Department of Education by a group of parents and NEA affiliates. NEA EPP worked directly with UTLA to ensure their requests aligned with NEA positions. Panelists—which included NEA and UTLA leadership, an educator who is also a member of the IDEA Cadre, and a parent—spoke about the disparate impact of the pandemic on students with disabilities and the negative impact of underfunding the Individuals with Disabilities Education Act (IDEA).



The panel discussed how the requested guidance can help ameliorate the issues highlighted in the petition, outlining the need to:

- » Evaluate and address trauma-related, mental health, and social-emotional needs of students with disabilities.
- » Ensure American Rescue Plan Act funding is guided by stakeholder input to provide equitable learning opportunities for students with disabilities.
- » Address safety concerns of in-person services for students with disabilities.
- » Fulfill the promise the federal government made in 1975 to America's students to fund the IDEA at 40 percent and provide a free and appropriate education and evaluation of unique learning needs for all students with disabilities.



## Funding and Budgets to Support Learning Beyond COVID-19: Social Media Toolkit

NEA Education Policy and Practice partnered with the Alliance for Public Schools to create a toolkit that will help guide educators to identify, prioritize, and advocate for the resources our schools need to place all students—across race and ZIP code—on the path to success.

The toolkit will help raise awareness about student needs and priorities to build momentum and a unified call for districts to take action and use American Rescue Plan Act funds to address these critical needs. It contains information, messaging, and graphics to help educators communicate with their stakeholders—including families, fellow educators, business partners, and community members—to increase

awareness, drive urgency, amplify educator voices, advocate for essential resources, and spread facts and messaging from trusted resources.



## AMERICAN RESCUE PLAN ACT

### The NEA Launches Federal Rescue Implementation Network

With the historic investments in public education through the American Rescue Plan Act (ARPA), NEA Education Policy and Practice—in collaboration with NEA's Center for Organizing, Center for Advocacy, and Center for Communications—is leading coordination of efforts by the NEA and state affiliates to leverage ARPA resources to reimagine and demand public schools provide safe and just learning environments for all students across race and place. The NEA will grant up to \$100,000 per year to state affiliates, for a maximum of two years, to provide reimbursement for compensation to hire or backfill one point person to serve as the coordinator for implementation of ARPA within the state affiliate.

To date, more than 20 state affiliates have been approved, including Alaska, Colorado, Florida, Idaho, Illinois, Indiana, Kentucky, Michigan, Missouri, Montana, Nebraska, Nevada, New York State United Teachers, North Dakota, Rhode Island, South Carolina, Texas, Utah, West Virginia, Wisconsin, and Wyoming.

#### ARPA Resource Awareness

NEA Education Policy and Practice continues to create American Rescue Plan Act (ARPA) resources that provide critical funding information to help schools, districts, and states recover from the pandemic safely and equitably. New funding resources include:

- » The new **[ARPA Landing Page on NEA.org](#)** houses everything ARPA, providing information and resources about these critical rescue funds and how they can be used in schools and districts across the country.
- » The **[School Rescue Funds Ranking Tool](#)** was created to help educators raise their voices and lead the way when advocating for the use of this critical funding. By using this tool, educators can rank the most important issues to make sure policymakers understand the needs of our students and educators.
- » The **["How to Use American Rescue Plan Act K-12 Education Funds to Identify and Support Children and Youth Experiencing Homelessness"](#)** resource helps educators and staff understand their role in serving this vulnerable population and how ARPA funds can be used to support the identification, enrollment, and school participation of children and youth experiencing homelessness.





## FOR EVERY STUDENT: JOY, JUSTICE, AND EXCELLENCE

### President Pringle Visits Schools Across the Country

---

President Becky Pringle has been visiting schools across the country to hear from NEA members about their successes, challenges, and concerns as part of the [“For Every Student: Joy, Justice, and Excellence” tour](#).



At the end of July, President Pringle traveled to California to discuss key issues as we moved into the new school year, where she engaged directly with members, students, and community partners. In Los Angeles, President Pringle participated in a community school coordinators roundtable; CTA and UTLA leaders were also part of the discussion. She met with students from the student-led activist group LA Students Deserve, an important partner in NEA’s work to push equitable and safe schools.

President Pringle continued her California trip in San Francisco, where she met with teachers, education support professionals, and administrators—who were joined by UESF leaders—for a deep discussion on early education and culturally responsive classrooms. In Oakland, President Pringle celebrated the start of the new school year at Prescott School. She joined local union leaders and community members for a tour of the school’s outdoor learning spaces and listened to union members, parents, and students speak about their fight to keep their school open.

In early August, President Pringle went to Louisville, Kentucky, where she delivered the keynote address to hundreds of educators in Jefferson County Public Schools (JCPS) for the Deeper Learning Symposium. While there, she also met with leaders of [Evolve502](#)—a Louisville partnership between dozens of local organizations, businesses, the Jefferson County Teachers Association, and Jefferson County Public Schools—which ensures any student who desires a college education can receive at minimum a two-year degree, funded through Evolve502. The partnership also supports student-based intervention strategies, such as tutoring and counseling. In addition, President Pringle spent time with Aspiring Educators Chair Cameo Kendrick and KEA President Eddie Campbell.



In early September, President Pringle visited New York, Pennsylvania, Wisconsin, Iowa, and Michigan; highlights will be shared in our next board update. You can also find more information on the [“For Every Student: Joy, Justice, and Excellence” tour website](#). Additional sites are being added regularly. Stay tuned to find out more about a stop on the tour near you.