

SESSION TITLES	SESSION DESCRIPTIONS
SCREENING 1: A TALE OF THREE CHINATOWNS	A TALE OF THREE CHINATOWNS is a feature-length documentary that explores the survival of urban ethnic neighborhoods. Specifically examining Chinatowns in three American cities, the film looks at the forces altering each community and the challenges that go with them. The film profiles Chinatowns in Washington, D.C., Chicago, and Boston and features the voices of residents, community activists, developers, government officials, and others who have a connection to this ubiquitous neighborhood.
SCREENING 2: CANE FIRE	Cane Fire – a documentary that examines the past and present of the Hawaiian island of Kauai, interweaving four generations of family history, numerous Hollywood productions, and troves of found footage to create a kaleidoscopic portrait of the economic and cultural forces that have cast Indigenous and working-class residents as "extras" in their own story.
SCREENING 3: FOR THE RIGHTS OF ALL: ENDING JIM CROW IN ALASKA	For the Rights of All: Ending Jim Crow in Alaska - Elizabeth Peratrovich, an unassuming Tlingit Indian mother of three, testified before the Alaska Territorial Senate in 1945 and swayed the floor vote with her compelling testimony in favor of the passage of the Anti-Discrimination Act, the first civil rights bill passed in the United States since the Civil War.
SCREENING 4: GUMBO COALITION	Gumbo Coalition - An intimate portrait of two leading civil rights and social justice leaders, Marc Morial, head of the National Urban League, and Janet Murguia, head of UnidosUS, during the tumultuous years of the Trump presidency. The documentary showcases the work of these two organizations fighting for criminal justice reform and changes to our harsh immigration policies through the lens of personal stories that bring home the resulting impacts to our communities and individual lives. The COVID-19 pandemic, the killing of George Floyd, voter suppression, and the 2020 election denial and subsequent attack on the Capitol force both leaders and organizations to go into over-drive in their fight to give voice and agency to all of us as we strive to build a better America. Gumbo Coalition is a timely reminder of the power of people to effect change for the better as we head into the 2024 election.
SCREENING 5: ON THE DIVIDE	On the Divide - McAllen, Texas is the home to the last abortion clinic on the U.S./Mexico border after a wave of shutdowns. Here, three different Latinx/e people's lives converge, despite their differences in their views and values. On the Divide captures an intense and emotional look into what happens when people of color in a conservative state are on the ground, in the trenches at their final frontier for Reproductive Justice.
SCREENING 6: TRANHOOD	Tranhood - this HBO documentary chronicles the lives of four young people and their families as they navigate growing up transgender in America's heartland.

SESSION A1: AAPIS AND THE LABOR MOVEMENT: SWIMMING UPSTREAM TO BUILD SOLIDARITY	The history of AAPI workers in the United States is intertwined with the contradiction of our labor being needed, but our presence often being unwanted. From the Chinese Exclusion Act of 1882 to modern acts of hate directed against our communities, "othering" has been used as a means to exclude and diminish our presence and contributions. Despite these toxic dynamics, we have played a critical role in building the labor movement with visionary leaders who have demanded an inclusive and progressive agenda that serves all workers. This workshop puts their leadership in the context of the times to examine how revolutionary their leadership was. It also explores where AAPI union members stand today, including our vital role in civic engagement.
SESSION A2: AN INTRODUCTION TO EQUITABLE EDUCATION FOR NEURODIVERSE LEARNERS	This workshop, crafted by neuro-divergent educators, is designed to illuminate the significance of neurodiversity within the classroom and school settings. It delves into what it means to be neuro-divergent, explores how neurodiversity influences learning and behavior, and highlights how a profound understanding can pave the way for an exceptional educational experience for neuro-divergent scholars and educators.
SESSION A3: ANTISEMITISM, ORGANIZED BIGOTRY, AND WHITE NATIONALIST INFLUENCE IN SCHOOLS	Antisemitism has become an increasingly prevalent force in American society, where it is regularly weaponized to further social division, isolation, intolerance, and hatred. This form of bigotry is central to the ideology of white nationalist movements and increasingly normalized in mainstream discourse. This workshop will connect the dots between the alarming rise in antisemitic rhetoric and violence, how white nationalist movements are using antisemitism to exploit fault-lines and fractures in our society, and the consequences for American communities (hint: this is not just a problem for Jewish people). We'll workshop strategies for recognizing and responding to weaponized antisemitism, organized bigotry, and white nationalist influence in schools and community institutions.
SESSION A4: ASSETS, STRENGTHS, AND RESILIENCE OF IMMIGRANT STUDENTS	The United States has always been seen as a refuge for people who are seeking safety and a better future for their families. We often focus on the myriad of challenges for our immigrant students; economic, language, cultural, anti-immigrant sentiment and separation of families. In this workshop, we will focus on the assets and strengths of immigrant students, which enriches our classrooms. We will look at the immigrant population of families and students and ways to support them so that they feel safe at school. By fostering inclusive classrooms, promoting cultural understanding, and offering targeted resources, we can create an environment where immigrant students feel valued, and empowered to reach their full potential.
SESSION A5: BUILDING RACIALLY JUST SCHOOLS: PRACTICES FOR RESPONDING TO RACIST, ANTI-BLACK RHETORIC	Across the nation, racist leaders are waging a relentless assault on public education, including a deliberate and extremist erasure of the truthful historical narrative from classrooms, especially concerning communities of color and marginalized groups. This campaign is a direct attack on the Black community, and it also negatively impacts white children, depriving them of an honest understanding of their ancestors' contributions to America's political and societal evolution. Participants will be introduced to practices that educational leaders can employ to dismantle these anti-Black initiatives effectively. Together, we will collaboratively develop an actionable plan to implement immediate change in our school communities.

SESSION A6: CENTERING HUMANITY: TEACHING ENSLAVEMENT IN ELEMENTARY SCHOOLS	Join 1619 Project Education Network alumni in this session that offers lower and upper elementary teachers new resources and frameworks for teaching young learners about enslavement. They will also introduce the Identity Resource Screening Tool (IRST), a flowchart of questions and pathways to help teachers reflect on how they have taught about a particular identity. Warning: This session will transform the way you engage students with hard histories in your classroom. Come prepared to be reflective about your own teaching practices.
SESSION A7: CENTERING QUEER IDENTITY IN A MULTILINGUAL CLASSROOM	Most multilingual educators are aware of the need to center culturally diverse materials in their instruction and do a wonderful job of doing so. However, queer culture and characters are not often included for a variety of reasons, even though queer individuals exist in all cultures. Students who are a part of that community need to see themselves as well. This workshop will provide age-appropriate materials and information that is accessible across all language levels and will provide educators with tools to address sensitive topics in a way that will encourage acceptance (or at least tolerance) of all peers and adults.
SESSION A8: CHALLENGES WHEN MOVING FROM "TRANSFORMING" TO "DECOLONIZING"	Transforming curriculum is essential, but it's not enough. We need to be "decolonizing," if we want to be effective anti-racist educators. Decolonizing includes closing the knowledge gap about Native American history and culture in the United States. It means defining colonialism alongside racism and understanding settler privilege. It means recognizing Indigenous knowledge before and after 1492. This workshop will provide definitions, content, and an expanded perspective on James Banks's model of curriculum transformation.
SESSION A9: COURAGEOUS CONVERSATIONS: WHAT DOES THAT MEAN? HOW CAN WE HAVE THEM?	This workshop will explore the definition of what the courageous conversations compass is and how the compass helps us to process and engage with information about race when we are communicating. We will examine a look at why courageous conversations are important in any educational, work, or professional environment. Participants will assess how to develop courageous conversation agreements that are beneficial prior to engaging in dialogue about race or other topics. The workshop will analyze a scenario that will help participants delve into ways to navigate courageous conversations and develop strategies to foster ongoing supportive courageous conversations as they understand intent vs. impact during their discussions.
SESSION A10: EMPOWERING BIPOC LEADERSHIP: BUILDING PATHWAYS FOR SOCIAL JUSTICE	This workshop will participants a way to explore successful models and strategies for fostering inclusive leadership and advancing social justice initiatives. Through showcasing our Social Justice Academy's work and BIPOC Pathways to Leadership project, we aim to inspire and equip participants to take meaningful action in their own locals and communities to create a more just and equitable society where everyone has the opportunity to thrive. Join us to be inspired and equipped with practical strategies and tools to foster inclusive leadership, advance social justice initiatives, and promote equity in your respective communities.

SESSION A11: EMPOWERING EXCELLENCE: STRATEGIES TO RETAIN BLACK EDUCATORS IN THE TEACHING PROFESSION	This session is a dynamic exploration of strategies to foster equity in education by addressing the unique challenges faced by Black educators and implementing retention and empowerment practices. Participants will engage in discussions, share insights, and gain practical tools to create a more inclusive environment. By the end of this session, attendees will be equipped with actionable strategies to not only retain but also empower Black educators, contributing to a diverse and thriving educational community.
SESSION A12: EQUITY AND THE RESTORATIVE TRANSFORMATION OF SCHOOLS: GOING BEYOND THEORY TO PRACTICE	Educators recognize that the academic gap is not a reflection of student abilities but an opportunity gap embedded in our educational system. To truly transform schools, we must dismantle oppressive structures and embrace antiracist practices. This workshop focuses on six equity categories and community building as essential components for closing the opportunity gap. Participants will delve into the exploration of how schools can foster community through restorative practices and develop instructional strategies grounded in equity principles. The session aims to empower educators to integrate these practices into their classrooms, contributing to the holistic growth of students.
SESSION A13: FIRST GENERATION STUDENT TURNED FIRST GENERATION PROFESSIONAL	Supporting first-generation students as they transition into first-generation professionals is an investment in creating a more inclusive, diverse, and dynamic workforce. It not only benefits the individuals directly involved but also contributes to a workplace culture that values and celebrates unique journeys and perspectives. However, these individuals often face unique challenges and navigating uncharted territory in both education and the professional world. This workshop will explore the challenges these individuals face, as well as tangible ways to support them.
SESSION A14: HARMONY IN EDUCATION: EQUITY AND JUSTICE FOR DEAF AND HARD OF HEARING STUDENTS	This workshop encapsulates a commitment to creating a balanced, inclusive and just educational environment for students with hearing loss. This approach emphasizes the importance of harmony within the educational system, ensuring that every student, including those who are deaf or hard of hearing, has equal access to educational opportunities. By promoting harmony in education through inclusivity, accessibility, equal opportunities, advocacy, cultural competence, collaboration and continuous improvement, we can build a supportive and equitable foundation that empowers deaf and hard of hearing students to thrive academically and socially, fostering an atmosphere of justice and inclusivity within the educational system.
SESSION A15: INCORPORATING ANTI-RACIST TEACHING AND MULTICULTURALISM IN THE CLASSROOM	The purpose of this presentation is to provide educators with lessons and strategies in order to incorporate multicultural learning in their classroom. One of the goals in this presentation includes identifying texts that are authentic, which reflect students who are forced into marginalization. Our students deserve to be part of the learning process. This includes, but is not limited to, Black, Indigenous, People of Color, people with disabilities, refugees, immigrants, people who identify with LGBTQIA+. By the end of the presentation, participants will take away at least one lesson or strategy that they can immediately incorporate in their classroom.

SESSION A16: ITS DEEPER THAN DISNEY: MOANA, EDUCATIONAL EQUITY, AND POLICY	You grew up watching The Rock on WWE. Your partner finds Jason Momoa attractive. You just learned how to pronounce Taika Waititi. Despite the rise in visibility of AAPI communities in recent years, PI communities continue to go unseen, unheard, and underrepresented. As a result, deep structural inequities persist that manifest as economic injustice, disproportionate health risks, lack of political representation, barriers to educational access, and more. This session, through Pacifika cultural practices, will increase participants' awareness of Native Hawaiian and Pacific Islander communities and equip educators with advocacy tools to affect policy change within their local districts.
SESSION A17: LOUDFORCHANGE: AMPLIFYING STUDENT VOICES, FOSTERING CHANGE	Embark on an engaging exploration with LoudForChange's roundtable, "LoudForChange: Amplifying Student Voices, Fostering Change" as we delve into transformative education advocacy. Through a captivating group presentation, our coalition of adults and high school students will discuss how student voices took center stage, shaping our agenda. Join us for an interactive session, gain valuable insights, learn from our journey, and receive expert guidance to ignite your own impactful youth advocacy movement. Engage with our team during the Q&A session, making this an opportunity to connect, learn, and fuel the passion for positive educational change.
SESSION A18: POWER OF STORYTELLING: USING YOUR AUTHENTIC VOICE TO GALVANIZE AND INSPIRE	Everyone loves a good story, and educators have the best stories. Participants in this session will explore ways to use stories from their personal experiences as educators to help advance student success, public education, and education professions. Session participants will gain a deeper understanding of how personal stories have the power to change attitudes, perceptions, behavior, and win support for public education.
SESSION A19: RETHINKING DIVERSITY, EQUITY, AND INCLUSION	Diversity, Equity, and Inclusion have become keywords for institutions wanting to be known as anti-racist but often these words are only used for "chequity". This workshop will look at the different dimensions of these words, and yes, there are dimensions, and work on how you can incorporate ideas and self into society and be respected and valued for your contributions. It's not just embracing diversity, equity, and inclusion concepts, but embracing YOUR diversity. Join me in a robust discussion as we explore the dimensions of these words and how we may incorporate them into our institutions to truly move towards become anti-racist for the benefits of the students, the families, staff, and community.

SESSION A20: SCHOOLS, LITERACY, AND SOCIAL MOVEMENTS	Illiteracy can result in higher rates and generational cycles of poverty, social isolation, and unemployment. This session will present documentaries on literacy movements in the United States and Latin America, including the Freedom Schools of the Civil Rights Movement, the Freedmen's Bureau Schools for the formerly enslaved, the Cuban National Literacy Campaign, and the legacy of Paolo Freire, author of the groundbreaking education justice book "Pedagogy of the Oppressed." The filmmakers and virtual guests (activists and educators from the films) will engage this audience in a Q&A about the documentaries and discuss the relevance of these literacy movements to public school educators today.
SESSION A21: SOCIAL JUSTICE AND CULTURALLY RESPONSIVE TEACHING THROUGH STEM	CT STEM Academy is proud to share their community engagement work that supports both students and educators. Since 2011, CT STEM Academy has been at the forefront of engaging underrepresented youth populations in STEM programming in partnership with the Spanish Community of Wallingford, local school districts and non-profit agencies throughout Connecticut. Most recently, CT STEM Academy has founded the CT STEM Educator Leadership Institute to address the ongoing need of a diverse teacher population and providing high quality culturally responsive STEM professional development to educators. Join us to hear about our journey, tips for beginning your own movement in your community and engage in fun hands-on STEM investigations!
SESSION A22: THE POWER OF INCLUSION: BRINGING LGBTQ+ HISTORY TO OUR CLASSROOMS	In 2023, NEA partnered with Making Gay History (MGH) to bring teachers across the nation together for a Teaching Fellowship which dove into the archives and episodes of the MGH podcast as source material for developing lessons for grades 7-12 (and professional development). Session attendees will be inspired by well-known figures and lesser-known individuals who made LGBTQ+ history, as featured in MGH podcast episodes. Learn from the first cohort of NEA teachers who participated in this official partnership. Explore the lessons now available as a result of this work. Dive into the history, the podcast (https://makinggayhistory.com/), and ways to bring these resources to your NEA state and local affiliate.
SESSION A23: THE TRUTH BEHIND ASTROTURF PARENT "EMPOWERMENT" GROUPS	Frequently organizations that appear to be grassroots advocacy organizations are actually fronts for special interest groups that are not acting in the best interests of students, families, and communities. In this session, participants will hear learnings when working as a staff member inside a charter school advocacy organization in St. Louis, MO. Participants will also learn about other astroturf parent groups. Participants will learn valuable skills on how to research and expose the political operatives behind parent groups in their communities and how a pro-public agenda can defeat them.
SESSION A24: THE URGENCY OF NOW: SPREADING JUSTICE IN SCHOOLS AMIDST GROWING RACIAL DIVERSITY	For our communities to thrive now and in the future, an inclusive and just multicultural education is essential for all students. In this interactive session, explore how the changing demographics of U.S. schools require educators to revise their lenses to identify how justices and injustices manifest. Participants will leave with a renewed sense of awareness, equipped to deepen their pedagogy within various school spaces such as classrooms, educator meetings, and family-school gatherings through the lens of equity and justice.

SESSION B1: ACCESSIBLE ISSUE ORGANIZING: WIELDING WORKPLACE POWER FOR JUST STUDENT OUTCOMES	Do you dream of harnessing the power of your union to ensure your students aren't falling through the cracks? Do you wish for deeper connections between your union and the communities you serve? Participants will learn campaign theory and hear examples of campaigns that bridge the gap between union members and the populations we serve. In groups, participants work through campaign scenarios to hone their understanding of these campaigns, adjusting their plans to ensure accessibility for individuals with differences. A group discussion centered around applying these lessons to participants' contexts will close the workshop.
SESSION B2: ADVOCACY FOR DISABLED EDUCATORS AND AGAINST ABLEISM IN OUR SCHOOLS	What contributes to the stigma that keeps school employees from being open about their disabilities and chronic illnesses? This session is for both disabled and non-disabled educators who want to advocate for themselves and their colleagues. We explore the common disabilities and chronic illnesses that arise from working conditions and discuss how professional expectations can engender ableism. Finally, we learn about the most applicable resources for accommodations and laws, including FMLA and ADA.
SESSION B3: BUILDING SOLIDARITY FOR BLACK LIVES IN ASIAN COMMUNITIES	This workshop will explore the conservative and systemic forces that have historically built wedges between Black and Asian communities. We will look at the shifts that are being made in Asian communities to fight anti-Blackness and why grassroots organizing in working-class Asian communities are key to sustaining the long-term goal of building cross-community solidarity.
SESSION B4: COMMUNITY ORGANIZING & SCHOOL BOARDS	Learn about community organizing models and tools geared for engaging educators, students and families to recruit a new generation of racial justice champion school board candidates to committed to honest, accurate, equitable and fully funded public education. You will hear about a new national campaign called Public School Strong, which is recruiting and training leaders around the country to build teams to implement a strategic approach to having strong school boards.
SESSION B5: COOKING UP CONNECTIONS: RECIPES FOR BUILDING DIVERSITY, EQUITY, AND INCLUSION	Did you know that foods are used to teach values, beliefs, and cultural diversity? Join us for an engaging workshop that harnesses the power of food to explore the rich tapestry of cultural diversity in education. Discover how foods/recipes can be bridges to building diversity, equity, and inclusion in classrooms and the community.
SESSION B6: CREATING SCHOOLS WHERE TRANSGENDER AND NON-BINARY STUDENTS THRIVE	Do you believe that transgender and non-binary students should have all they need to thrive in school? Do you use your voice and role to move forward best-practices supporting these populations–or want to? Research has shown that having at least one supportive adult can save a transgender child's life and with over 500 anti-LGBTQ bills introduced in over 40 states in 2023, our students need us more than ever. Using The Advocate Educator's Handbook: Creating Schools Where Transgender and Non-Binary Students Thrive, participants will explore the policy landscape, take a self-assessment, collaborate with peers on relevant scenarios and create an action plan.

SESSION B7: EDUCATING WITH PRIDE!	In recent years, LGBTQ+ issues have become a cultural lightning rod in education. The goal of this workshop is to educate LGBTQ+ educators and their allies on their rights in and out of the classroom and discuss how best to support themselves, their colleagues, and students. We will be discussing the current state of LGBTQ+ issues in education, real-world cases and examples, and what rights you have in navigating complex issues. We will show you how to start becoming the best ally you can be!
SESSION B8: EMPOWERING EDUCATIONAL COMMUNITIES THROUGH THE URGENCY OF THE GUN VIOLENCE EPIDEMIC	In an era where educational institutions should be sanctuaries for growth, learning, and empowerment, the looming threat of gun violence casts a shadow over the very essence of these spaces. The urgency of comprehending and addressing the epidemic of gun violence within educational communities cannot be overstated. This workshop aims to empower educators, public health advocates, and community empowerment organizations and to dissect the multifaceted layers of gun violence, presenting a comprehensive approach to empower educational communities in the face of this pressing public health crisis.
SESSION B9: EMPOWERING EDUCATORS: RESPONDING TO EXTREMIST ATTACKS ON INCLUSIVE PRACTICES	Schools are hubs of our communities, but they have become battlegrounds for extremist organizing and recruitment sites for white nationalist groups targeting young people. This session will empower educators to recognize and respond to white nationalist rhetoric in the classroom. Participants will leave equipped to help students understand tactics like scapegoating, false equivalency, conspiracy theories, and hateful ideologies disguised as humor. They will also gain access to a free toolkit (published by Western States Center) to support prevention strategies throughout their school and communities.
SESSION B10: EMPOWERING MULTILINGUAL LEARNERS THROUGH SUPPORT AND RESOURCES FOR FACULTY	This presentation will demonstrate how and why higher education faculty can best support and empower Multilingual Learners (MLs) when they themselves are resourced and bolstered by administrative support. Higher education faculty and administrators who work with MLs, especially at Hispanic Serving Institutions will discuss lived experiences with ML students. Come join this session to create a collective thesis on how to best leverage administrative support of faculty to uplift and empower Multilingual Learners in higher education.
SESSION B11: EXPLORING THE IMPACTS OF THE DOBBS DECISION ON MARGINALIZED COMMUNITIES	The Supreme Court case of Dobbs has generated significant discussions and concerns regarding women's reproductive health, particularly for women of color. This workshop aims to analyze the effects of the case on access to reproductive healthcare, reproductive rights, and the well-being of marginalized communities. By examining this topic, we seek to deepen our understanding of the challenges faced by women of color in obtaining comprehensive reproductive care and advocate for equitable reproductive health outcomes.

SESSION B12: FIGHTING LEGISLATIVE DISCRIMINATION AND PROTECTING ENGLISH LEARNERS FROM ACT 20 (WI)	What do union educators do when an unjust, harmful law is enacted against students? We fight and organize to defeat it! Learn how the Milwaukee Teachers' Education Association, families, a community partner, and school board members joined together to protect English Language Learners, against Wisconsin Act 20. Act 20 was legislation that mandated students who do not understand, speak or write English to be assessed through English only tests. Join the discussion and learn how your union local can successfully organize on behalf of students through community organizing, school board elections, resolutions, and board meetings to advocate on behalf of students.
SESSION B13: FOUNDATIONS AND FUTURES: ADVANCING ETHNIC STUDIES THROUGH AAPI CURRICULA	There is an urgent need for accessible educational materials on the diverse histories and narratives of Asian Americans and Pacific Islanders (AAPI). Our current historical moment has seen anti-Asian violence and anti-Critical Race Theory attacks that are effectively attacks on academic freedom and democracy. This session offers an overview of the development of Foundations and Futures: Asian American and Pacific Islander Multimedia Textbook, a narrative change project that weaves open-access technology, more than 50 years of Ethnic Studies scholarship, and Ethnic Studies K-12 pedagogy to develop historical empathy and critical thinking skills among students, teachers, and the greater public through humanizing narratives of our communities.
SESSION B14: KNOWING MYSELF TO BETTER CONNECT WITH STUDENTS, EDUCATORS, AND THE COMMUNITY	Dr. Sonia Nieto, a cultural competence expert, noted it is important that we know ourselves as individuals who come from a particular culture. During this interactive workshop participants will learn more about themselves and the influence of culture and socialization. Developed from the foundations of diversity, social justice, and cultural competence, the presenters will lead participants in exercises to enhance their cultural self-awareness. Participants will reflect on how that impacts the way they view themselves and others. They will develop a plan for continuing growth in understanding cultural norms and building relationships with mutual respect for diverse perspectives held by students, parents, educators, and community members.
SESSION B15: POWER IN IMPROVING EDUCATOR DIVERSITY! RESEARCH-BASED STRATEGIES	Research shows students benefit when they have access to diverse educators, yet educators of color leave schools at a higher rate than white educators. This session focuses on lessons gleaned from six school districts across the country that have designed and implemented strategies for improving the recruitment, support, and retention of educators of color. We will start by gaining a better understanding of why educators of color leave schools based on evidence. Participants will consider school/district-focused solutions for better supporting and retaining educators of color and learn how a cohort of district teams across the country are taking a learning sciences approach to addressing educator diversity.

SESSION B16: RACIAL LITERACY CIRCLES: THE HIP-HOP EDITION SOUNDTRACK	Where's my Hip-Hop "headz" at? Imagine being in a workshop where the anticipatory set is Queen Latifah U.N.I.T.Y, Inspectah Deck of the Wu Tang Clan - "Triumph" verse is used to study how to cultivate genius in Black and Brown students. DMX - "Slippin" to develop strategies to create schools that are a refuge for students. Bone Thugs-N-Harmony - "Tha Crossroads" to study how to advocate for more social workers, counselors, and restorative justice practices. We are going to study these MCs' words, rap the lyrics, have "fulljoy" moments, and add on to the "cypher" in this workshop. (To the English teachers, I deliberately place a preposition at the end of the sentence at the top because it's so Hip-Hop.) (Fine print: All are welcome to build in this session).
SESSION B17: REIGNITING EDUCATORS' FIRE THROUGH PROFESSIONAL GROWTH	We'll be sharing our story of how we are reimagining the work of professional growth by grounding ourselves in union values, area-specific needs, and a Racial and Social Justice lens. We'll discuss the tenets of adult learning and improvement science to drive decision-making, share tools and strategies for applying an equity lens to the work, and create space for reflection for leaders on their own needs and goals using strategies from the National Equity Project that can be applied enterprise wide.
SESSION B18: RJOY - RESTORATIVE JUSTICE COMMUNITY HEALING CIRCLE	This session will include an interactive healing space where participants will partake in a restorative justice healing circle and learn how to share space with others in the process. This will be an opportunity to learn the basic principles of restorative justice, as well as build relationships with individuals with like minds from different parts of the country.
SESSION B19: STORYTELLING: USING THE POWER OF YOUR VOICE, FUELED BY YOUR STORY	Storytelling is the ultimate source of truth and power leading us to feel, connect, and engage with each other. During this session, we'll collaborate, share stories, and plan to use this tool to initiate action, claim power and advocate for our rights. We must build a space where all voices are heard, valued, and celebrated. Through our connections we build on our collective power to change not just our lives but the lives of others – our students and communities. We will celebrate the strength, determination, and triumphs of Black, indigenous, and people of color. We'll collaborate on how to make connections, share the work we are doing and build on our organizing skills, so others see the need to work towards a more just society for all.
SESSION B20: THE ROOTS AND MANIFESTATIONS OF ISLAMOPHOBIA	Race is a social construct. When a whole group of people are 'otherized' through narratives of being inferior, savage, in need of civilizing or to be controlled, any political agenda can be justified. Islamophobia portrays Arabs, Muslims, and anyone who is perceived as such as the enemy. The demonization generates fear and hatred to justify colonialism, imperialism, war, the policies of US Exceptionalism, and the acceptance of a surveillance state and militarized society. This doesn't happen in a vacuum. The political context has existed for a century before the September 11 attacks, and it continues to exist through today (for example, the 2023 genocide of Palestinians). Come join this workshop to explore the various parts of Islamophobia.

SESSION B21: TRAUMA INFORMED PRACTICE FOR FAMILY ENGAGEMENT	As education evolves towards a more inclusive and culturally responsive approach, recognizing and addressing the impact of trauma on students and their families has become an important concern for educators and school staff. This workshop aims to provide an overview of trauma informed practices and their connection to family, student engagement, and success. Additionally, it equips participants with culturally sensitive and strength-based practices to support families from diverse backgrounds, including those who are newly arrived from other countries. Educators will understand the impact of trauma on academic success, educators can tailor their approaches to accommodate the unique needs of students from diverse backgrounds.
SESSION B22: UNSETTLING THE COLONIAL MINDSET: INDIGENIZING CLASSROOMS AND COMMUNITIES	Montana Federation of Public Employees members used an NEA Community Advocacy and Partnership Engagement (CAPE) grant to host nationally acclaimed author Dr. Cornel Pewewardy on a whirlwind trip across Montana to discuss his book "Unsettling Settler-Colonial Education: The Transformational Indigenous Praxis Model." Attendees included educators, aspiring educators, community and union members, and policymakers. Indigenous food was served in decolonized settings. Attendees evaluated their own place on the Transformational Indigenous Praxis Spectrum and challenged themselves to "wave jump" to the next level of decolonization. Hear about the grant application process, tour planning and experience, and outcomes.
SESSION B23: WALK TOGETHER, CHILDREN, DON'T YOU GET WEARY …BUT WHAT IF I AM?	This session will address how to take care of the needs of our professional community. This is a space to be heard, without judgment, to release the thoughts we repress because we don't think anyone cares or will understand. This circle aims to give participants a place to name their mental and physical stress. A place where you can put your guard down, tell your story, and find rest. To have someone listen who understands. Welcome to a sacred listening/healing circle for advocates. This will be a sacred space, and what is said in this space stays in this space. Your words and feelings are valued and respected. Take a moment to rest from the battles you fight daily, heal, and return to the fight more robust than before.
SESSION B24: WHO WROTE THE STORY, AND WHO GETS TO TELL IT?	The classroom can be a nurturing, supportive space or a systemic breeding ground for narrative dissonance that can often manifest over time as an addiction and/or mental illness. In this workshop, we will explore our own narrative dissonance, challenge our thinking, use our awareness to become more adept at recognizing our role in narrative dissonance, and discuss practical ways to break the cycle.
SESSION C1: A PLACE WHERE THEY BELONG: CULTIVATING EXCELLENCE IN BLACK MALE EDUCATORS AND STUDENTS	Join us for an engaging and interactive workshop, as we explore strategies and stories of success in recruiting and retaining Black male educators and students who have often been pushed to the margins. Discover how to create a space where Black male educators and students truly belong, fostering excellence and advancing social justice in education. Walk away with immediate, actionable takeaways to implement in your educational institution, organization, and community with an awareness of post-pandemic realities.

SESSION C2: AN EXPLORATION INTO SOGI: SEXUAL ORIENTATION AND GENDER IDENTITY IN SCHOOLS	Do you have LGBTQ+ students and/or colleagues? Do you have the courage to create a safe environment that fosters bravery to explore sexual orientation, gender identity and expression? This workshop is a transformative experience into privilege, identity, laws and terms as it applies to SOGI. It may be of particular interest to those who want to foster positive relations and support LGBTQ+ students and colleagues. This workshop designed to assist participants to understand and highlight anti-LGBTQ+ bias by exploring the barriers that exist in a heteronormative environment and the effects that privilege of sexual orientation and gender have in our schools.
SESSION C3: BARGAINING FOR THE COMMON GOOD	Across the country, NEA affiliates are rethinking bargaining and advocacy and expanding their demands to include economic, social, and racial justice. This session focuses on strategies to build power and fight for the common good. Participants will be given the opportunity to reflect on their own local circumstances and will be challenged to consider how these types of strategies might be implemented in their local and how they could impact their schools and communities back home.
SESSION C4: BRIDGING WORLDS: INTERSECTIONALITY, DISABILITY, AND CULTURALLY SUSTAINING COLLABORATION	Join this moderated panel discussion on understanding and navigating intersectionality, specifically relating to disability, within the educational context. The session explores effective methods for Disability-Centered Culturally Sustaining collaboration among educators, students, and families. The goal is to deepen educators' understanding of the interplay between various social identities and disability, and how these intersections affect the experiences of students and the dynamics of parent-teacher collaboration. Participants will engage with and learn from students, families, educators, and disability activists who have multiple marginalized identities. This session aims to enhance social justice leadership and advocacy skills.
SESSION C5: CREATING A RESTORATIVE CULTURE FOR THOSE FURTHEST FROM JUSTICE	In this session we will evaluate the study of community and relationships. Educators embody a key component in keeping the intersectionality climate of any school. This session will engage educators with information on building healthy relationships with students and self, centering Black and Brown well-being, supporting healing spaces in school based upon the demographics they serve. We will establish key definitions, concepts, and frameworks to strengthen our racial analysis and engage in intentional self-reflection. We will explore Abolitionist and Cultural Responsive Pedagogical practices as well as the need for creating just and equitable space for all students to thrive.
SESSION C6: DECRIMINALIZING BLACK YOUTH: PROBLEMS AND SOLUTIONS TO DISPROPORTIONATE DISCIPLINE	Discipline data from Florida school districts reflect disproportionality between Black students and their Latine and white peers. Black students consistently showed up as the lowest percentage of student population in the state, but those with the highest rates of discipline. This occurs because of a broken system that perceives Black youth as guilty or defiant. Reducing discipline in schools and expanding opportunities for students to stay in school and engaged in learning provides positive outcomes for society as a whole. Policies concerning school discipline can be addressed at the school, district, or state level, but they must stay focused on student well-being and inclusivity.

SESSION C7: EMPOWERING COMMUNITIES, TRANSFORMING EDUCATION: GRASSROOTS ORGANIZING TO SAVE SCHOOLS	In this session, participants will hear from K-12 educator-organizers in a grassroots community-based coalition, the New Bedford Coalition to Save Our Schools (NBCSOS), located in New Bedford, Massachusetts. The coalition comprises unionized education workers from various locals and state affiliates, students, families, elected officials, and community leaders who are committed to defending and reclaiming our public schools. Join us to learn about building community coalitions and developing education justice campaigns. You will also have the opportunity to ask questions and reflect on your own organizing practices through a critical feminist and antiracist lens.
SESSION C8: EMPOWERING LGBTQ+ EDUCATORS IN AN EVER-CHANGING LANDSCAPE	LGBTQ+ educators and their voices have never been more critical. In this session, participants will first hear stories from a panel of diverse LGBTQ+ educators and then explore readily available resources and tools. Finally, participants will use their experiences and presented resources to develop their personalized action plans. This session is open to LGBTQ+ educators and allies.
SESSION C9: EMPOWERING OUR UNIONS: INTENTIONAL ORGANIZING FOR BIPOC MEMBER RECRUITMENT/RETENTION	Join us for an enlightening session where we delve into the critical role of BIPOC educators in strengthening union power. Representatives from two red states will share their transformative journeys in engaging, recruiting, and retaining BIPOC educators, leading to a significant shift in union dynamics. As demographic diversity continues to rise in America, our unions must evolve to mirror this change. This session will explore the discrepancies in power dynamics and decision-making within teachers' unions and highlight the vulnerabilities that arise from this disconnect. Join us in this inclusive session that welcomes participants from all states, red or blue, to be inspired and take actionable steps toward intentional organizing efforts.
SESSION C10: ESTABLISHING SAFE AND BRAVE SPACE FOR DIFFICULT CLASSROOM DISCUSSIONS	This presentation is designed to teach knowledge and skills to foster a classroom environment that invites discussions on difficult topics through modeling. As the facilitator, I will provide opportunities for the participants to engage in discussions about difficult topics (i.e. racism, sexism, LGBQT+ discrimination, abortion) using the skills being presented. Participants will also be provided with an opportunity to ask questions and share experiences with each other so we can all learn from each other. The strategies we provide are not the only effective ones to use, so we will look to learn from each other.
SESSION C11: FEAR OR NOT: LEADING RACIAL AND SOCIAL JUSTICE WORK IN A CULTURE OF FEAR	Are you living in a culture of fear? How is that serving you as racial and social justice leader? We are currently living in a time where a culture of fear is a prominent structure in our communities. In this session we will examine this concept and its connections and consequences to the practices of White Supremacy Culture. Our goals in this session are to clearly define fear culture and identify ways to deconstruct it in our personal lives, education settings, and our union affiliations at the local and state levels.

SESSION C12: HIDDEN VOICES: COUNTERNARRATIVES TO DISMANTLE FEARS OF MUSLIM STUDENTS AND EDUCATORS	What are common Muslim myths and perceptions that negatively impact Muslim educators and students? How can we use counternarratives to debunk dominant narratives regarding marginalized groups, such as Muslim educators and students? Participants will learn an example by understanding historical events and data on hate crimes against Muslim educators and students, including relevant terminology, the negative role of the media, dress code, teachers and students who identify (or won't identify) as Muslims, code-switching, and safety concerns in the classrooms. Participants will learn how a story of self can be used as a counternarrative and develop the beginnings of one.
SESSION C13: IS ASKING YOUR BLACK STUDENTS TO "SIT DOWN" RACIST? EXAMINING CLASSROOM MANAGEMENT	Educators are trained to "maintain control" of a classroom. However, is what we are taught by our institutions any different from the systems of control used throughout history to have power over others? This interactive session will explore the subconscious ties from our past with chattel slavery and today's classroom management styles. Sometimes, simple directions can have serious consequences. Get ready to "sit down!"
SESSION C14: OMISSION IS VIOLENCE: INDIGENOUS RESEARCH AND SOLUTIONS FOR NATIVE EDUCATION	In this workshop, this dynamic partnership will walk through the data and research models proving root causes of the omission and invisibility of Native peoples, and what we can and have been doing to undo these harms and make positive change for our Peoples. Specifically, we will unpack key reasons for resistance as well as ways to bring people into the fight for Native Justice and supporting tribal sovereignty. During this session, by demonstrating how research insights coupled with actionable next steps can help us shift the public image of Native people, we illuminate a path towards creating a more equitable future and justice for Native education and beyond.
SESSION C15: RACELIGHTING: THE GASLIGHTING OF DEIBJ PRACTITIONERS	At our institutions, DEIBJ practitioners are often people of color. After the summer of 2020, many educational institutions committed to racial equity work. They committed to removing structural barriers and to increasing budgets and staff. Some even declared themselves "anti-racist." However, three years later, DEIBJ practitioners find themselves gaslit. The gatekeepers are not ready to give up power. They are not ready to "lean into discomfort." From the top down, they are stymied by what Paul Gorski refers to as "racial equity detours." In this talk we discuss what we, as BIPOC DEIBJ practitioners, need to do when the gatekeepers are not willing to give up power, with the essential question being, "Is it time for us to leave PWIS?"
SESSION C16: RACIAL AND SOCIAL JUSTICE: A MUST FOR ALL MEMBER LEADERS	The NEA Leadership Competency Framework has seven domains but not one for Racial and Social Justice. Why is that? Because racial and social justice is embedded in every domain in the framework. This session will explore racial and social justice elements in each of the domains in an effort to help member leaders understand the unique set of competencies that they need to lead in their professions/careers and association. Attend this session to learn how this framework can be a catalyst for a racially and socially just vision of leadership.

SESSION C17: RACIAL BATTLE FATIGUE'S IMPACT ON EDUCATORS AND THEIR FAMILIES	This workshop explores ways racism-related stress is situated in the U.S. education system and the ways that Black, Indigenous, Brown, and educators of Color respond to this racialized stress through racial battle fatigue (RBF). We will also discuss how racial battle fatigue crosses over and spills outside the school institutions. Finally, we will discuss strategies to combat racial battle fatigue inside and outside of the workplace. As a note, this is not a primer on race, racism, and anti-racism.
SESSION C18: REAL TALK: WE NEED ANTI-ABLEIST SCHOOLS	Despite the growing emphasis on diversity, equity, and inclusion, students with disabilities are often left on the periphery of our educational landscape. This session delves into the critical need to move beyond intentions and actively confront ableist structures ingrained in our schools. We'll explore how our failure to address these issues perpetuates inequities and discuss strategies to bridge knowledge gaps, challenge entrenched beliefs, and redefine our educational outcomes through an anti-ableist lens. Join us in this imperative dialogue as we unravel the interconnectedness between dismantling ableism and eradicating racism, steering away from token efforts toward genuine inclusion. Join the movement of disruptors committed to reshaping our educational ecosystem.
SESSION C19: THE A.B.C.'S OF INCLUSION: LOOKING THROUGH A RACIAL AND SOCIAL JUSTICE LENS	As our awareness grows, so does our ability to improve. Arthur Chan wisely states, “Diversity is a fact. Equity is a choice. Inclusion is an action. Belonging is an outcome.” Let’s build bridges with intention, prioritizing inclusion and advocating for racial and social justice. In this session, participants will gain a deeper understanding of relevant terminology related to inclusion, racial and social justice. Furthermore, this session includes various resources, strategies, and an action planning activity for Accessing, Building, and Cultivating a more inclusive environment for all.
SESSION C20: THE INTERSECTIONALITY OF RACIAL EQUITY AND RESTORATIVE JUSTICE PRACTICES	This workshop explores the complex relationship between two concepts: racial equity and restorative justice practices. Racial equity focuses on addressing systemic disparities and ensuring fairness and justice for all racial and ethnic groups. Restorative justice, on the other hand, emphasizes healing, repairing harm, and rebuilding relationships. The workshop delves into how these two concepts intersect, acknowledging that marginalized youth of color often face disproportionate levels of harm within society, and that follows them into the classroom. By integrating the principles of restorative justice with a focus on racial equity, the workshop aims to create a more holistic approach to addressing systemic issues that impact our youth.
SESSION C21: UNDERSTANDING POWER, PRIVILEGE, AND OPPRESSION	In order to counter the impacts of white supremacy culture, we must understand how power, privilege and oppression has created and sustained systemic inequity and racial and social injustice that has impacted our communities. This session explores critical concepts to build our collective awareness while providing the space to intentionally engage in the necessary mirror work to further our own personal journey to advance racial justice and equity.

SESSION C22: VOTING EXTREMISTS OFF BUCKS COUNTY SCHOOL BOARDS	Since 2020, school board meetings in Central Bucks and Pennridge devolved into dark comedies as extremist school board majorities pushed ideological policies into our schools. Partnering with community allies, our unions supported slates of school board candidates who swept the 2023 elections, cementing pro-public education majorities for our members and our students. Challenges we have collectively faced include maintaining safe, equitable and inclusive environments, advocating for the voices and experiences of our most vulnerable students, initiating, and maintaining Diversity, Equity and Inclusion programming and Organizing, Advocating and Fighting Institutional Racism and White Supremacy Culture in our schools and communities.
SESSION C23: WHY ASIAN PACIFIC ISLANDER DESI AMERICAN CURRICULA MATTERS AND HOW TO INTEGRATE IT	This workshop will cover the importance of including Asian Pacific Islander Desi American (APIDA) history in school curricula through exploring the contributions of APIDAs in labor activism; the fight for school integration and citizenship rights; the use of Model Minority Myth as a racial wedge; how the Perpetual Foreigner Stereotype is part of systemic racism; and the intersectionality of APIDAs and other minority communities. Participants will also explore multiple ways to integrate APIDA histories into existing teaching strategies. They will be given opportunities to brainstorm ways to seamlessly include APIDA narratives and to move beyond focusing on heritage months and holidays.

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Executive Director

M E M O R A N D U M

To: NEA Board of Directors

From: NEA Executive Committee and NEA Office of General Counsel

Date: July 17, 2025

Re: Recommended Action on NBI 39

Background

I. NBI 39

At the 2025 Representative Assembly, the delegates passed the following New Business Item:

> **NEW BUSINESS ITEM 39**
>
> NEA will not use, endorse, or publicize any materials from the Anti-Defamation League (ADL), such as its curricular materials or its statistics. NEA will not participate in ADL programs or publicize ADL professional development offerings.

The stated rationale for the NBI was as follows:

> Educators embrace the urgency to respond to the questions of racism, injustice, and all forms of bigotry. Despite its reputation as a civil rights organization, the ADL is not the social justice educational partner it claims to be.

The NBI was submitted by a petition of 50 delegates and was moved by a delegate who stated she was a member of Jewish Voice for Peace. Because the NBI calls for NEA not to use, endorse or publicize any materials of the specified organization, the delegates were advised in advance of

their consideration of the NBI that, if passed, the NBI would not be implemented but would be referred to the NEA Executive Committee for further consideration pursuant to NEA Standing Rule 6.G. Nine delegates spoke to the NBI - four in favor and five opposed. The delegates closed debate, took a voice vote that was too close to call, took a standing vote that was too close to call, and then took another standing vote that members of the NEA Committee on Constitution and Bylaws advised the chair had narrowly passed.

II. NEA Standing Rule and Related Policies on Boycotts & Sanctions

NEA Standing Rule 6.G details the process that NEA follows before implementing any boycott or sanction of any organization. Specifically, upon passage, NBI's calling for such action are referred to the NEA Executive Committee, which decides whether to recommend to the NEA Board whether to implement the boycott or not. The Board then decides whether to agree with that recommendation or not, or to refer the issue back to the NEA Representative Assembly.

NEA policy and practice requires NEA to conduct a detailed analysis before moving forward with any boycott or sanction, which includes alerting impacted state affiliates and relevant stakeholders, and weighing eight different considerations (which are briefly detailed in the margin below[*]). That analysis was done by the NEA Office of General Counsel and NEA Office of International Affairs and provided to the NEA Executive Committee. In addition, NEA has alerted all state affiliates about the call for the boycott and has consulted with a wide array of stakeholders.

III. The Executive Committee's Unanimous Recommendation Against the Boycott

Upon being briefed on the required consultations and reviewing that analysis, the NEA Executive Committee voted unanimously on July 16, 2025, to recommend to the NEA Board that NEA shall not boycott the ADL or its resources, as doing so would be contrary to NEA's policies and work. The NEA Executive Committee also recommended that NEA call on ADL to support the rights of free speech association of all students and educators.

The Executive Committee's recommendation is based on these key considerations.

---

[*]
1. The rationale for the boycott, from what source, and whether it is supported by others.
2. Other relevant information that should be considered from primary and/or secondary sources.
3. Have the primary parties been notified and have any relevant materials they provided been shared with the Board.
4. What NEA policies are implicated by the boycott? Would the boycott advance an NEA goal?
5. Have the relevant affiliates been informed and what are their views?
6. What will the impact be of NEA's implementation or not of the boycott in terms of finances, program, other partners, or other consequences?
7. What will be the significance of NEA taking a position on the boycott?
8. Are there any relevant legal considerations for any NEA boycott activity? [*1986 Boycott Investigative Criteria*]

- ***NEA engages in significant, and increasing, work to counter antisemitism which has risen in U.S. society as our country has grown more and more divided.*** That work includes, for example, sessions during NEA's 2025 Conference on Racial and Social Justice, held just a few days before the 2025 Representative Assembly on *Understanding and Dismantling Antisemitism: Myths, Realities, and Effective Responses;* member and staff-education on antisemitism and Islamophobia, through a series of webinars on countering bias within and beyond our schools; raising awareness of the increase in incidents of antisemitism on college campuses through NEA articles like this one calling on educators to teach inclusion and respect for different beliefs, offer courses on antisemitism, and talk about the war in Gaza without crossing into antisemitism. In recognition of Holocaust Remembrance Day, NEA published and circulated resources on countering anti-Semitism and Holocaust denial, sharing teaching materials from Shine a Light, the United States Holocaust Memorial Museum, the Rabbinic Call for Human Rights, and others. NEA also has consistently called for the release of all hostages, while urging the end of violence in Israel and Palestine and calling out the targeting and harassment of Jewish and Muslim college students.

- ***NEA's work to counter antisemitism is called for by NEA's policies*** including NEA Resolution B-15, which declares NEA's commitment to "the equality of all individuals" and our belief that "discrimination and stereotyping based on such factors as race, gender, sexual orientation, gender identity, gender expression, disability, ethnicity, immigration status, occupation, and religion must be eliminated." NEA Resolution I-58 further expresses NEA's belief that institutions "should foster a culture that promotes universal respect for all people." Resolution I-57 condemns "acts or threats of hate-motivated violence."

- ***NEA also "deplores any act of genocide" and through Resolution B-65 declares that "acts of genocide must be acknowledged and taught in order to provide insight into how such inhumanity develops, prevent its occurrence, and preclude its recurrence."*** Resolution B-66 further recognizes "that the historical events of the Holocaust must be taught to provide insight into how atrocities of this magnitude develop."

- ***Boycotting ADL, which has been the leading U.S. organization countering antisemitism would undermine NEA's important antisemitism work***. Founded in 1913, in response to the lynching of a Jewish factory manager, ADL has played a critical role for over a hundred years in not only countering antisemitism but racial hatred and bias of all kinds. To give just a few examples, ADL filed an amicus in support of school integration in the *Brown v. Board of Education* case, supported litigation against the Unite the Right rally in Charlottesville that resulted in a $25 million dollar jury verdict, and joined the D.C. government in litigation against the Proud Boys for the January 6th riot.

ADL also has led on the creation and passage of hate crimes legislation across the country, tracks and challenges white supremacy organizations and their supporters, develops curriculum and training materials on the Holocaust, antisemitism, antidiscrimination work, and supports litigation in opposition to hate groups and their supporters. Given ADL's venerable history and legacy, a decision to boycott ADL would be seen by many as an indication that NEA cannot be trusted to continue the work of countering antisemitism and ensuring that students continue to be taught about the horrors of the Holocaust.

- ***Boycotting ADL would also interfere with the choices of NEA members to use ADL materials to educate students about the horrors of the Holocaust and about antisemitism.*** There is no doubt that ADL's education efforts have been instrumental in teaching generations of students about the horrors of the Holocaust and that many continue to regard its educational material as "best in class." An NEA boycott of ADL would place NEA in the position of discouraging its own members from using educational materials in their classrooms that many use and consider helpful. NEA's policies, particularly Resolution E-4, do not support action that would limit access to or marginalize educational materials that educators deem appropriate and valuable. Resolution E-4 states, "The National Education Association believes that democratic values can best be transmitted in an atmosphere that does not restrain free inquiry and learning. The Association believes that quality teaching depends on the freedom to select materials and techniques. Teachers and school library media specialists must have the right to select and use materials and techniques without censorship or legislative interference….The Association deplores prepublishing censorship, book-burning crusades, and attempts to ban books from school library media centers and school curricula. Challenges to the choice of instructional materials and techniques must be orderly and objective, under procedures mutually adopted by professional associations and school governing boards…."

- ***ADL's recent actions raise serious concerns and NEA is not currently engaged in any work with ADL as a result of those actions***. ADL has supported many of the actions of the Trump administration including the removal of individuals from the country for their pro-Palestinian speech and activities. ADL has also conflated opposition to the Israeli government's actions in Gaza with antisemitism and has labeled as antisemitic many acts of speech and protest in opposition to the war that appear to be protected by the First Amendment. According to some accounts, ADL's leadership has even gone so far as to equate pro-Palestinian student protesters to ISIS and Al-Qaeda and denigrated the Black Lives Matter movement. ADL's leadership has also been critical of NEA and the teachers' unions, raised questions about the merits of tenure, attacked efforts to introduce ethnic studies curriculum in schools, and even supported attacks on the fundamental right

of educators to be represented by a union via exclusive representation. In response to NBI 39, ADL sent an email blaming "a group of pro-Hamas activists inside of NEA [and] their problem with ADL is our belief in the right of Israel to exist." Even after NEA reached out to ADL and met with ADL to correct the record, ADL persisted in falsely accusing NEA of seeking to prevent students in schools from learning about antisemitism and the Holocaust. For all these reasons, NEA does not currently have any work in progress with ADL.

- ***NEA's practice is to address concerns with organizational positions directly rather than through boycotts.*** NEA has not implemented a boycott in decades, as such actions can be ineffective or counterproductive. Rather than expressing NEA's disapproval through the blunt instrument of a boycott, which can have unintended consequences and harms, NEA's practice has been to actively partner with organizations that are values aligned, and challenge those that are not to reconsider their positions and do better. Although there currently is an active effort by a diverse group of more than 300 organizations, including the Movement for Black Lives, Jewish Voices for Peace, the National Lawyers Guild, the American Muslim Bar Association, CODEPINK, to #DroptheADL campaign, joining that effort would do little to advance NEA's concerns with ADL's recent statements and conduct, could undermine NEA's work to counter antisemitism, and could alienate many including many NEA Jewish members. Rather than engage in a largely symbolic boycott, NEA should continue to call on ADL to do better, to support the free speech and association rights of students and educators, and oppose the actions by the Trump administration to strip those rights away.

CONCLUSION

For all the reasons detailed above, the NEA Executive Committee recommends that NEA not implement NBI 39, as doing so would be contrary to NEA's policies. The NEA Executive Committee further recommends that NEA call on ADL to: 1) support the free speech and association rights of all students and educators; and 2) abandon the use of language that disparages whole groups of educators. Even with passionately held views on emotionally charged issues, the moment calls on us to use care and grace with each other and to refrain from actions that harm vulnerable communities. For that reason, the NEA Executive Committee recommends that NEA use a diverse and knowledgeable group of NEA practitioners, as needed, to review materials that NEA uses in relation to antisemitism curriculum and tools to combat antisemitism.

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Secretary-Treasurer

Kim A. Anderson
Executive Director

TO: Redacted - PII

FROM: Redacted - PII NEA Center for Racial and Social Justice

RE: NBI 60

NBI 60 states:
NEA shall use the NEA Jewish Affairs Caucus "Screening Out Hate" checklist with existing online communications and a "Combating Anti-Semitism Toolkit" to help pre-K through higher education staff, students, and families identify and respond to anti-Jewish hate crimes and incidents.

Recommendation:
No implementation of the NBI.

Analysis:
CRSJ does not recommend the implementation of NBI 60. NEA has not accepted the definition of Antisemitism as defined by the International Holocaust Remembrance Alliance in resolutions or policy language. Our analysis shows that before promoting resource(s) based on that definition, NEA would need to adopt the definition as NEA policy/resolution. This is the path that NEA took before promoting "School-to-Prison-Pipeline (STPP)" tools and resources several years ago. NEA first adopted the widely accepted definition of the STPP prior to engaging in resource/tool promotion.

We suggest NEA undergo a similar process to ensure it is an approved and adopted definition before engaging in promotional and/or education activities.

NR

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).

NR

endorsing any one definition. The resources will be vetted and presented in terms of their perceived significance and usage.

- As with the Nakba NBI, NEA should be prepared to respond to member feedback on the definitions presented. We should avoid responding to individual members and instead have boilerplate language on hand that reflects the choice to offer multiple definitions as an invitation to learn and explore.

NBI 60 Anti-Semitism Strategy *(assigned to CRSJ – Referred to Executive Committee)*

NEA shall use the NEA Jewish Affairs Caucus "Screening Out Hate" checklist with existing online communications and a "Combating Anti-Semitism Toolkit" to help pre-K through higher education staff, students, and families identify and respond to anti-Jewish hate crimes and incidents.

Proposal

- CRSJ internal conversation ongoing about use of Screening Out Hate checklist given critique of its content

NBI 70 Racial Justice Video *(assigned to CRSJ – Referred to EMAC)*

NEA will remove the webinar video titled "How Antisemitism Animates White Nationalism" from its website and other forms of sharing or change the title to reflect that it is about Racial Justice and relocate it accordingly. This should be done by July 30.

Proposal

From: PII
Sent: Wed 7/30/2025 8:27:33 PM Coordinated Universal Time
To: Pringle, Rebecca [NEA][PII]
PII
Subject: READ ME: Next steps for Handbook 2025

Becky, you will find the consultant's review of the 3 most recent Handbooks and our recommendations. Only the 2025 NEA Handbook is recommended for revision of NBI 83 and the removal of all referred NBIs.
Becky let us know if you have any objections to the steps below

PII

Next steps for digital 2025 Handbook

- **(Done) Let the NBI maker know their 2024 NBI language was corrected in consultation with the US Holocaust Memorial Museum. The NBI will now read as follows (underscored additions shown, deletions shown as strikethrough) :**

  NEA shall promote ~~the celebration of~~ International Holocaust Remembrance Day on January 27 annually on its website and through other appropriate media to recognize the systematic persecution and murder of six million Jews. The Nazi regime also persecuted and murdered millions of other victims who they viewed as enemies or threats because of their differing~~different~~faiths, ethnicities, races, political beliefs, ~~genders, and~~gender identification, sexual orientation and abilities~~/disabilities~~.

  *Editor's Note: The language of this NBI has been updated to correct errors and omissions and to best reflect both the intent of the maker and to reflect how the Board instructed the NBI to be implemented. To see more about how the NBI was implemented, visit NEA's resources on how to push back against antisemitism and Holocaust denial

- **Only adopted NBIs will be included the revised digital 2025 Handbook, referred NBIs will be removed but referenced.**
- **We recommend this be the practice going forward for all referred NBIs.**

  The revised digital 2025 Handbook will modified with the NBI83 language above, the referred NBI language will be removed and will be re-paginated. The book will include the following language about referred NBIs:

  "Referred NBI's can be found in the Final NBI Implementation Report which is available to members upon request."

- **Front page of the NEA Handbook will note "revised July 2025" so that old digital versions can be distinguished from the new one.**

- **Once revised document approved by the Sr Director for CFG, the NEA President will approve the timing of re-posting and the sites the 2025 revised Handbook will be re-posted to**

HANDBOOK REVIEW (2025, 2024, 2023)

July 2025

2025 (features NBI's from the 2024 RA)

- Antisemitism issues
  - **NBIs under the section "adopted by the NEA":**
    - "Celebration of" Holocaust Remembrance Day **NBI 83, page 355**
    - "12M Victims of" the Holocaust **NBI 83, page 355**

  - **Resolution I-57 (Hate-Motivated Violence)**
    - "The Association further recognizes the persistence of non-race-based hate-motivated violence in the United States. The elevated levels of hate-motivated violence in the form of **antisemitism**, anti-Islamic and anti-Sikh sentiment, and anti-LGBTQ+ sentiment must be recognized and addressed by schools and communities to further foster a vibrant, pluralistic, and intrinsically equitable and just society." **page 342**

  - **NBIs under the section "referred to the Board":**
    - Nabka education **NBI 6, page 355**
    - Educating members about "the difference between anti-Zionism and antisemitism" **NBI 7, page 355**

- Defending free speech in support of Palestine on college campuses and universities **NBI 29, page 356**

2024 (features NBI's from the 2023 RA)

- Recognizing Palestinian-American students and members (but entire document does not include the word "Jewish")
  - **NBI 3, NBI 7, page 347-348**

    Note: the document does referencing telling stories of students who have faced antisemitism

  - **Resolution I-57 (Hate-Motivated Violence)**
    - "The Association further recognizes the persistence of non-race-based hate-motivated violence in the United States. The elevated levels of hate-motivated violence in the form of **antisemitism**, anti-Islamic and anti-Sikh sentiment, and anti-LGBTQ+ sentiment must be recognized and addressed by schools and communities to further foster a vibrant, pluralistic, and intrinsically equitable and just society." **page 342**

NR

2023 (features NBI's from the 2022 RA)

- No mention of antisemitism in document
- Recognizing Palestinian-American students and members
  - **NBI 13, page 394-395**
  - **NBI 21, page 396**
- Mention of Holocaust does not mention Jews

Recommendation:

Only the 2025 NEA Handbook is recommended for the revision of NBI 83 explained above and the removal of all referred NBIs.

We don't recommend that NEA highlight, comment on, or revise previous year's handbooks. Were we to review the Handbooks historically over decades, we would find that in many ways the Handbook (NBIs) reflect the headlines. These last three years reflect the marked escalation of conflict in the Middle East. NR

NR

That said, the frequency of word occurrence in our NBI's is not an accurate or fair indication of the institution's values or program focus.

From: PII
Sent: Thur 7/10/2025 10:50:37 PM Coordinated Universal Time
To: Anderson, Kim [NEA] PII

PII

Subject: 7.10 RA/NBI 39 Social/Press Report

Hi all — I'm including the folks from the NBI 39 call in here too. This is a longer report because I wanted to ensure that there was necessary context for the full social media conversation and news coverage (particularly on the right) today.

7.10 Post-RA Reporting

Social Media

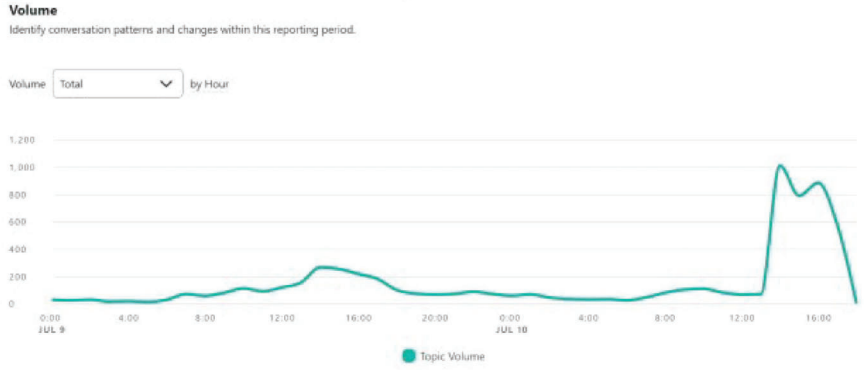
Overall

Various right-wing activists and groups have continued to pick up on and spin NBI 39 as antisemitic, and as we have seen the past few days, some Jewish communities and publications have shared that position. One narrative that is rising on the right is excitement over an alleged schism on the left, framing it as NEA vs. ADL. Meanwhile, other right-wing organizations are firmly aligning themselves with ADL, as they have come to see ADL as an ally against the "woke left."

ADL's narratives — that NEA members who voted for NBI 39 are pro-Hamas and antisemitic — are coming from a fairly standard playbook. Right-wing opportunists are using that playbook for their own anti-union and anti-public education ends. Accuracy in Media — a Project Veritas spin-off group — released a video it alleges is from ***last year's RA*** in which an undercover sting operative allegedly spoke to a Jewish member who felt the NEA was antisemitic. We are confirming the veracity of the video, which has also been amplified by Corey DeAngelis. **Additionally, Accuracy in Media has created a website called "NEAHatesJews.com" with a petition to revoke NEA's charter.** AiM does not appear to have any ties to Jewish community, so their video, website, and petition are opportunistic and fully informed by right-wing ideology and not good faith concern about antisemitism.

For this report, we have also pulled in posts and responses from Instagram and Bluesky to get a more robust picture of the conversation about this NBI. The screenshots are meant to be representative of the narratives across these social platforms. The sentiment towards NEA and NBI 39 does have different tones across social platforms, with Bluesky in particular, and Instagram, leaning more positively.

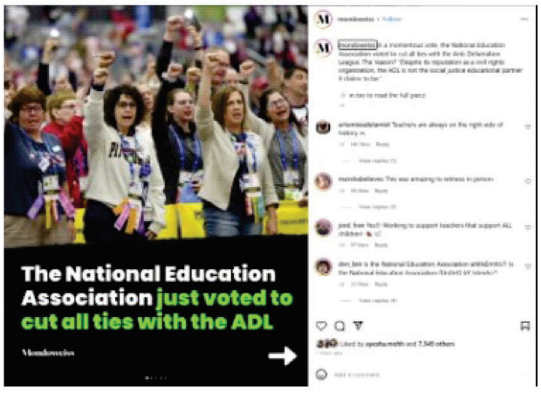
NOTE: The below graph predominantly shows mentions from X. It only includes mentions from Instagram that use a hashtag which is less common. It also does not include Bluesky.



The spike at 2PM is primarily related to Corey DeAngelis tweeting about the NBIs generally and NBI 39 specifically, with a call to revoke NEA's charter.

Positive

- Publication Mondoweiss on Instagram:



NATIONAL EDUCATION ASSOCIATION

CONFERENCE ON RACIAL AND SOCIAL JUSTICE



Promote. Protect. Strengthen. Public Education: The Foundation of our Democracy!

June 29–July 1, 2025

Oregon Convention Center
Portland, Oregon

The National Education Association (NEA), the nation's largest professional employee organization, is committed to advancing the cause of public education. NEA's 3 million members work at every level of education, from pre-school to university graduate programs. NEA has affiliate organizations in every state and more than 14,000 communities across the United States.

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

PII

CONFIDENTIAL NEA-0003702

NEA Vision, Mission, Core Values, and Vision Priorities

The National Education Association

We, the members of the National Education Association of the United States, are the voice of education professionals. Our work is fundamental to the nation, and we accept the profound trust placed in us.

Our Vision

Our vision is a great public school for every student.

Our Mission

Our mission is to advocate for education professionals and to unite our members and the nation to fulfill the promise of public education to prepare every student to succeed in a diverse and interdependent world.

Our Core Values

These principles guide our work and define our mission:

- **Equal Opportunity.** We believe public education is the gateway to opportunity. All students have the human and civil right to a quality public education that develops their potential, independence, and character.
- **A Just Society.** We believe public education is vital to building respect for the worth, dignity, and equality of every individual in our diverse society.
- **Democracy.** We believe public education is the cornerstone of our republic. Public education provides individuals with the skills to be involved, informed, and engaged in our representative democracy.
- **Professionalism.** We believe that the expertise and judgment of education professionals are critical to student success. We maintain the highest professional standards, and we expect the status, compensation, and respect due to all professionals.
- **Partnership.** We believe partnerships with parents, families, communities, and other stakeholders are essential to quality public education and student success.
- **Collective Action.** We believe individuals are strengthened when they work together for the common good. As education professionals, we improve both our professional status and the quality of public education when we unite and advocate collectively.

Our Vision Priorities

- Building a Movement to Promote, Protect, and Strengthen Public Education
- Organizing for Power: Engage, Recruit, Empower our Members, Parents, Families, and Allies
- Advancing Respect and Excellence for All Educators
- Securing a Pro-Public Education, Pro-Union Environment
- Advancing Learning and Well-Being for All Students

CONFIDENTIAL NEA-0003703

Conference on Racial and Social Justice Purpose, Goals, and Planning Committee

Purpose

The purpose of the conference is to provide a unique space for educators, students, parents and families, organizers, community members, and leaders to unite for the advancement of Justice in Education.

Goals

BUILD LOCAL POWER:	BE FORWARD THINKING:	CENTER INTERSECTIONALITY:	BUILD COMMUNITY:
Spark dialogue about our successes and challenges to inform our own strategies and tactics to grow the movement for education justice.	Make space for new ideas and map the road to the long term change we seek for students, schools and our communities.	Uplift the intersections of social justice, identity, and democracy in the movement for education justice.	Be an engaging, fun, and inviting space for new and long-standing attendees to come together in community.

Planning Committee

PII

CONFIDENTIAL NEA-0003704

Welcome to the Conference on Racial and Social Justice

Dear Friends,



On behalf of NEA's 3 million members, thank you for gathering with us in this shared space of learning, reflection, and collective action.

This conference is more than an event—it is a *joyous rebellion* against injustice, inequity, and silence. We come together not only to confront the hard truths of our times but to celebrate the strength and resilience of communities that have long resisted oppression. Here, we honor our ancestors and stand beside those who continue the fight for liberation today.

As Donald Trump and his cronies continue to seek an authoritarian overhaul and try to destroy the communities that make our diverse America the beautiful place it is—including the nation's trans, immigrant, and Black and Brown communities—we will stand firm. The path toward justice is neither quick nor easy. As the late writer and civil rights activist James Baldwin reminded us, "Not everything that is faced can be changed. But nothing can be changed until it is faced." Let these words be our guide. Let them stir us to face these challenges to action, to dialogue, and to the unwavering belief that a more just world is possible—and within reach.

Throughout this conference, you will encounter voices and visions that challenge, inspire, and provoke. Lean into the discomfort. Celebrate the breakthroughs. And most importantly, recognize that every moment spent in this space is part of a larger movement—one fueled by courage, compassion, and the determination to resist and dismantle the systems that were designed to dehumanize and divide us.

Thank you for bringing your full selves to this gathering. Your presence is powerful. Together, we will continue to create a future that is worthy of our babies.

In solidarity,

Rebecca S. Pringle

Rebecca S. Pringle

NEA President

CONFIDENTIAL NEA-0003705

Land Acknowledgement

The greater Portland area rests on traditional village sites of many Indigenous Peoples who made their homes and villages here to harvest and use the plentiful natural resources of the region. The unique conditions and location of these resources on the planet have helped to support a vast population of wildlife and humans. Migratory birds and insects have been using these resources as a crucial stopping and refueling point for their seasonal 1,000+ mile journeys. The Indigenous communities of the greater Pacific Northwest region have honored, protected and stewarded these resources for thousands of years before European settlers knew these lands existed. We take this opportunity to honor the Indigenous Peoples who cared for this land since time immemorial and their families who continue to remind us that living in a place creates responsibilities to the land, water, air, animals and people of that place.

Labor Acknowledgement

We acknowledge the legacy of stolen people and extracted labor that continues to harm Black people, Brown people, and immigrants from around the globe. It is with these thoughts in our heart and minds, that we continue to seek knowledge about the ways we can more fully honor and bear witness to those whose shoulders and whose land we stand upon.

General Information

Event Site

All events will take place in the Oregon Convention Center. Please review the map of the first floor for workshop room locations.



CONFIDENTIAL NEA-0003706

Time Zone

All events are in Pacific Time unless otherwise noted.

Badges

This is an NEA professional development event. For the security of our learning spaces, all attendees must wear and display their badges. Individuals without a badge will be prohibited from entry to conference events, sessions, workshops, and meals. Conference attendee badges will be scanned for attendance at all sessions. Please remove your badges when outside of the Convention Center.

Conference App

Download the APP (via mobile device) or visit the ATTENDEE HUB (via web browser), your online one-stop shop for everything happening at the conference!

Use either platform to:

- View your own personal conference schedule.
- Download materials from the workshop sessions you attend.
- Be informed of important announcements and access workshop and conference surveys.

Instructions for the APP and HUB will be sent to all registrants (via the primary email you registered under) before the conference begins.

All-Gender Restroom

An all-gender restroom is available at the conference. Look for the all-gender restroom sign or visit the registration desk for additional information.

Mother's Room

Mamava pods for mothers have been made available for all conference attendees requesting access during registration. Please visit the registration desk for additional information.

Prayer and Mediation Room

A quiet space for those needing to pray and meditate has been made available for all conference attendees requesting access. It is located in room VIP D on the second floor. Please visit the registration desk if you need assistance with access.

Rest is Resistance Room

PII inspired this space for participants to decompress, recover, rejuvenate and spend time refilling their energy reserves into a fuller wellness. This room is led by NR On June 30, it will be located in Room D134. On July 1, it will be a part of the Freedom Lab.

Standard of Conduct Policy

NEA has adopted a Standard of Conduct Policy to ensure that all of our gatherings are welcoming to all and free from discriminatory, harassing or otherwise unacceptable behavior. Discrimination or harassment based on race, color, ethnicity, religion, sex, age, national origin, sexual orientation, disability, gender identity or expression, or any other characteristic protected by law will not be tolerated. If you experience any discriminatory or harassing behavior, please see NEA Executive Committee members Robert Rodriquez PII and Christine Sampson-Clark PII to report the incident. Thank you for your commitment to ensuring a positive event for all.

CONFIDENTIAL NEA-0003707

Keynote Speakers and Featured Guests

PII

CONFIDENTIAL NEA-0003708

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CONFIDENTIAL

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CONFIDENTIAL NEA-0003710

PII

CONFIDENTIAL NEA-0003711

2025 Conference Overview Schedule

Sunday | June 29

12:00 PM— 6:00 PM	**CHECK IN AND REGISTRATION**	Pre-Function D & E—First Floor
1:00 PM— 1:30 PM	**2025 CRSJ FILM FESTIVAL PRE-SESSION**	Room F150
1:45 PM— 4:00 PM	**2025 CRSJ FILM FESTIVAL SCREENINGS AND ENGAGEMENTS**	Workshop Rooms
4:00 PM— 6:00 PM	**JUSTICE SOCIAL** This space is an opportunity to be welcomed, meet, connect, celebrate, and kick off our conference with music and joy.	Pre-Function D & E—First Floor

Monday | June 30

7:00 AM— 3:00 PM	**CHECK IN AND REGISTRATION**	Pre-Function D & E—First Floor
7:00 AM— 7:45 AM	**MORNING SNACK AND SIP**	Portland Ballroom Foyer
7:45 AM— 8:45 AM	**OPENING GENERAL SESSION** Welcome to Territory *Featuring NEA President Rebecca S. Pringle* **KEYNOTE SPEAKER:** PII	Portland Ballroom
7:45 AM— 5:00 PM	**MOTHER'S ROOM**	Mamava Pods (1st Floor)
7:45 AM— 5:00 PM	**PRAYER AND MEDITATION ROOM**	VIP D (2nd Floor)
9:00 AM— 5:00 PM	**REST AS RESISTANCE ROOM** Led by NR, this is an intentional space for peace, reflection and wellness.	Room D134
9:00 AM— 10:30 AM	**WORKSHOP SESSION BLOCK A**	Workshop Rooms
10:45 AM— 12:15 PM	**WORKSHOP SESSION BLOCK B**	Workshop Rooms
12:30 PM— 1:45 PM	**LUNCH AND GENERAL SESSION** *Featuring NEA Vice President Princess R. Moss* **KEYNOTE SPEAKER:** PII **SPECIAL PERFORMER:** PII	Portland Ballroom
2:00 PM— 3:30 PM	**WORKSHOP SESSION BLOCK C**	Workshop Rooms
3:45 PM— 5:15 PM	**WORKSHOP SESSION BLOCK D**	Workshop Rooms

CONFIDENTIAL NEA-0003712

5:30 PM— 7:00 PM	**JOINT NEA SOCIAL JUSTICE COMMITTEES HEARING** Conference participants are provided the opportunity to express concerns, give suggestions, and provide information pertaining to ethnic minority, sexual orientation and gender identity, and women's participation in the Association. You can access the hearing form at https://bit.ly/2025jointhearing	Portland Ballroom

Tuesday | July 1

7:30 AM— 8:00 AM	**CHECK IN AND REGISTRATION**	Pre-Function D & E— First Floor
8:00 AM— 8:45 AM	**MORNING SNACK AND SIP**	Portland Ballroom Foyer
8:00 AM— 1:30 PM	**MOTHER'S ROOM**	Mamava Pods (1st Floor)
8:00 AM— 1:30 PM	**PRAYER AND MEDITATION ROOM**	VIP D (2nd Floor)
9:00 AM— 1:30 PM	**REST AS RESISTANCE ROOM** Led by NR this is an intentional space for peace, reflection and wellness.	Portland Ballroom Foyer
8:45 AM— 9:30 AM	**OPENING GENERAL SESSION** **SPECIAL PERFORMER:** PII	Portland Ballroom
9:30 AM— 11:45 PM	**THE FREEDOM LAB**	Portland Ballroom and Portland Ballroom Foyer
11:45 PM— 1:30 PM	**LUNCH AND CLOSING SESSION** **SPECIAL PERFORMER:** PII *Featuring NEA Secretary-Treasurer Noel Candelaria* **KEYNOTE SPEAKER:** PII *NEA Executive Director Kim Anderson* **CRSJ STUDENT ADVOCATE OF THE YEAR AWARD**	Portland Ballroom

CONFIDENTIAL NEA-0003713

2025 CRSJ Film Festival

Sunday | June 29

1:00 PM–4:00 PM **Pre-Conference Block**

FILM FESTIVAL PRE-SESSION: PUTTING FILMS TO WORK: HOW TO MOVE PEOPLE TO ACTION USING FILM

Room F150

PII

Have you ever watched a documentary (or any film) that made you feel moved to learn more or take action on a specific issue? NR believes that films have the power to educate, shift harmful narratives, connect people across communities, and ultimately move people to action.

Film screenings are a highly accessible first step in community education and civic engagement. For example, there are many people who won't come to a city council meeting as their first means of action, but they WILL come to a film screening, especially if there's popcorn or food!

In this interactive pre-session, NR will share their experiences from over 20 years of using films for change, lift up others' experiences with using film or art in their work, and share key elements of how to organize strategic, intentional, goals-based film screenings that move people to action.



SCREENING 1: BANNED TOGETHER

Room F150

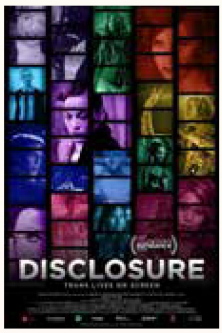
A diverse cast of visionary teenagers, stirring public protests, private threats, criminal charges, and drama-filled school board meetings: this is the explosive world of **BANNED TOGETHER**.

The film pulls back the curtain on two of the most controversial issues in America today: book bans and curriculum censorship in public schools. **BANNED TOGETHER** follows three students and their adult allies as they fight to reinstate 97 books suddenly pulled from their school libraries. As they evolve from local to national activists—meeting with bestselling/banned authors, politicians, Constitutional experts, and more—the film reveals the dark forces behind the accelerating wave of book bans in the U.S.

PII

CONFIDENTIAL NEA-0003714

2025 Conference Overview Schedule

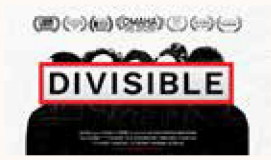


SCREENING 2: DISCLOSURE

Room D136

DISCLOSURE is an unprecedented, eye-opening look at transgender depictions in film and television, revealing how Hollywood simultaneously reflects and manufactures our deepest anxieties about gender. Leading trans thinkers and creatives, including Laverne Cox, Lilly Wachowski, Yance Ford, Mj Rodriguez, Jamie Clayton, and Chaz Bono, share their reactions and resistance to some of Hollywood's most beloved moments. Grappling with films like *A Florida Enchantment* (1914), *Dog Day Afternoon*, *The Crying Game*, and *Boys Don't Cry*, and with shows like *The Jeffersons*, *The L-Word*, and *Pose*, they trace a history that is at once dehumanizing, yet also evolving, complex, and sometimes humorous. What emerges is a fascinating story of dynamic interplay between trans representation on screen, society's beliefs, and the reality of trans lives. Reframing familiar scenes and iconic characters in a new light, director Sam Feder invites viewers to confront unexamined assumptions, and shows how what once captured the American imagination now elicit new feelings. **DISCLOSURE** provokes a startling revolution in how we see and understand trans people.

PII



SCREENING 3: DIVISIBLE

Room D138

This award-winning film provides a detailed look into redlining: what happened, where it came from, who was involved, how it supposedly "ended", and why the 1968 Fair Housing Act did not actually get rid of redlining or its impact.

Told through a combination of expert and personal interviews, **DIVISIBLE** explores how redlining impacted and continues to affect the following topics: white privilege, housing, health, education, economics, the highway system, and the criminal justice system.

The nature of **DIVISIBLE** is about educating and making a positive impact in our target communities. That is a human endeavor, rarely accomplished and fully actualized by one person.

Therefore, **DIVISIBLE** has always been a collective effort, because it's not a story that can be told if those who are the focus of it are not in the room as well.

PII



SCREENING 4: IMMIGRATION NATION, EPISODES 3 AND 5

Room E145

With unprecedented access to ICE operations, as well as moving portraits of immigrants, this docuseries takes a deep look at US immigration today.

Episode 3: "Power of the Vote"

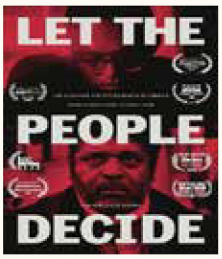
US Military veteran César tries to get politicians to ease his undocumented status. He is one of many seeking veterans who despite serving their country, was deported.

Episode 5: "The Right Way"

Asylum seeker Berta has been held by ICE for 17 months in an attempt to discourage others. As asylum laws get stricter, exiles face greater hardships.

PII

CONFIDENTIAL NEA-0003715



SCREENING 5: LET THE PEOPLE DECIDE

Room E143

LET THE PEOPLE DECIDE traces the history of voting rights struggles in the United States from 1960 through the present day. The film draws parallels between the Mississippi voter registration drive of the early 1960's and North Carolina's 'Moral Monday' movement in the present day. A key goal of the film is connecting the dots between the generations to contextualize the current political environment surrounding race and voting. In three acts the film will travel across nearly 60 years to show how the current battles over voting are not a new front in the struggle over who gets to vote, but part of a continuing conflict that goes back many decades. Now as then, both sides claim the moral high ground. In the 1960's, race was the clear driving force of the conflict, today the fight is couched in claims of fraud and suppression. Political parties have drawn lines in the sand and this project will present arguments from all sides in order that the film can live up to its name and **LET THE PEOPLE DECIDE**.

PII

Workshop Sessions | June 30

Join us for these special sessions and panels specifically curated to meet the moment.

9:00 AM—10:30 AM Session Block A

SESSION A01 ANTI-BLACKNESS IN ORGANIZATIONS: PRACTICES, BEHAVIORS, AND ANTIDOTES

Room D138

PII

We receive persistent messages promoting Anti-Black Racism in our institutions. This permeates into our policies, our working groups, treatment, and evaluations of colleagues. This workshop offers practices to identify and unlearn anti-Blackness, center Black liberation, move towards a deep rooted collective liberation that centers and promotes pro-Blackness to infiltrate our workplace.

SESSION A02 AUTHENTICITY, RIGOR, AND IMPACT: PEDAGOGIES OF DISRUPTION

Room E146

PII

Let's explore the connection between freedom dreaming and instructional design. This dynamic workshop dives into the intersection of social justice and education, shifting the focus from surface-level changes to the deeper transformation of how knowledge is constructed. It's not just about diverse books or welcoming spaces—it's about restoring agency to students through HOW they learn. We'll explore instructional strategies that disrupt oppressive learning practices and restore power and ownership to students. By embracing project-based, place-based, and community-based learning, and anti-oppressive practices, we'll explore how to center purpose, unlock authentic learning, and ignite transformative change for students and educators alike.

SESSION A03 BLACK LITERACY AS RESISTANCE: POWER AND DEFIANCE

Room E144

PII

This session explores how Black literacy has historically and contemporarily served as a tool for both survival and defiance in the face of systemic oppression. It will critically examine the role of literacy in fostering political, social, and cultural empowerment within Black communities. From enslaved Africans who risked their lives to read and write, to contemporary Black youth challenging inequities through digital literacies and activism, this session will highlight how literacy acts as a means of reclaiming power and identity. The session aims to build knowledge around critical education justice issues while offering practical strategies to foster literacy as a tool of resistance in their own schools and communities.

CONFIDENTIAL NEA-0003716

SESSION A04 **BUILDING NARRATIVE POWER FOR EDUCATION JUSTICE** Room E141

PII

In light of the dangerous anti-truth and anti-LGBTQ+ legislation being proposed and passed in states across the country, we need narrative power to win. During this workshop, attendees will discuss what narrative power-building is, what it means for this moment in the education justice movement, and what are the most effective strategies for building narrative power to defeat attacks on public education. Attendees will analyze the current state of the most prevalent narratives that impact their communities, name how narrative power is built in their work, and identify ways to collaborate and strategize across locales and states to push forth an affirmative vision for what education should look and feel like.

SESSION A05 **BUILDING PAN-ASIAN SOLIDARITY FOR A MULTI-RACIAL DEMOCRACY** Room D135

PII

Pan-Asian communities continue to be one of the fastest growing immigrant communities throughout the country. This growth comes at a time of rising White supremacist and White Christian nationalist forces as well as multiple Asian Right-Wing forces internal to AAPI communities. These forces are pushing for authoritarianism by using pan-Asian communities as a wedge against BIPOC communities to reverse progressive gains for racial, education, economic and gender justice. This session will discuss how these multiple Right-Wing forces have organized pan-Asians against their self-interest and wedged them against other communities. We will learn about successful strategies to defeat these forces.

SESSION A06 **COP OUT: HOW SCHOOLS AND POLICE TURN KIDS' DATA INTO DISCIPLINARY ACTION** Room D140

PII

School districts are updating the school-to-prison and school-to-deportation pipeline through adoption of controversial police surveillance technologies, like facial recognition and predictive policing. These systems introduce dangerous digital pathways for systemic racism to enter the classroom and violate the rights of Black and brown students, among others. This session explores this growing trend and offers space to grapple with the impact of police surveillance on students from marginalized communities. We also offer attendees a sneak preview of a critical digital studies curriculum to use with students.

SESSION A07 **COUNTERNARRATIVES TO DISMANTLE FEARS AGAINST MUSLIM STUDENTS AND EDUCATORS** Room E148

PII

What are common Muslim myths and perceptions that negatively impact Muslim educators and students? How can we use counternarratives to debunk dominant narratives regarding marginalized groups, such as Muslim educators and students? Participants will learn an example by understanding historical events and data on hate crimes against Muslim educators and students, including relevant terminology, the negative role of the media, dress code, teachers and students who identify (or won't identify) as Muslims, code-switching, and safety concerns in the classrooms. Participants will learn how to develop and write the beginnings of a counternarrative.

CONFIDENTIAL NEA-0003717

SESSION A08 **CHRISTIAN NATIONALIST THREATS TO PUBLIC EDUCATION** Room E145

PII

Christian Nationalism is the belief that the United States was founded as a Christian nation, and that the roles of immigrants, people of color, Indigenous groups LGBTQ+ people, and religious minorities are of less significance than that of White cisgender Christians.

We will provide an overview of Christian Nationalism and the threat it poses generally, and to public education specifically, particularly addressing policies that discriminate against LGBTQ+ people, religious minorities, and the nonreligious; that censor the curricula, and that authorize religious doctrine and proselytization. Understanding the challenge will empower participants to inform community partners and organize to resist and repeal these initiatives.

SESSION A09 **HEALING RACIAL BATTLE FATIGUE AND RECONNECTING WITH JOY** Room D139

PII

Have you ever wondered how dealing with and fighting against racism affect your mental and physical well-being? This workshop creates a healing space for professionals and educators of color in PK-12 and higher education to: 1) learn about racism-related stress, racial battle fatigue, and how your health is impacted, and 2) meditate, journal, and participate in interactive activities to help you intentionally reconnect with joy so you can improve your quality of life and embrace an abundance mindset.

SESSION A10 **NAVIGATING INSTITUTIONAL SPACES AS SITES OF STRUGGLE** Room F152

PII

This session will delve into the dynamics of schools as sites of struggle in the movement for social change. We begin by recognizing deeply embedded stratifications of unequal social power. We will hold space to share experiences of navigating our way through school systems in pursuit of a more just society. We will discuss the importance of adults sharing power with young people and what it looks like to put critical social justice into action in schools. Attendees will be invited to consider the gap that exists between holding values of social justice and the practice of social justice. By studying phenomena found in the natural world, we are offered models to community organizing and the opportunity to open the door to emergence.

SESSION A11 **REAL TALK AND REAL ACTION: WE NEED ANTI-ABLEIST SCHOOLS** Room F151

PII

Despite the growing emphasis on diversity, equity, and inclusion, students with disabilities are left on the periphery of our educational landscape. This session moves us from intention to actively confronting ableist structures. We'll explore how our failure to address these issues perpetuates inequities, explore 6 principles that bridge knowledge gaps, challenge entrenched beliefs, and promote inclusion and belonging. Join us in this imperative dialogue as we unravel the interconnectedness between dismantling ableism and eradicating racism, steering away from token efforts toward genuine inclusion. It's time for action. Join the movement of disruptors committed to reshaping our educational ecosystem.

CONFIDENTIAL NEA-0003718

SESSION A12 **ROOTS OF IDENTITY: DISAPORIC EXPERIENCES OF AFRO-LATINIDAD IN THE US** Room E142

PII

This session that delves into the rich history of Afro-Latin American communities and their contributions to society. We will examine the lasting effects of the Transatlantic Human Trade through interactive discussions and activities, focusing on significant observances like Afro-Bolivian Day, Afro-Colombian Day, and Emancipation Day. Participants will engage in storytelling, explore monuments honoring enslaved Africans, and discuss the Underground Railroad's connections to Mexico. This session aims to build awareness, capacity, and action for social justice, equipping educators and community members with tools to advocate for inclusivity and equity in education.

SESSION A13 **STRUGGLES AND BELONGING INSIDE AND OUTSIDE BIPOC QUEER COMMUNITY** Room D136



PII

Join us for a powerful panel discussion featuring local Queer activists and leaders as they explore the joys, struggles, barriers, and experiences of belonging that are unique to the BIPOC Queer community.

Panelists will delve into critical topics, including the impact of anti-LGBTQ+ policies, the high murder rate of Black transgender women, homelessness among LGBTQ+ adults and youth, and the toll of discrimination both within and outside of the LGBTQ+ community.

This conversation will also highlight the intersectional impact of race, gender, and sexuality while addressing strategies for overcoming biases, protecting one's energy, and thriving in challenging times.

SESSION A14 **THE POWER OF INCLUSION: BRINGING LGBTQ+ HISTORY INTO OUR CLASSROOMS** Room F150

PII

NEA and NR have partnered to introduce teachers and students to LGBTQ+ history through the voices of the people who lived it. PII will share some of the inspiring stories of "accidental activists" and deliberate change makers who are featured in the PII podcast and anchor new lessons and accompanying resources created by NEA teachers from across the country through the NR NR. The session will feature archival audio excerpts from interviews with Bayard Rustin, Deborah Johnson & Zandra Rolón Amato, Sylvia Rivera and more.

SESSION A15 **THE RIPPLE EFFECT: HOW SOCIAL DETERMINANTS SHAPE STUDENT HEALTH OUTCOMES** Room E143

PII

This session will delve into how the social determinants of health (SDOH)—such as access to education, economic stability, and community resources—directly contribute to the racial health disparities experienced by students of color. It will highlight the systemic barriers many students face and examine how schools, educators, and hmmunities can collaborate to address inequities. Attendees will better understand the complex factors that shape student health outcomes and explore solutions to promote equity and justice in school health programs.

CONFIDENTIAL NEA-0003719

SESSION A16 **TRAUMA INFORMED PRACTICE FOR FAMILY ENGAGEMENT** Room F149

PII

"As education evolves towards a more inclusive and culturally responsive approach, recognizing and addressing the impact of trauma on students and their families has become an important concern for educators and school staff.

The workshop aims to provide an overview of trauma informed practices and its connection to family, student engagement, and success. Additionally, it equips participants with culturally sensitive and strength-based practices to support families from diverse backgrounds, including those who are newly arrived from other countries. When educators understand the impact of trauma on academic success, educators can tailor their approaches to accommodate the unique needs of students from diverse backgrounds."

SESSION A17 **UNDERSTANDING AND DISMANTLING ANTISEMITISM: REALITIES, MYTHS, AND EFFECTIVE RESPONSES** Room D133

Diana Dvora Falchuk, Diana Dvora Falchuk Consulting

Antisemitism is one of the oldest and most persistent forms of prejudice, discrimination, and oppression. It directly affects Jewish people and plays a specific role in maintaining racism and other systems of oppression. Still, misconceptions about what it is—and what it is not—continue to cloud discussions and hinder effective action. This session will provide an understanding of antisemitism, exploring its historical roots, modern manifestations, and how it operates systemically to harm both Jews and non-Jews. Participants will learn how to engage in more nuanced, mindful, and caring dialogue as they support Jewish people, distinguish between antisemitism and legitimate criticism of governments, and replace approaches to addressing antisemitism that weaken civil rights and educational equity with ones that promote safety, health, and wellbeing for all.

Whether you're an educator, community leader, ally, or simply seeking to deepen your understanding, this session will provide valuable insights and actionable steps to challenge antisemitism while promoting equity and inclusivity.

SESSION A18 **WHAT DOES "DECOLONIZING" MEAN AND HOW DOES IT RELATE TO SOCIAL JUSTICE?** Room D137

PII

This workshop offers a dynamic blend of hands-on activities, engaging videos, and small group discussions to delve into social justice topics from the perspective of Indigenous Peoples. We will examine why integrating Indigenous viewpoints is crucial in anti-racism efforts across what is now known as the United States. But how can we achieve this? Participants will engage with thought-provoking questions, such as: What aspects of U.S. history are often overlooked? What do colonization and colonialism truly mean, and why is it important to acknowledge them? How can we work toward decolonization? All activities are adaptable for participants ranging from grade 4 to adults. Join us in this critical exploration of history and justice.

CONFIDENTIAL NEA-0003720

Monday | June 30

10:45 AM —12:15 PM Session Block B

SESSION B01 — **ANTI-BLACKNESS IN ORGANIZATIONS: PRACTICES, BEHAVIORS AND ANTIDOTES** — Room D138

PII

We receive persistent messages promoting Anti-Black Racism in our institutions. This permeates into our policies, our working groups, treatment, and evaluations of colleagues. This workshop offers practices to identify and unlearn anti-Blackness, center Black liberation, move towards a deep rooted collective liberation that centers and promotes pro-Blackness to infiltrate our workplace.

SESSION B02 — **AUTHENTICITY, RIGOR, AND IMPACT: PEDAGOGIES OF DISRUPTION** — Room E146

PII

Let's explore the connection between freedom dreaming and instructional design. This dynamic workshop dives into the intersection of social justice and education, shifting the focus from surface-level changes to the deeper transformation of how knowledge is constructed. It's not just about diverse books or welcoming spaces—it's about restoring agency to students through HOW they learn. We'll explore instructional strategies that disrupt oppressive learning practices and restore power and ownership to students. By embracing project-based, place-based, and community-based learning, and anti-oppressive practices, we'll explore how to center purpose, unlock authentic learning, and ignite transformative change for students and educators alike.

SESSION B03 — **BLACK LITERACY AS RESISTANCE: POWER AND DEFIANCE** — Room E144

PII

This session explores how Black literacy has historically and contemporarily served as a tool for both survival and defiance in the face of systemic oppression. It will critically examine the role of literacy in fostering political, social, and cultural empowerment within Black communities. From enslaved Africans who risked their lives to read and write, to contemporary Black youth challenging inequities through digital literacies and activism, this session will highlight how literacy acts as a means of reclaiming power and identity. The session aims to build knowledge around critical education justice issues while offering practical strategies to foster literacy as a tool of resistance in their own schools and communities.

SESSION B04 — **BUILDING NARRATIVE POWER FOR EDUCATION JUSTICE** — Room E141

PII

In light of the dangerous anti-truth and anti-LGBTQ+ legislation being proposed and passed in states across the country, we need narrative power to win. During this workshop, attendees will discuss what narrative power-building is, what it means for this moment in the education justice movement, and what are the most effective strategies for building narrative power to defeat attacks on public education. Attendees will analyze the current state of the most prevalent narratives that impact their communities, name how narrative power is built in their work, and identify ways to collaborate and strategize across locales and states to push forth an affirmative vision for what education should look and feel like.

CONFIDENTIAL NEA-0003721

SESSION B05 **BUILDING PAN-ASIAN SOLIDARITY FOR A MULTI-RACIAL DEMOCRACY** Room D135

PII

Pan-Asian communities continue to be one of the fastest growing immigrant communities throughout the country. This growth comes at a time of rising White supremacist and White Christian nationalist forces as well as multiple Asian Right-Wing forces internal to AAPI communities. These forces are pushing for authoritarianism by using pan-Asian communities as a wedge against BIPOC communities to reverse progressive gains for racial, education, economic and gender justice. This session will discuss how these multiple Right-Wing forces have organized pan-Asians against their self-interest and wedged them against other communities. We will learn about successful strategies to defeat these forces.

SESSION B06 **CHRISTIAN NATIONALIST THREATS TO PUBLIC EDUCATION** Room E145

PII

Christian Nationalism is the belief that the United States was founded as a Christian nation, and that the roles of immigrants, people of color, Indigenous groups LGBTQ+ people, and religious minorities are of less significance than that of White cisgender Christians.

We will provide an overview of Christian Nationalism and the threat it poses generally, and to public education specifically, particularly addressing policies that discriminate against LGBTQ+ people, religious minorities, and the nonreligious; that censor the curricula, and that authorize religious doctrine and proselytization. Understanding the challenge will empower participants to inform community partners and organize to resist and repeal these initiatives.

SESSION B07 **COP OUT: HOW SCHOOLS AND POLICE TURN KIDS' DATA INTO DISCIPLINARY ACTION** Room D140

PII

School districts are updating the school-to-prison and school-to-deportation pipeline through adoption of controversial police surveillance technologies, like facial recognition and predictive policing. These systems introduce dangerous digital pathways for systemic racism to enter the classroom and violate the rights of Black and brown students, among others. This session explores this growing trend and offers space to grapple with the impact of police surveillance on students from marginalized communities. We also offer attendees a sneak preview of a critical digital studies curriculum to use with students.

SESSION B08 **COUNTERNARRATIVES TO DISMANTLE FEARS AGAINST MUSLIM STUDENTS AND EDUCATORS** Room E148

PII

What are common Muslim myths and perceptions that negatively impact Muslim educators and students? How can we use counternarratives to debunk dominant narratives regarding marginalized groups, such as Muslim educators and students? Participants will learn an example by understanding historical events and data on hate crimes against Muslim educators and students, including relevant terminology, the negative role of the media, dress code, teachers and students who identify (or won't identify) as Muslims, code-switching, and safety concerns in the classrooms. Participants will learn how to develop and write the beginnings of a counternarrative.

CONFIDENTIAL NEA-0003722

SESSION B09 **HEALING RACIAL BATTLE FATIGUE AND RECONNECTING WITH JOY** Room D139

PII

Have you ever wondered how dealing with and fighting against racism affect your mental and physical well-being? This workshop creates a healing space for professionals and educators of color in PK-12 and higher education to: 1) learn about racism-related stress, racial battle fatigue, and how your health is impacted, and 2) meditate, journal, and participate in interactive activities to help you intentionally reconnect with joy so you can improve your quality of life and embrace an abundance mindset.

SESSION B10 **MEETING THE MOMENT AND KNOWING THE RIGHTS OF IMMIGRANTS** Room D136



PII

From the violent theft of Native land to Jim Crow segregation to MAGA's ascendency, a powerful few have always tried to control the many by selecting a scapegoat to shame and blame. The MAGA movement harnessed this age-old strategy by vilifying and harming new immigrants to advance their agenda to take away our freedoms. Now that the MAGA movement has secured power, they are trying to strip away Constitutional rights while blurring the lines, rigging the rules, and twisting the narrative. It is important, now more than ever, that everyone knows their rights. This panel discussion will feature experts in immigrant rights to explain what our rights are and how we can continue to hold the current administration accountable.

SESSION B11 **NAVIGATING INSTITUTIONAL SPACES AS SITES OF STRUGGLE** Room F152

PII

This session will delve into the dynamics of schools as sites of struggle in the movement for social change. We begin by recognizing deeply embedded stratifications of unequal social power. We will hold space to share experiences of navigating our way through school systems in pursuit of a more just society. We will discuss the importance of adults sharing power with young people and what it looks like to put critical social justice into action in schools. Attendees will be invited to consider the gap that exists between holding values of social justice and the practice of social justice. By studying phenomena found in the natural world, we are offered models to community organizing and the opportunity to open the door to emergence.

SESSION B12 **REAL TALK AND REAL ACTION: WE NEED ANTI-ABLEIST SCHOOLS** Room F151

PII

Despite the growing emphasis on diversity, equity, and inclusion, students with disabilities are left on the periphery of our educational landscape. This session moves us from intention to actively confronting ableist structures. We'll explore how our failure to address these issues perpetuates inequities, explore 6 principles that bridge knowledge gaps, challenge entrenched beliefs, and promote inclusion and belonging. Join us in this imperative dialogue as we unravel the interconnectedness between dismantling ableism and eradicating racism, steering away from token efforts toward genuine inclusion. It's time for action. Join the movement of disruptors committed to reshaping our educational ecosystem.

CONFIDENTIAL NEA-0003723

SESSION B13 **ROOTS OF IDENTITY: DISAPORIC EXPERIENCES OF AFRO-LATINIDAD IN THE US** Room E142

PII

This session that delves into the rich history of Afro-Latin American communities and their contributions to society. We will examine the lasting effects of the Transatlantic Human Trade through interactive discussions and activities, focusing on significant observances like Afro-Bolivian Day, Afro-Colombian Day, and Emancipation Day. Participants will engage in storytelling, explore monuments honoring enslaved Africans, and discuss the Underground Railroad's connections to Mexico. This session aims to build awareness, capacity, and action for social justice, equipping educators and community members with tools to advocate for inclusivity and equity in education.

SESSION B14 **THE POWER OF INCLUSION: BRINGING LGBTQ+ HISTORY INTO OUR CLASSROOMS** Room F150

PII

NEA and NR have partnered to introduce teachers and students to LGBTQ+ history through the voices of the people who lived it. PII will share some of the inspiring stories of "accidental activists" and deliberate change makers who are featured in the PII podcast and anchor new lessons and accompanying resources created by NEA teachers from across the country through the NR NR The session will feature archival audio excerpts from interviews with Bayard Rustin, Deborah Johnson & Zandra Rolón Amato, Sylvia Rivera and more.

SESSION B15 **THE RIPPLE EFFECT: HOW SOCIAL DETERMINANTS SHAPE STUDENT HEALTH OUTCOMES** Room E143

PII

This session will delve into how the social determinants of health (SDOH)—such as access to education, economic stability, and community resources—directly contribute to the racial health disparities experienced by students of color. It will highlight the systemic barriers many students face and examine how schools, educators, and communities can collaborate to address inequities. Attendees will better understand the complex factors that shape student health outcomes and explore solutions to promote equity and justice in school health programs.

SESSION B16 **TRAUMA INFORMED PRACTICE FOR FAMILY ENGAGEMENT** Room F149

PII

As education evolves towards a more inclusive and culturally responsive approach, recognizing and addressing the impact of trauma on students and their families has become an important concern for educators and school staff.

The workshop aims to provide an overview of trauma informed practices and its connection to family, student engagement, and success. Additionally, it equips participants with culturally sensitive and strength-based practices to support families from diverse backgrounds, including those who are newly arrived from other countries. When educators understand the impact of trauma on academic success, educators can tailor their approaches to accommodate the unique needs of students from diverse backgrounds.

CONFIDENTIAL NEA-0003724

SESSION B17 **UNDERSTANDING AND DISMANTLING ANTISEMITISM: REALITIES, MYTHS, AND EFFECTIVE RESPONSES** Room D133

Diana Dvora Falchuk, Diana Dvora Falchuk Consulting

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Whether you're an educator, community leader, ally, or simply seeking to deepen your understanding, this session will provide valuable insights and actionable steps to challenge antisemitism while promoting equity and inclusivity.

SESSION B18 **WHAT DOES "DECOLONIZING" MEAN AND HOW DOES IT RELATE TO SOCIAL JUSTICE?** Room D137

PII

This workshop offers a dynamic blend of hands-on activities, engaging videos, and small group discussions to delve into social justice topics from the perspective of Indigenous Peoples. We will examine why integrating Indigenous viewpoints is crucial in anti-racism efforts across what is now known as the United States. But how can we achieve this? Participants will engage with thought-provoking questions, such as: What aspects of U.S. history are often overlooked? What do colonization and colonialism truly mean, and why is it important to acknowledge them? How can we work toward decolonization? All activities are adaptable for participants ranging from grade 4 to adults. Join us in this critical exploration of history and justice.

2:00 PM—3:30 PM Session Block C

SESSION C01 **ABOLITIONIST TEACHING: FROM SURVIVE TO THRIVE** Room D140

PII

This session explores the principles and practices of abolitionist teaching, a transformative approach that seeks to dismantle systemic inequalities in education and build a more just and equitable learning environment for all students. Grounded in the legacy of abolitionist movements, this teaching philosophy challenges traditional structures that perpetuate racial and social inequities in schools, particularly for Black, Indigenous, and marginalized students.

Participants will learn how abolitionist teaching goes beyond reform, advocating for the complete reconstruction of educational systems. Attendees will also engage with actionable strategies to resist and disrupt oppressive practices.

CONFIDENTIAL NEA-0003725

SESSION C02 **ART WALKS AND ART ACTIVISM FOR RACIAL AND SOCIAL JUSTICE** Room E146

PII

THE PASSIONS PROJECT | Racial & Social Justice Racine Art Walk is an immersive photographic installation that invites attendees to engage with a series of powerful portraits that redefine public schools, celebrate passions, and amplify the voices of marginalized communities. The exhibit showcases Racine public school students from historically marginalized communities actively living out their passions. As a collective, it shows the power of public schools. Art activism brings the community together about why we need to defend, and not defund, public schools. This conversation will engage participants in the need for art activism in these times, and how NR and its community partners have used art for political power.

SESSION C03 **BEYOND SURVIVING: CREATING SCHOOLS WHERE TRANS & NON-BINARY STUDENTS THRIVE** Room D135

PII

Do you believe that transgender and non-binary students should have all they need to thrive in school? This session is for you! Research has shown that having at least one supportive adult can save a transgender child's life and with over 550 anti-LGBTQ bills introduced in over 40 states in 2024, our students need us to be educated, affirm their identities, include them in curriculum and disrupt push-back when it comes. Based on the framework from *The Advocate Educator's Handbook: Creating Schools Where Transgender and Non-Binary Students Thrive* (Jossey-Bass, 2024), participants will dig into the current policy landscape, take a self-assessment, collaborate with peers on relevant scenarios and create an action plan.

SESSION C04 **BIPOC HEALING AND RACIAL IDENTITY DEVELOPMENT** Room D138

PII

In a world that often seeks to divide us, this workshop offers a space for Black, Indigenous, and People of Color (BIPOC) to come together in healing and solidarity. Rooted in our shared experiences of resistance, resilience, and reclamation, this session aims to foster collective healing while building skills to begin cultivating lasting solidarity within our communities.

Together, we'll learn how to amplify our shared power and create stronger bonds within our diverse communities, ensuring that healing is not just a personal journey, but a collective one. Whether you're new to the idea of solidarity-building or have been engaging with it for years, this workshop will provide practical tools, cultural insights, and a supportive network of fellow BIPOC individuals.

SESSION C05 **BLACK PARENTS AS CO-CREATORS IN PARENT ENGAGEMENT** Room D137

PII

This session explores how Black parents engage in collaboration and resistance to navigate systemic racism, challenging stereotypes of disengagement and hostility. It highlights how critical awareness shapes advocacy practices, as well as the subsequent emotional toll of dual consciousness, and how Black parents sustain manageable forms of resistance within their everyday lives. The session will provide practical strategies for educators, administrators, and school staff to engage Black families as true collaborators, build culturally responsive environments, and foster healing spaces that support parents.

CONFIDENTIAL NEA-0003726

SESSION C06 **BUT WHAT DO I SAY? CONFRONTING BIGOTRY IN SCHOOL: A SCENARIO-BASED APPROACH** Room E148

PII

Communities across the United States report a rise in bigoted extremist activity and anti-democracy movement building. Youth are particularly susceptible to recruitment by anti-democracy groups, and this exposure often manifests first at school. Bigoted rhetoric harms everyone, particularly school and community members who belong to marginalized groups. School staff are in a unique position to recognize and respond when students exhibit bigoted behavior. Doing so takes practice, flexibility, and creativity—all things that teachers are great at. This workshop gathers examples from lived experience, places them in context, and designs interventions that build relationships, compassion and belonging.

SESSION C07 **COUNTERNARRATIVES AS TOOLS FOR ADVANCING DISABILITY RIGHTS** Room F151

PII

Counter-storytelling (Solórzano & Yasso, 2002) is a powerful tool to influence state and local policy by bringing to light the ways that racism intersects with other forms of oppression in educational contexts and research. Informed by critical race theory, counter-storytelling incorporates critical orientations to disability and its intersections in this workshop. Educators will be guided in their own counter-storytelling process to examine experiences at the nexus of disability and race, the ways these are shaped by dominant, deficit orientations, as well as how counternarratives can challenge the nexus of racism, ableism, and other forms of marginalization in schooling.

SESSION C08 **HOW TO MEET THE MOMENT: ORGANIZING 101, PART 1** Room F150



PII

This session is for groups who are already organizing together or planning to organize together. Please register with your group. Some believe that we are living through unique and unprecedented times. While it may present that way, if we understood history, we would know this to not be truly accurate. We have a long history and tradition of organizing, resisting, and building anew. We are walking in that tradition and being called to show up differently to learn the principles, skills, discipline, and practice of organizing for collective power and transformation. This session will be an Organizing 101 for those who are looking to understand the core principles of strategic organizing beginning with the tools for analyzing the current moment and developing a vision for what is possible.
Please note: This is a 3 hour session. Participants will be asked to commit to the entire time. **Participants will also need to register and attend session D08**.

SESSION C09 **KEEPING 'JUSTICE' IN RESTORATIVE JUSTICE PRACTICES** Room E143

PII

Join us for a thought-provoking session aimed at educators, administrators, and community leaders dedicated to creating equitable and just environments in schools. In this engaging presentation, we will explore the essential role of justice within restorative practices in educational settings. As schools increasingly adopt restorative approaches to discipline, it is crucial to keep the justice principles integrated into these practices.

Together, we will reaffirm our commitment to justice, ensuring that restorative practices not only repair harm but also uplift and empower our school communities.

CONFIDENTIAL NEA-0003727

2025 Conference Overview Schedule

SESSION C10 **MEETING THE MOMENT: KNOW YOUR RIGHTS TO STAND UP FOR LGBTQ+ JUSTICE** Room D136



PII

Amidst the barrage of attacks, hate, division, and illegal and immoral actions that threaten the LGBTQ+ community and public education, this panel discussion is designed to inform participants about our legal rights and protections as we advocate for LGBTQ+ and education justice. Knowing the legal and legislative landscape will inform when and how we assert our rights while also navigating potential challenges meant to silence our voices and our advocacy.

SESSION C11 **ORGANIZING FOR POWER & JUSTICE: PRACTICAL SKILLS FOR ALL LEADERSHIP LEVELS** Room E141

PII

Participants will gain an understanding of organizing tools (1:1 conversations, power mapping, etc.) Attendees will learn about the relationship between organizing, power, and racial and social justice. Designed for all levels and job classifications, educators will have an aha moment and take away something they can implement in their local association and their respective communities. More experienced organizers will learn to begin examining their practice through a racial/social justice lens, gain some tools to bring more joy and union solidarity into their work, and keep local organizing sustainable in the long term.

SESSION C12 **PICTURE BOOKS AND PRIMARY SOURCES: ENGAGING STUDENTS IN HONEST HISTORY** Room D139

PII

After a brief introduction, teachers will divide into grade level groups, select one picture from those I provide, read it aloud, and brainstorm how it can be incorporated into their curriculum. They will then locate related primary sources and begin planning instructional activities.

As a result of this hands-on workshop participants will be able to: 1. Apply Social Justice Standards to their teaching, 2. Use picture books to inspire students of all ages, 3. Find and use primary sources to address US history, and 4. Evaluate the appropriateness of classroom materials through a racial and social justice lens.

SESSION C13 **POWER OF STORYTELLING: USING YOUR AUTHENTIC VOICE TO GALVANIZE AND INSPIRE** Room F149

PII

Everyone loves a good story, and educators have the stories that can inspire, challenge, transform and transcend. Participants in this session will explore ways to use stories from their personal lived experiences as educators to help advance student success, public education, and education professions. Session participants will gain a deeper understanding of how personal stories have the power to change attitudes, perceptions, behavior, and win support for a just and equitable public education that our students deserve.

CONFIDENTIAL NEA-0003728

SESSION C14 **GET YOUR SCHOOL DISTRICT TO SAY 'HANDS OFF PUBLIC EDUCATION!' WITH PUBLIC SCHOOL STRONG** Room E145

PII

There is a growing national chorus of communities saying "Hands Off" public education and calling for the future that our children deserve. Learn how to bring educators and communities together to join in at the school district level in a way that creates national impact. This interactive training includes:

1. An overview of the new Hands Off Public Education campaign to get school boards on the record against the federal and state attacks on public education.
2. How Public School Strong Tennessee used this strategy to win against private school vouchers and the targeting of immigrant students at the state level.
3. Tools and support for engaging your community and building a lasting team around you through this campaign.

SESSION C15 **RADICAL MORNING MEETING: CENTERING JOY & JUSTICE IN CLASSROOMS AND BEYOND** Room F152

PII

In this workshop, participants are introduced to the Radical Morning Meeting (RMM) framework, which invites educators and organizers to build community while cultivating skills for both joy and justice. After a brief introduction to the Philly Children's Movement, our work, and the development and piloting of the RMM framework, participants will be led through a RMM, which includes individual reflection, small group activities, and reading/watching a text, among other components. In addition, they will learn how RMM aligns with Gholdy Muhammad's "Five Pursuits" (Muhammad, 2020) and will begin planning how they can utilize this framework in their own practice in the classroom and beyond.

SESSION C16 **RAPS: RECIPROCAL ACTIVE PEDAGOGICAL STRATEGIES** Room E142

PII

This workshop provides guidance on how to leverage rap as a pedagogical tool for lessons on racial, social, and environmental justice. By creating a classroom environment in which rap is used to both deliver course content and assess acquisition of course content, students participate in a concept known as reciprocal determinism, in which the environment, behaviors, and persons involved in the learning process all influence one another. In addition, by actively participating in the creation and repetition of rap songs alongside their peers, according to a combination of constructivist theory and social learning theory, students improve their self-efficacy, self-regulation, overall knowledge, and drive to solve issues of injustice.

SESSION C17 **REST & RESIST: BUILDING RESILIENCE AGAINST RACIALIZED STRESS IN EDUCATION** Room D133

PII

In this restorative workshop, participants will unpack the concept of racial battle fatigue, helping participants recognize and understand its effects on mental, emotional, and physical health. Using culturally responsive approaches, we will introduce practical strategies to combat racialized stress, including self-affirmation, mindfulness, and techniques rooted in community care. These strategies are not just theoretical but practical and applicable to their daily lives. Participants will be guided in creating a personal Rest Plan—a tool designed to help them identify practices of restoration and resilience they can incorporate regularly to support their well-being amidst the challenges of their work environments.

CONFIDENTIAL NEA-0003729

SESSION C18 **TROUBLE IN CENSORVILLE** Room E144

PII

Presenters are social studies teachers and engaged members who experienced backlash for their efforts to promote just schools and preserve the teaching of factual history. Both were invited to participate in a nationwide project to amplify the stories of educators caught up in the shocking attacks of the latest culture wars. Participants will examine individual stories from the "Trouble in Censorville" book and video testimonials, then interact with an eye-opening compressed timeline which provides historical background and contemporary context for those experiences. This will highlight efforts to preserve our public schools and serve as a reminder that people are listening and eager to help teachers lead the way to a more just society.

3:45 PM—5:15 PM Session Block D

SESSION D01 **ABOLITIONIST TEACHING: FROM SURVIVE TO THRIVE** Room D140

PII

This session explores the principles and practices of abolitionist teaching, a transformative approach that seeks to dismantle systemic inequalities in education and build a more just and equitable learning environment for all students. Grounded in the legacy of abolitionist movements, this teaching philosophy challenges traditional structures that perpetuate racial and social inequities in schools, particularly for Black, Indigenous, and marginalized students.

Participants will learn how abolitionist teaching goes beyond reform, advocating for the complete reconstruction of educational systems. Attendees will also engage with actionable strategies to resist and disrupt oppressive practices.

SESSION D02 **ART WALKS AND ART ACTIVISM FOR RACIAL AND SOCIAL JUSTICE** Room E146

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SESSION D03 **BEYOND SURVIVING: CREATING SCHOOLS WHERE TRANS & NON-BINARY STUDENTS THRIVE** Room D135

PII

Do you believe that transgender and non-binary students should have all they need to thrive in school? This session is for you! Research has shown that having at least one supportive adult can save a transgender child's life and with over 550 anti-LGBTQ bills introduced in over 40 states in 2024, our students need us to be educated, affirm their identities, include them in curriculum and disrupt push-back when it comes. Based on the framework from "The Advocate Educator's Handbook: Creating Schools Where Transgender and Non-Binary Students Thrive" (Jossey-Bass, 2024), participants will dig into the current policy landscape, take a self-assessment, collaborate with peers on relevant scenarios and create an action plan.

CONFIDENTIAL NEA-0003730

SESSION D04 **BIPOC HEALING AND RACIAL IDENTITY DEVELOPMENT** Room D138

PII

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Together, we'll learn how to amplify our shared power and create stronger bonds within our diverse communities, ensuring that healing is not just a personal journey, but a collective one. Whether you're new to the idea of solidarity-building or have been engaging with it for years, this workshop will provide practical tools, cultural insights, and a supportive network of fellow BIPOC individuals.

SESSION D05 **BLACK PARENTS AS CO-CREATORS IN PARENT ENGAGEMENT** Room D137

PII

This session explores how Black parents engage in collaboration and resistance to navigate systemic racism, challenging stereotypes of disengagement and hostility. It highlights how critical awareness shapes advocacy practices, as well as the subsequent emotional toll of dual consciousness, and how Black parents sustain manageable forms of resistance within their everyday lives. The session will provide practical strategies for educators, administrators, and school staff to engage Black families as true collaborators, build culturally responsive environments, and foster healing spaces that support parents.

SESSION D06 **BUT WHAT DO I SAY? CONFRONTING BIGOTRY IN SCHOOL: A SCENARIO-BASED APPROACH** Room E148

PII

Communities across the United States report a rise in bigoted extremist activity and anti-democracy movement building. Youth are particularly susceptible to recruitment by anti-democracy groups, and this exposure often manifests first at school. Bigoted rhetoric harms everyone, particularly school and community members who belong to marginalized groups. School staff are in a unique position to recognize and respond when students exhibit bigoted behavior. Doing so takes practice, flexibility, and creativity—all things that teachers are great at. This workshop gathers examples from lived experience, places them in context, and designs interventions that build relationships, compassion and belonging.

SESSION D07 **COUNTERNARRATIVES AS TOOLS FOR ADVANCING DISABILITY RIGHTS** Room F151

PII

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CONFIDENTIAL NEA-0003731

SESSION D08 **HOW TO MEET THE MOMENT: ORGANIZING 101, PART 2** Room F150



PII

This session is for groups who are already organizing together or planning to organize together. Please register with your group. Some believe that we are living through unique and unprecedented times. While it may present that way, if we understood history, we would know this to not be truly accurate. We have a long history and tradition of organizing, resisting, and building anew. We are walking in that tradition and being called to show up differently to learn the principles, skills, discipline, and practice of organizing for collective power and transformation. This session will be an Organizing 101 for those who are looking to understand the core principles of strategic organizing beginning with the tools for analyzing the current moment and developing a vision for what is possible.
Please note: This is a 3 hour session. Participants will be asked to commit to the entire time. **Participants will also need to register and attend session C08**.

SESSION D09 **KEEPING 'JUSTICE' IN RESTORATIVE JUSTICE PRACTICES** Room E143

PII

Join us for a thought-provoking session aimed at educators, administrators, and community leaders dedicated to creating equitable and just environments in schools. In this engaging presentation, we will explore the essential role of justice within restorative practices in educational settings. As schools increasingly adopt restorative approaches to discipline, it is crucial to keep the justice principles integrated into these practices.

Together, we will reaffirm our commitment to justice, ensuring that restorative practices not only repair harm but also uplift and empower our school communities.

SESSION D10 **LET'S GET CRITICAL: PRESERVING CULTURAL EXPLORATION IN EDUCATION TO MEET THE MOMENT** Room D136



PII

Now more than ever, the truth needs to be told instead of the revisionist histories that are being forced upon us. However, it is hard to conceptualize what this will look like as numerous blockages are handed down. Panelists will guide participants in learning more about the importance of ethnic studies, provide insight into various areas of study, and process through creative approaches in how curricula has been engaged and administered.

SESSION D11 **ORGANIZING FOR POWER & JUSTICE: PRACTICAL SKILLS FOR ALL LEADERSHIP LEVELS** Room E141

PII

Participants will gain an understanding of organizing tools (1:1 conversations, power mapping, etc.) Attendees will learn about the relationship between organizing, power, and racial and social justice. Designed for all levels and job classifications, educators will have an aha moment and take away something they can implement in their local association and their respective communities. More experienced organizers will learn to begin examining their practice through a racial/social justice lens, gain some tools to bring more joy and union solidarity into their work, and keep local organizing sustainable in the long term.

CONFIDENTIAL NEA-0003732

SESSION D12 **PICTURE BOOKS AND PRIMARY SOURCES: ENGAGING STUDENTS IN HONEST HISTORY** Room D139

PII

After a brief introduction, teachers will divide into grade level groups, select one picture from those I provide, read it aloud, and brainstorm how it can be incorporated into their curriculum. They will then locate related primary sources and begin planning instructional activities.

As a result of this hands-on workshop participants will be able to: 1. Apply Social Justice Standards to their teaching, 2. Use picture books to inspire students of all ages, 3. Find and use primary sources to address US history, and 4. Evaluate the appropriateness of classroom materials through a racial and social justice lens.

SESSION D13 **POWER OF STORYTELLING: USING YOUR AUTHENTIC VOICE TO GALVANIZE AND INSPIRE** Room F149

PII

Everyone loves a good story, and educators have the stories that can inspire, challenge, transform and transcend. Participants in this session will explore ways to use stories from their personal lived experiences as educators to help advance student success, public education, and education professions. Session participants will gain a deeper understanding of how personal stories have the power to change attitudes, perceptions, behavior, and win support for a just and equitable public education that our students deserve.

SESSION D14 **GET YOUR SCHOOL DISTRICT TO SAY 'HANDS OFF PUBLIC EDUCATION!' WITH PUBLIC SCHOOL STRONG** Room E145

PII

There is a growing national chorus of communities saying "Hands Off" public education and calling for the future that our children deserve. Learn how to bring educators and communities together to join in at the school district level in a way that creates national impact. This interactive training includes:

An overview of the new Hands Off Public Education campaign to get school boards on the record against the federal and state attacks on public education.

How Public School Strong Tennessee used this strategy to win against private school vouchers and the targeting of immigrant students at the state level.

Tools and support for engaging your community and building a lasting team around you through this campaign.

SESSION D15 **RADICAL MORNING MEETING: CENTERING JOY & JUSTICE IN CLASSROOMS AND BEYOND** Room F152

PII

In this workshop, participants are introduced to the Radical Morning Meeting (RMM) framework, which invites educators and organizers to build community while cultivating skills for both joy and justice. After a brief introduction to the Philly Children's Movement, our work, and the development and piloting of the RMM framework, participants will be led through a RMM, which includes individual reflection, small group activities, and reading/watching a text, among other components. In addition, they will learn how RMM aligns with Gholdy Muhammad's "Five Pursuits" (Muhammad, 2020) and will begin planning how they can utilize this framework in their own practice in the classroom and beyond.

CONFIDENTIAL NEA-0003733

SESSION D16 **RAPS: RECIPROCAL ACTIVE PEDAGOGICAL STRATEGIES** Room E142

PII

This workshop provides guidance on how to leverage rap as a pedagogical tool for lessons on racial, social, and environmental justice. By creating a classroom environment in which rap is used to both deliver course content and assess acquisition of course content, students participate in a concept known as reciprocal determinism, in which the environment, behaviors, and persons involved in the learning process all influence one another. In addition, by actively participating in the creation and repetition of rap songs alongside their peers, according to a combination of constructivist theory and social learning theory, students improve their self-efficacy, self-regulation, overall knowledge, and drive to solve issues of injustice.

SESSION D17 **REST & RESIST: BUILDING RESILIENCE AGAINST RACIALIZED STRESS IN EDUCATION** Room D133

PII

In this restorative workshop, participants will unpack the concept of racial battle fatigue, helping participants recognize and understand its effects on mental, emotional, and physical health. Using culturally responsive approaches, we will introduce practical strategies to combat racialized stress, including self-affirmation, mindfulness, and techniques rooted in community care. These strategies are not just theoretical but practical and applicable to their daily lives. Participants will be guided in creating a personal Rest Plan—a tool designed to help them identify practices of restoration and resilience they can incorporate regularly to support their well-being amidst the challenges of their work environments.

SESSION D18 **TROUBLE IN CENSORVILLE** Room E144

PII

Presenters are social studies teachers and engaged members who experienced backlash for their efforts to promote just schools and preserve the teaching of factual history. Both were invited to participate in a nationwide project to amplify the stories of educators caught up in the shocking attacks of the latest culture wars. Participants will examine individual stories from the "Trouble in Censorville" book and video testimonials, then interact with an eye-opening compressed timeline which provides historical background and contemporary context for those experiences. This will highlight efforts to preserve our public schools and serve as a reminder that people are listening and eager to help teachers lead the way to a more just society.

5:30 PM—7:00 PM **NEA Social Justice Committees Hearing** **Portland Ballroom**

Conference participants are provided the opportunity to express concerns, give suggestions, and provide information pertaining to ethnic minority, sexual orientation and gender identity, and women's participation in the Association. You can access the hearing form at https://bit.ly/2025jointhearing or use the QR code.

CONFIDENTIAL NEA-0003734

The Freedom Lab | July 1

Here you are free—to converse, to create and to conspire for our public schools, our freedoms and our futures. Flow through a series of engagements meant to enliven, enlighten and build collective power to ensure that across race, place and background we all thrive—no exceptions.

Flow of the engagement:

1. **IDENTIFY/NAME**—What is your issue? (Self-Reflection)
2. **EXPLORE/DISCOVER**—What resources are needed? (Gather Resources)
3. **STRATEGIZE/PLAN**—How do you plan/organize for action? (Conversations)
4. **REJUVINATE/ENJOY**—How do you generate joy in justice and celebration? (Experience)

From **9:30 AM – 11:45 AM on July 1**, dig into the spaces described below, meet participants, and deepen your knowledge and networks:

- **Freedom Action Center (Resources)**—Meet NEA Center for Racial and Social Justice staff and let us connect you with NEA racial and social justice resources and opportunities from other person gatherings from our MLT/WLT Seminars, to Speak Up Speak Out Events; from our Racial and Social Justice professional development curriculum, to our digital resources; from our member engagement activities, to CAPE community partnerships; and more.
- **The Collective (Partners)**—Come together in community and join this partnership space for building power. NEA social and racial justice partners are bringing their resources, projects and opportunities to collaborate on real strategies for change on the ground. Spark dialogue about successes and challenges to grow the movement for education justice.
- **Action Planning Boards (Plan)**—Connect with our racial and social justice organizers to talk through an organizing action plan for participants who want to dive into conversations around power mapping, tactics, and tools to help advance your issues-based campaign.
- **Organizing Tables (Organize)**—Join or host a conversation about an issue that matters to you, or a complex problem you are trying to solve. Build understanding together in a small group discussion, to make connections and make change. There is room at the table for all of us.
- **Rest as Resistance Station (Rest)**—PII inspired this space for participants to decompress, recover, rejuvenate and spend time refilling their energy reserves into a fuller wellness.
- **Futures Studio (Art Activism)**—The future is what we do together. Join artist PII NR and experience his curated immersive art gallery from his collection of vibrant social activism art.
- **Teach-ins (Learn)**—Sign up on the app for a timeslot to attend any of the following Teach-in sessions:

	GREEN ROOM	BROWN ROOM
9:45 – 10:15 am	**NR**	Antisemitism, Islamophobia & Racism
10:30 – 11:00 am		**NR**
11:15 – 11:45 am	Teaching Palestine	

CONFIDENTIAL NEA-0003735

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Educators, let's elect the leaders our students deserve.



GIVE.VOTE.WIN!

The threats to public education are real. As real as they've ever been. We must fight for it with everything we have. That's why you're here and that's why it's vital to give to the PAC.

Contributions to the NEA Fund are not deductible as charitable contributions. Contributions to the NEA Fund are voluntary and will be used for political purposes. Making a contribution is neither a condition of employment nor membership in NEA, and members have the right to refuse to contribute without reprisal. A member may contribute more or less than the suggested amount, or may contribute nothing at all, without a ecting membership status, rights, or bene ts in NEA or any of its a liates. Federal law requires NEA to use its best e orts to collect and report the name, address, occupation, and employer for each individual whose contributions aggregate in excess of $200 in a calendar year.

ED VOTES

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edjustice

www.neaedjustice.org



NEA PRINT MEDIA PRODUCTION
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May 24, 2024

To: Becky Pringle
Kim Anderson

From: PII

Cc: PII

We currently have 7 NBIs related to these matters and two resolution amendments dealing with some aspect of the conflict in Gaza between Hamas and Israel.

Below is an outline of a few ideas that I drafted to help us think about ways we can better navigate these debates at the upcoming NEA RA.

I look forward to discussing any and all of these with you.

Posting the NBIs for delegates

- One learning from the past three RA's is that when the word Palestine is included in an NBI, the moment it is posted to delegates, the NBI will be leaked/shared with right-wing Zionist media and we will be subsequently peppered with inquiries and template-letter complaints
- Recommendations:
    - Work with EC liaisons to see if makers might be willing to combine NBIs
    - Wait to post NBIs to the delegate site until internal discussion about strategy can be had on June 10 and 11. There are no standing rules that discuss the timeline for posting NBIs once they've been submitted.
    - President Pringle - discuss timeline with CCBR chair if needed
    - Hold all NBIs (even those that have been costed) until after the EC conversation is had on June 10/11.

Alternative language

- Consider amendment/substitute language that we can have at the ready. Typically we might have a Board NBI but that strategy may not be fitting this year. Those can sometimes be seen as shutting off and pre-empting debate, and also would mean this

issue would be the first NBI discussed, which is not desirable, perhaps we consider an amendment strategy.

- Develop a amendment/substitute motion that can be introduced on the first NBI (and possibly others) that comes up on the issue.
  - we could address the harms caused by the conflict and then consider actions and themes like
    - NEA to find ways share the stories and lived experiences of *members* that have been impacted by the devastation in Israel and Palestine
    - NEA to create opportunity for *members* to identify (and share w NEA) convos that they believe model how we effectively express and explore our disagreements and differences

(In addition to the obvious things we should avoid in an NBI, I recommend we avoid action language calling on us to educate about anything historical. The history of all things in the region is hotly contested and there is no source that people will agree on or trust to be the authority.)

Costing NBIs related to these matters

- Knowing what we now know about the issues, I believe it is important to consider not just the direct costs associated with work the product or outcome but the hours of planning and other considerations
  - I plan to build in costs for staff and consultant and partner hours:
    - internal conversations and planning
    - costs for partner work if needed
    - hours preparing for house oversight concerns (The House will still have about 3 weeks in session once our RA ends)
    - hours preparing for media inquiries and drafting statements (perhaps engaging with media specialists in this arena)

Engage makers?

- Review & support committee meet with makers to see if they might be willing to combine, modify, withdraw
- June 19 NBI deadline for NBIs
- July 1 modifications due

We must model the discourse we want to see in the world: Unity, Peace, Safety, Respect

- **A letter from President Pringle**
  - to be shared with delegates in advance of the RA
  - to be published in the RA Today

CONFIDENTIAL NEA-0004735

        - Gives us an opportunity to share language of our own making and advance the idea of modelling the conversation we want to see here and elsewhere
            - similar messages as email sent to the Board and state leaders before Feb Superweek (care for ourselves and each other, do the work we have been elected to do)
            - remind them of foundation set by numerous existing NEA resolutions on peace, war, etc
            - Include the language policy taken by the NEA Board - and note that we've taken the actions listed therein
            - Mention things we'll do moving forward -
                - will continue to speak up for academic freedom and speak out on injustice
                - model the discourse we want to see/our students to see
                - World Congress - will debate this item (see resolution put forward by NEU-UK)

    - **open each session with a reminder -**
        - **respect** for ourselves and each other and our differences - model what we want to see in the world

These are not conversations anyone is prepared to have

- Before they get to the first session, states will be deciding positions and managing debates about each NBI and other RA policy. Our affiliate leaders are likely not equipped to facilitate the conversations these NBIs will generate.
    - Pre-conversations with State leaders
    - TPs to affiliate leaders
    - Build support for an amendment strategy/consolidation-referral strategy

In addition to the other questions being weighed

Question that is bound to come up. Can people wear their kaffiyeh scarfs:

I recommend the answer be yes. We should verify with PII
These scarfs are a sign of support for Palestine and we should expect that several delegates will wear them. We can expect some delegates to express discomfort with the fact that other delegates will be wearing them.

CONFIDENTIAL NEA-0004736

From: PII
To: PII
Cc: PII
Subject: Re: Politically Sensitive Proposed NBI
Date: Tuesday, June 17, 2025 6:22:08 PM

Thanks PII I really appreciate that!

From: PII
Sent: Tuesday, June 17, 2025 6:21 PM
To: PII
Cc: PII
Subject: Re: Politically Sensitive Proposed NBI

No. It isn't.
To PII 's point, because it says "will not use", it's new. If adopted we would need to remove any ADL resources from the website. That would be the "new" work.

PII

"Be ruthless with systems, be kind with people". Michael Brooks

Sent from my iPhone - I might be on the go, please excuse typos.

> On Jun 17, 2025, at 5:43 PM, PII wrote:
>
> Hi all
>
> Removing PII - sorry I am just seeing this.
>
> Please confirm that this work is being done. I apologize for what I see as an overstepping by PII - given you all do this work. Once you confirm, I will have that conversation with him. If the maker disagrees, then we can ask that you have a conversation with the maker.
>
> PII
>
> ---
>
> **From:** PII
> **Sent:** Tuesday, June 17, 2025 1:36 PM

To: PII
PII
Cc: PII
Subject: RE: Politically Sensitive Proposed NBI

The staff report on NBI 7 -2024 cited ADL sources extensively (see below). This new NBI says: The NEA will not use, endorse, or publicize any materials from the Anti-Defamation League (ADL), such as its curricular materials or its statistics. The NEA will not participate in ADL programs or publicize ADL professional development offerings.

Technically, this NBI is calling for NEA to do something it is not already doing. I agree that this would be harmful, but I don't see how we can say we are already doing this.

7. Anti-Zionism and Antisemitism Information
NEA will use existing digital communication tools to
educate members about the difference between anti[1]Zionism and antisemitism.
Completed
NEA will update the existing webpage, Resources
to Counter Antisemitism and Holocaust Denial, to
include definitions of antisemitism and Anti-Zionism.
Noting that there are a wide range of definitions of an[1]tisemitism, we included multiple definitions to provide
perspective and a recognition that NEA has not taken a
position on any of them. Below are the definitions:
New Business Adopted by the NEA Board of Directors
(Implemented in the General Concept at no additional cost)
Definitions: Antisemitism, Zionism and Anti[1]Zionism There are many definitions of antisemitism
and Anti-Zionism. NEA does not have a position or
recommendation on what definition(s) should be used
or adopted. However, we do believe we should support
our collective learning. Below are a few definitions
to begin your learning journey to understand why we
stand against antisemitism.

- Anti Defamation League defines Antisemitism
as the marginalization and oppression of
people who are Jewish, based on the belief in
stereotypes, myths and disinformation about
Jewish people, Judaism and Israel. Parallel to all
systems of oppression, antisemitism manifests

as the dehumanization or exploitation of, or discrimination or violence against Jewish people. Antisemitism sometimes targets Jews not as individuals but as a collective – whether that's Jewish organizations, movements like Zionism or the Jewish State of Israel.

- United States Holocaust Memorial Museum defines Antisemitism as the prejudice against or hatred of Jewish people. This hatred was at the foundation of the Holocaust. But antisemitism did not begin or end with the Holocaust. Antisemitism has existed for thousands of years. It has often taken the form of systemic discrimination against and persecution of Jews. Antisemitism has repeatedly led to serious and deadly violence against Jewish people.
- A widely used "working definition" of Antisemitism from International Holocaust Remembrance Alliance (IHRA): "Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities."
- The Anti Defamation League defines Zionism as the movement for self-determination and statehood of the Jewish people in their ancestral homeland, the land of Israel. By contrast, anti[1]Zionism rejects Israel as a legitimate member of the community of nations and denies the right for Jews to self-determination and to establish a state in the land of Israel.

- According to the Anti Defamation League, Anti-Zionism is often expressed, explicitly or implicitly, in the rejection of the status of the Jewish people as a nation and the denial of the Jewish right to self-determination; the vilification and ostracization of individuals and groups associated with Zionism; and the downplaying or negation of the historic and spiritual Jewish connection to the land of Israel.

Anti-Zionism is distinct from criticism of the policies or actions of the government of Israel, or critiques of

specific policies of the pre-state Zionist movement, in that it attacks the foundational legitimacy of Jewish self-determination and statehood.
Anti-Zionism is antisemitic, in intent or effect, as it invokes anti-Jewish tropes; is used to disenfran[1]chise, demonize, disparage, or punish all Jews and/or those who feel a connection to Israel; exploits Jewish trauma by invoking the Holocaust in order to position Jews as akin to Nazis; or renders Jews less worthy of nationhood and self-determination than other peoples.

From: PII
Sent: Tuesday, June 17, 2025 1:03 PM
To: PII
PII
Cc: PII
PII
Subject: Re: Politically Sensitive Proposed NBI

Agreed

From: PII
Date: Tuesday, June 17, 2025 at 1:00 PM
To: PII
Cc: PII
PII
Subject: Re: Politically Sensitive Proposed NBI

Thank you PII

PII
I think we already do this and can consider this done?

It seems to me that making this a public nbi conversation might undo what we already do naturally.

Please Forgive typos. Sent from my iPhone

On Jun 17, 2025, at 12:40 PM, PII PII wrote:

Looping in PII.
PII

On Jun 17, 2025, at 12:38 PM, PII
PII wrote:

How should CCBR proceed with this one?

Line 59

PII

The NEA will not use, endorse, or publicize any materials from the Anti-Defamation League (ADL), such as its curricular materials or its statistics. The NEA will not participate in ADL programs or publicize ADL professional development offerings.

Educators embrace the urgency to respond to the questions of racism, injustice, and all forms of bigotry. Despite its reputation as a civil rights organization, the ADL is not the social justice educational partner it claims to be.

PII

Background Rationale on ADL

ADL Definition of Anti-Semitism

- ADL is known for producing Annual Audits of Antisemitic Incidents Reports that document and count individual instances of anti-Semitism. However, their methodology has been heavily criticized for including instances of critique of Israel or support of Palestine within their counts of anti-Semitism. Nearly one third of the incidents in the 2024 annual audit revolved around pro-Palestine speech or critique of Israel. Of the 3,000 "anti-Semitic incidents" recorded by the ADL in the first three months after October 7, 1,317 were activities that expressed hostility towards Zionism, not Jews, including peaceful rallies led by American Jews in support of a ceasefire. This approach conflates anti-Semitism with anti-Zionism, implying that any critique of the State of Israel is anti-Semitic. Indeed, the CEO of the ADL, Jonathan Greenblatt, has stated "anti-Zionism is anti-Semitism" and compared groups that oppose Israel to Far Right white supremacists organizations.
- The ADL aggressively lobbies governments, education institutions, law enforcement agencies, and businesses to adopt the International Holocaust Remembrance Alliance (IHRA) definition of anti-Semitism. However, the IHRA definition is a source of significant debate within the Jewish community for its conflation of anti-Semitism with opposition to or criticism of Israel. The lead author of the IHRA definition has said it was developed as a means of monitoring anti-Semitic incidents in Europe and it was not intended to be used as a legal framework or enforcement mechanism. He has opposed its adoption by governments and institutions. The IHRA definition of anti-Semitism h as been used to suppress free speech and criticism of Israel and has been used by racist, nationalist actors as a cover for their own anti-Semitism (e.g. Hungary, Poland, the Trump administration).
- The ADL lobbies Congress and States for legislation intended to suppress boycotts in protest of Israel, such as anti-Boycott or anti-BDS bills. The ACLU has strongly criticized anti-Boycott bills as being "meant to suppress protected speech rather than prevent discrimination."
- Jewish groups like Jewish Voices For Peace, J Street, and Jewish Currents argue that ADL's reporting on anti-Semitism skews data by overemphasizing haphazard incidents of pro-Palestinian speech as anti-Semitic, rather than focusing on dangerous White nationalist and Christian nationalist movements that push harmful, coordinated narratives on anti-Semitism.
- The foundational premise of democracy is our ability to critique a government for its actions, something NEA engages in frequently in our domestic and international work in support of pro-public education policies. Criticism of the U.S. government does not make us anti-American, just as criticism of the Israeli government does not make us anti-Israeli or anti-Semitic. By muddying the definition of anti-Semitism and anti-Zionism, the ADL inhibits our ability to identify, address, and mitigate the very real instances of harm, violence, and discrimination against Jewish people.

Suppression of Free Speech and Targeting of Social Justice Movements

- The ADL carries out targeted campaigns in opposition to Palestine organizing and affiliated social justice movements. In 2023, the ADL called for investigations into the activities of Students for Justice in Palestine (SJP) chapters on college campuses, alleging that their

speech in support of Palestine constitutes "material support for terrorism" despite no evidence to support their claims. In response, the ACLU wrote an open letter to higher education administrators urging them to "reject calls to investigate, disband, or penalize pro-Palestinian student groups for exercising their free speech rights." The ACLU called the ADL-led campaign against SJPs an effort to "stifle free speech, free association, and academic freedom."

- The ADL supported Trump's 2025 Executive Order that threatened non-US citizens with deportation for protesting in support of Palestinian human rights, a blatant violation of free speech that NEA spoke out against.
- In a June 2025 speech to Republican attorneys general, CEO Jonathan Greenblatt equated pro-Palestinian student protesters to ISIS and Al-Qaeda and denigrated the Black Lives Matter movement.
- The ADL has a history of targeting and surveilling a wide range of progressive movements. In the 1990s, the ADL faced multiple lawsuits for spying on anti-apartheid and civil rights organizations, including: the NAACP, Mother Jones magazine, MADRE, the United Autoworkers Union, United Farmworkers Union, Greenpeace, ACT UP, and hundreds of individuals including elected officials. In 2017, following the Charlottesville white supremacist rallies, the ADL issued a primer for law enforcement, advising cops to film and plant undercover agents within anti-racist protesters in order to facilitate their arrests. In 2018, an internal memo revealed the ADL was collecting information on Black Lives Matter activists working to end police exchanges with Israel.
- A diverse group of more than 300 organizations, including the Movement for Black Lives, Jewish Voices for Peace, the National Lawyers Guild, the American Muslim Bar Association, CODEPINK, – have signed onto the #DroptheADL campaign, urging progressive organizations and schools to reconsider partnership with the ADL.
- In response to NBI37, ADL sent an email blaming "a group of pro-Hamas activists inside of NEA [and] their problem with ADL is our belief in the right of Israel to exist." The conflation of pro-Palestine speech with pro-Hamas allegiances without any evidence is Islamophobic and racist, an attempt to criminalize speech in support of Palestine.

Surveillance and Alliances with Rightwing Causes and Groups

- In recent years, the ADL has supported right-wing opposition to ethnic studies, such as the California Department of Education's model K-12 curriculum on ethnic studies, alleging that its inclusion of pro-Palestinian topics and mention of the BDS movement amounted to anti-Semitic criticism of Israel.
- The ADL is the single largest non-governmental police trainer in the country, organizing exchanges for US police chiefs, ICE officers, campus security, and other high-ranking law enforcement officials to travel to Israel and trade surveillance and suppression practices with Israeli police, military, and intelligence agencies.
- After Elon Musk's Nazi salute at a Trump rally in January 2025, the ADL dismissed claims of anti-Semitism, saying it was an "awkward gesture in a moment of enthusiasm."

Footnotes

1. ADL Annual Audit of Antisemitic Incidents Reports: https://www.adl.org/resources/report/audit-antisemitic-incidents-2024
2. Counting post-October 7 Incidents: https://theintercept.com/2023/11/11/palestine-israel-protests-ceasefire-antisemitic/
3. Jonathan Greenblatt's statement on anti-Zionism: https://www.theguardian.com/news/2024/jan/05/adl-pro-israel-advocacy-zionism-antisemitism
4. ADL pro-Israel lobbying: https://www.theguardian.com/us-news/article/2024/may/15/adl-lobby-antisemitism-definition
5. IHRA debate: https://diasporaalliance.co/wp-content/uploads/2023/11/IHRA-Explainer-and-Messaging.pdf
6. IHRA author opposition: https://docs.house.gov/meetings/JU/JU00/20171107/106610/HHRG-115-JU00-Wstate-SternK-20171107.pdf
7. IHRA as legal framework: https://www.theguardian.com/commentisfree/2019/dec/13/antisemitism-executive-order-trump-chilling-effect
8. IHRA Hungary: https://www.972mag.com/antisemitic-far-right-israel-orban/
9. IHRA Poland: https://www.haaretz.com/israel-news/2021-10-31/ty-article/.premium/poland-quietly-recognized-ihra-antisemitism-definition-its-critics-arent-impressed/0000017f-db3b-d3ff-a7ff-fbbb56660000
10. IHRA Trump Administration: https://www.state.gov/defining-antisemitism/
11. Anti-Boycott lobbying: https://forward.com/news/416030/revealed-secret-adl-memo-slammed-anti-bds-laws-as-harmful-to-jews/
12. ACLU on Anti-Boycott lobbying: https://www.aclu.org/news/free-speech/laws-suppressing-boycotts-israel-dont-prevent-discrimination-they-violate-civil
13. Jewish Voices for Peace on ADL: https://www.jewishvoiceforpeace.org/resource/adl-one-pager/
14. J Street on NEA: https://jstreet.org/wp-content/uploads/2025/07/J-Street-Responds-to-NEA-Vote.pdf
15. Jewish Currents on ADL: https://jewishcurrents.org/examining-the-adls-antisemitism-audit
16. ADL on Students for Justice in Palestine: https://www.adl.org/resources/backgrounder/students-justice-palestine-sjp
17. ACLU on Students for Justice in Palestine: https://www.aclu.org/news/free-speech/why-we-must-reject-efforts-to-restrict-constitutionally-protected-speech-on-college-campuses
18. ACLU Open Letter: https://www.aclu.org/documents/open-letter-to-colleges-and-university-leaders-reject-efforts-to-restrict-constitutionally-protected-speech-on-campuses
19. ADL on Trump Executive Order: https://x.com/ADL/status/1884763914535117069
20. Greenblatt Speech to Republican AGs: https://forward.com/news/726133/greenblatt-adl-protesters-terrorists/
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26. ADL response to NEA: https://www.washingtontimes.com/news/2025/jul/15/jewish-groups-call-national-education-association-reject-vote-boycott/

27. ADL on ethnic studies: https://rethinkingschools.org/articles/educators-beware-the-anti-defamation-league-is-not-the-social-justice-partner-it-claims-to-be/
28. California K-12 Ethnic Studies: https://jewishcurrents.org/attacks-from-pro-israel-groups-threaten-californias-ethnic-studies-curriculum
29. ADL police training: https://droptheadl.org/wp-content/uploads/2021/04/adl-primer-april-2021.pdf
30. ADL on Musk Nazi salute: https://x.com/ADL/status/1881474892022919403?lang=en

Anti-Semitism and Anti-Zionism TPs
Compiled for Disinfo Team – July 17, 2025

ADL Definition of Anti-Semitism

- ADL is known for producing Annual Audits of Antisemitic Incidents Reports that document and count individual instances of anti-Semitism. However, their methodology has been heavily criticized for including instances of critique of Israel or support of Palestine within their counts of anti-Semitism. Nearly one third of the incidents in the 2024 annual audit revolved around pro-Palestine speech or critique of Israel. Of the 3,000 "anti-Semitic incidents" recorded by the ADL in the first three months after October 7, 1,317 were activities that expressed hostility towards Zionism, not Jews, including peaceful rallies led by American Jews in support of a ceasefire. This approach conflates anti-Semitism with anti-Zionism, implying that any critique of the State of Israel is anti-Semitic. Indeed, the CEO of the ADL, Jonathan Greenblatt, has stated "anti-Zionism is anti-Semitism" and compared groups that oppose Israel to Far Right white supremacists organizations.
- The ADL aggressively lobbies governments, education institutions, law enforcement agencies, and businesses to adopt the International Holocaust Remembrance Alliance (IHRA) definition of anti-Semitism. However, the IHRA definition is a source of significant debate within the Jewish community for its conflation of anti-Semitism with opposition to or criticism of Israel. The lead author of the IHRA definition has said it was developed as a means of monitoring anti-Semitic incidents in Europe and it was not intended to be used as a legal framework or enforcement mechanism. He has opposed its adoption by governments and institutions. The IHRA definition of anti-Semitism has been used to suppress free speech and criticism of Israel and has been used by racist, nationalist actors as a cover for their own anti-Semitism (e.g. Hungary, Poland, the Trump administration).
- The ADL lobbies Congress and States for legislation intended to suppress boycotts in protest of Israel, such as anti-Boycott or anti-BDS bills. The ACLU has strongly criticized anti-Boycott bills as being "meant to suppress protected speech rather than prevent discrimination."
- Jewish groups like Jewish Voices For Peace, J Street, and Jewish Currents argue that ADL's reporting on anti-Semitism skews data by overemphasizing haphazard incidents of pro-Palestinian speech as anti-Semitic, rather than focusing on dangerous White nationalist and Christian nationalist movements that push harmful, coordinated narratives on anti-Semitism.
- The foundational premise of democracy is our ability to critique a government for its actions, something NEA engages in frequently in our domestic and international work in support of pro-public education policies. Criticism of the U.S. government does not make us anti-American, just as criticism of the Israeli government does not make us anti-Israeli or anti-Semitic. By muddying the definition of anti-Semitism and anti-Zionism, the ADL inhibits our ability to identify, address, and mitigate the very real instances of harm, violence, and discrimination against Jewish people.

Suppression of Free Speech and Targeting of Social Justice Movements

- The ADL carries out targeted campaigns in opposition to Palestine organizing and affiliated social justice movements. In 2023, the ADL called for investigations into the activities of Students for Justice in Palestine (SJP) chapters on college campuses, alleging that their speech in support of Palestine constitutes "material support for terrorism" despite no evidence to support their claims. In response, the ACLU wrote an open letter to higher education administrators urging them to "reject calls to investigate, disband, or penalize pro-Palestinian student groups for exercising their free speech rights." The ACLU called the ADL-led campaign against SJPs an effort to "stifle free speech, free association, and academic freedom."
- The ADL supported Trump's 2025 Executive Order that threatened non-US citizens with deportation for protesting in support of Palestinian human rights, a blatant violation of free speech that NEA spoke out against.
- In a June 2025 speech to Republican attorneys general, CEO Jonathan Greenblatt equated pro-Palestinian student protesters to ISIS and Al-Qaeda and denigrated the Black Lives Matter movement.
- The ADL has a history of targeting and surveilling a wide range of progressive movements. In the 1990s, the ADL faced multiple lawsuits for spying on anti-apartheid and civil rights organizations, including: the NAACP, Mother Jones magazine, MADRE, the United Autoworkers Union, United Farmworkers Union, Greenpeace, ACT UP, and hundreds of individuals including elected officials. In 2017, following the Charlottesville white supremacist rallies, the ADL issued a primer for law enforcement, advising cops to film and plant undercover agents within anti-racist protesters in order to facilitate their arrests. In 2018, an internal memo revealed the ADL was collecting information on Black Lives Matter activists working to end police exchanges with Israel.
- A diverse group of more than 300 organizations, including the Movement for Black Lives, Jewish Voices for Peace, the National Lawyers Guild, the American Muslim Bar Association, CODEPINK, – have signed onto the #DroptheADL campaign, urging progressive organizations and schools to reconsider partnership with the ADL.
- In response to NBI37, ADL sent an email blaming "a group of pro-Hamas activists inside of NEA [and] their problem with ADL is our belief in the right of Israel to exist." The conflation of pro-Palestine speech with pro-Hamas allegiances without any evidence is Islamophobic and racist, an attempt to criminalize speech in support of Palestine.

Surveillance and Alliances with Rightwing Causes and Groups

- In recent years, the ADL has supported right-wing opposition to ethnic studies, such as the California Department of Education's model K-12 curriculum on ethnic studies, alleging that its inclusion of pro-Palestinian topics and mention of the BDS movement amounted to anti-Semitic criticism of Israel.
- The ADL is the single largest non-governmental police trainer in the country, organizing exchanges for US police chiefs, ICE officers, campus security, and other high-ranking law enforcement officials to travel to Israel and trade surveillance and suppression practices with Israeli police, military, and intelligence agencies.
- After Elon Musk's Nazi salute at a Trump rally in January 2025, the ADL dismissed claims of anti-Semitism, saying it was an "awkward gesture in a moment of enthusiasm."

IHRA

Diane Falchuk from the Diaspora Alliance facilitated a fantastic session at the Conference on Racial and Social Justice on Anti-Semitism and we wanted to share a couple of their resources that may also be helpful for us.

- A factsheet on the harms of the IHRA definition https://diasporaalliance.co/wp-content/uploads/2023/11/IHRA-Explainer-and-Messaging.pdf.
- A great explainer on what anti-Semitism is, accompanied by language on why it's not necessary to adopt one specific definition of anti-Semitism:

> *Antisemitism is a complex social and political phenomenon, and educating groups and individuals on its history and varying manifestations is a critical tool with which to fight it. However, having a singular definition for antisemitism when no such singular definition exists for any other form of oppression further isolates antisemitism from other forms of oppression, and Jews from other oppressed groups. This excludes Jews from the broader vision of equity, belonging, and justice for all that many governments and organizations of all kinds have committed to working toward.*
>
> *Moreover, codifying the IHRA definition in contexts where existing laws already protect Jews against antisemitism is not only unnecessary, but threatens to both undermine the existing, inclusive set of protections, and fuel antisemitic ideas among other targeted groups about Jews receiving special treatment from governments*

- The lead author of the IHRA definition has said it was developed as a means of monitoring anti-Semitic incidents in Europe and it was not intended to be used as a legal framework or enforcement mechanism. He has opposed its adoption by governments and institutions.
- The IHRA definition conflates anti-Semitism with speech on Palestine and critique of Israel. The definition does not provide concrete examples of actual antisemitic speech and imagery, thereby not offering clarity on anti-Semitism and how to identify or address it. Critique of a nation state does not inherently constitute anti-Semitism.
- The Israeli government has heavily promoted the IHRA definition and its adoption by governments and other entities. It has also used the definition as the basis for attacking BDS as anti-Semitic and to pass legislation outlawing Israel boycotts in the U.S. and elsewhere. The IHRA definition has been adopted and used by racist, ultra-national actors as a cover for their own anti-Semitism (Hungary's Orban, Trump Dept of State, Poland).

Footnotes and Sources

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NEA PARTNERSHIP & ALLIANCE PRIORITIZATION GUIDELINES

NEA's partnerships and alliances should reflect NEA's values and be inclusive of priority campaigns that are critical to preserving the public education infrastructure and Association capacities.

Organizations receiving funding should directly contribute to the mission, vision and goals of the NEA. As the Return on Investment (ROI) form requests, there should be a clear correlation to the Association's stated priorities, and a clear description of the expected activities.

EXPECTATIONS & RETURN ON INVESTMENT WORKSHEET

Sponsoring NEA Senior Director: PII Date: Dec 10, 2024

Name of Organization: Rethinking Schools (RS)

Address and phone: 9618 West Greenfield Avenue
Milwaukee, Wisconsin 53214 USA
414-965-9646

Type of Organization: 501c(3)

Organization's operational functions: (check all that apply)

- ☐ Develops and issues policy recommendations
- ☐ ☑ Conducts Research (policy, academic, public opinion, opposition)
- ☐ ☑ Civic Engagement organization (engages people online or on the ground)
- ☐ ☑ Develops Message and/or influences press/media environment
- ☐ Directly advocates (as an individual organization or is a coalition)
- ☐ ☑ Provides opportunity advocate for NEA goals
- ☐ ☑ Directly impacts educator practice (educator standards; PD; career continuum)
- ☐ ☑ Provides a technical service or added capacity to NEA/affiliates

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NEA will use the rubric below to prioritize funding decisions. Please provide a response to each of the questions below. If your request does not apply to one of the priority areas listed below, please be able to demonstrate its importance.

Questions about the Specific Request

1. Purpose of Partnership:

   Rethinking Schools: NEA Liberatory Learning Ecosystem

   Building on the decades-long educator-created content and resources of Rethinking Schools Magazine, NEA seeks to authentically collaborate toward real-time relevant and impactful adult learning resources that help advance our members' professional development toward race consciousness, intersectional organizing, and justice-centered unionism.

   Rethinking Schools will provide resources in the form of webinars and digital engagements with educators and allies to help deepen understanding, organizing around critical pedagogy and justice-centered unionism. They will collaborate on developing and integrating engagement plans related to our shared goals.

2. Which, if any, of the four priority strategies does this request advance?

- ☐ ☑ Build safe, healthy inclusive and future learning environments
- ☐ ☑ Support professional excellence and respect
- ☐ ☑ Strengthen public education as the cornerstone of democracy
- ☐ ☑ Enhance professional and organizational regard
- ☐ ☑ Enhance organizational capacity

3. Please state in clear and concise terms how this request will advance the priority(ies) you selected above in a significant way. (e.g. Does it produce tangible resources that provide utility to our members/affiliates? Does it give NEA direct input into priority setting and decision making where the organization can be steered toward one or more priorities? What priority expectation (s) has been set with this organization?)

   We want to be responsive to our membership needs and the various ways they continue to show up. This includes the need to cultivate leader-full communities, which include new organizers and to increase strategic movements around the issues in their communities. This partnership, with support toward more year-round issue organizing, will increase capacity for state affiliates and educators to find varied opportunities to take action in their communities by accessing on-ramps to organize for racial and social justice.

   Including, but not limited to:

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- Webinar / Virtual Writing Circles
- In-person training
- State affiliate support

In addition:

- Rethinking Schools will share NEA content and resources with participants.
- NEA will connect our educator-activist networks with Rethinking Schools.

4. How does this request help advance NEA's Strategic Goals and or Membership Organizing efforts?

   Rethinking Schools issues-based organizing has brought together traditional and non-traditional partners to advance public schools that reflect and resource students and educators in achieving curriculum that includes with intentionality Black, Brown, and LGBTQ+ experiences that represent the organizing and solidarity we strive for today.

   Through their wide reach among social justice activist organizations and educators, Rethinking Schools makes connections to organize educators, parents and students across race and place to galvanize public education.

Questions about the Partner Organization

1) Will this relationship add to NEA's capacity in a significant way? If so, how? (i.e. do they fill a critical capacity gap for us; or do they expand/enhance capacity we already have?)

   Rethinking Schools is the nation's leading grassroots publisher for racial and social justice in education, with content created for and by educators.

   This partnership expands on NEA's capacity and goals to further reach state affiliates, members and allies to organize for racial and social justice in public education. Rethinking Schools is able to help deepen our members' understanding along our Racial Justice in Education Framework for awareness, building-capacity, towards action through study groups and other grassroots-led educator-activist communities that promote and weave together racial justice in curriculum and organizing. We plan to engage NEA members through curated lists of past HCR Conference participants, Racial and Social Justice National Network of state affiliate staff, HCR Awardees, HCR Grant, CAPE Grant recipients, and Rethinking Schools study groups.

2) Is this organization willing to explicitly (in words or actions) show support for and defend our union and/or public education? Please clearly indicate what the organization is willing to do and what they have been asked to do as part of this request. If not, why not?

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Yes. Rethinking Schools continues to demonstrate support for unions and public education through their work and implementation of projects with organizations and coalitions in the education justice movement.

3) Does the partner serve in a surrogate role for NEA?

No.

4) Does this organization build or bridge new relationships or expand audiences that are critical to achieving our priority area goals? Explain.

Rethinking Schools has reach and credibility in the social justice education space among a broad reach of allies and relationships beyond ones NEA currently holds. Rethinking Schools frequently makes introductions, connections, and invites NEA into spaces with new and potential allies and networks to advance NEA's racial and social justice work. Rethinking Schools also shares NEA's resources and is a strategic partner.

Rethinking Schools is the nation's leading grassroots publisher for racial and social justice in education. Their quarterly magazine currently has 6,000 subscribers across all 50 states, all 10 Canadian provinces, and around the world. Their research shows that subscribers often pass their copies along to 2-3 people, so total readership is around 10,000. Subscribers mostly include current and retired educators, teacher educators, librarians, activists, organizers, and parents.

Rethinking Schools books are used in teacher education programs, by social organizations and teachers' unions, and by classroom teachers everywhere. On average, the group sells almost 12,000 books per year. Overall, they have 14,000 regular customers. Additionally, Rethinking Schools also has numerous newsletters and email communications. They currently have 54,000 email subscribers with whom they communicate regularly on issues, news, events and products.

5) How viable is the organization without NEA's monetary support? Does any part of NEA's money go toward their general operating budget?

Rethinking Schools has been in existence for almost forty years and is viable without NEA's monetary support.

6) Has this organization consistently met NEA's expectations? If not, please explain why we are considering funding this organization.

Yes. RS has met NEA's expectations and has exceeded them by sharing a strategic commitment to the work, sharing organizing strategics, and lifting NEA resources.

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7) Are there competing organizations that provide similar work/services? Who are they? What due diligence has been done to ensure that there is a comparative advantage for working with the org you've selected?

No.

Contacts <u>at partner organization</u> with whom we will work:

Role	Name	Email	Phone
Primary liaison to NEA	PII		
President/Executive Director			
Communications staff			
Billing contact			
Policy Contact			
Advocacy Contact			
Field/Organizing Contact			
Research Contact			

1. Has the organization been vetted for institutional conflicts of interest?
   - ☐ Yes Date of most recent vetting report: _____
     (Can be completed by Strategic Alliances staff)
   - ☐ No Vetting report request on: _____

2. Name(s) of NEA Liaison & NEA Departments: **for significant requests, there should be a cross-disciplinary team of NEA liaisons in order to maximize the mutual benefit of the request*
Teacher Quality and ESP Quality

a. PII

b.

c.

d.

e.

f.

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2b. Have all listed liaisons and/or their supervisors been consulted and notified?

X Yes No

3a. Has the Goal Lead or Organizing Senior Director been involved in partnership conversations and/or consulted? X Yes No Please explain:

3b. Has the Strategic Alliances Director been involved in partnership conversations and/or consulted? Yes X No Please explain: Strategic Alliances Director will be made aware of the Partnership via review of the ROI submission.

4. What are the specific expected outcomes of this request?

(Did the partner submit a proposal to NEA with projected outcomes or deliverables? If so, please attach to this worksheet)

As a guide, please use the worksheet chart below:

ROI Areas	How Relationship Will Contribute to Criteria	Other Important Information
Organizational Engagement and Outreach -- the extent to which the organization engages its own members and activities to advance the policy, project or program (joint advocacy, organizing, mobilization)	Rethinking Schools has reach and credibility in the social justice education space among a broad reach of allies and relationships beyond ones NEA currently holds. Rethinking Schools frequently makes introductions, connections, and invites NEA into spaces with new and potential allies and networks to advance NEA's racial and social justice work. Rethinking Schools also shares NEA's resources and is a strategic partner.	
Resource Commitment -- the degree to which the organization adds its own resources (financial, technical, personnel etc) to the joint endeavor	Through each partnership activity Rethinking Schools brings their own staff and resources to the joint endeavor, including multi-decade library of resources for public education, educational equity, and justice-centered unionism.	
State Affiliate Support and Capacity Building -- the extent to which the organization augments and enhances the capacity and activities of state affiliates in pursuing key outcomes	Rethinking Schools will host webinars, provide resources, educators and allies to deepen understanding, organizing and action about freedom to learn issues. NEA seeks to expand the capacity to grow organizing to ensure an honest and accurate education for students -no matter where they live or what they look like.	

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ROI Areas	How Relationship Will Contribute to Criteria	Other Important Information
Product and/or Service Provision -- the degree to which the organization is able to provide products or services that assist NEA, affiliates, and/or members		

5. What are NEA's expected commitments/contributions to this request in terms of staff time, funding, or other resources? Are they included in the 2024-26 NEA Strategic Plan and Budget? (If yes, in which cost center)

   $40,000

6. Does NEA have other contracts, MOUs or service agreements with this organization? Y/N. If yes, Describe the basic purpose of these other agreements.

   No.

7. Does the partner organization currently receive funding from any NEA affiliates? (If Yes, please explain)

   No.

8. What is/are the planned time(s) for partnership review?

Lead departments should conduct a partnership review at least once per year to determine whether the anticipated outcomes have been met and to make recommendations about whether the continuation of the partnership is advised.

Review period(s):

Month and Year:

9. Financial support amount to partner: $_____40,0000_____
Please provide the sum amount and a general breakdown on the contribution below.

Category	Amount

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CONFIDENTIAL NEA-0006356

Memorandum

Date: February 20, 2026

To: NEA President Becky Pringle and NEA Executive Director Kim Anderson

From: PII Human & Civil Rights Department

CC: PII Center for Racial and Social Justice & PII PII Human & Civil Rights Department

SUBJ: NEA and Zinn Education Project Partnership: A Model Collaboration

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Purpose

This memo serves as additional supporting material to the SOW, ROI, and background materials previously provided on this partnership. Below please find partnership highlights and organizational considerations that aim to support the partnership's further review.

Toplines

- NEA and the Zinn Education Project partnership **continues to punch above its weight.** The partnership exceeds expectations every year in terms of the collaboration to engage educators and community allies in creative ways. This partnership has **grown and strengthened a national infrastructure** for the freedom to teach, read and learn.
- Zinn's partnership in this work is **a model for expanding the organizing scope** of the NEA's work for racial and social justice in education.
- Together, we have built a **nationwide network of educators and allies** focused on organizing and mobilizing for the teaching of honest and accurate history, racial and social justice, and the freedom to teach and learn –which is among the first targets of authoritarian regimes.
- Specifically, the partnership has had major impact on growing the organizing around the **Teach Truth/Anti-Censorship** campaigns and **Teaching for Black Lives**.
- **Zinn tracks NEA member participation.** Zinn provides a **direct link to NEA activist members we might not otherwise reach** through NEA programs and communications. Zinn also and consistently provides **connections to NEA members when we need members to profile or speak to an issue** and **brings to NEA attention amazing work being done by NEA members that we might otherwise not known.**

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PII

South Carolina Education Association Board of Director member PII *featured here: https://www.zinnedproject.org/news/organized-to-defend-black-history/*

Accomplishments/Impact

Educators feel supported and connected

Through study groups and days of action, these two notes are similar to what we hear from many of the educators who host or participate in Zinn actions and events:

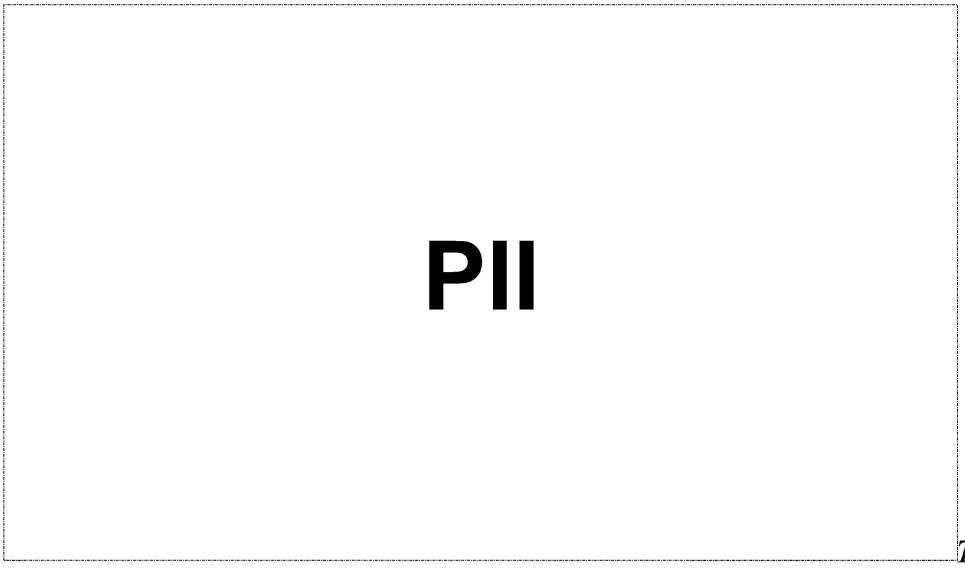
> *I loved making this dream a reality! Thank you for all your support. I feel connected to a larger network of kickass educators who are committed to teaching truth. –* PII *Gloucester, Massachusetts*

> *The support is incredible. The pop-up box was great, and the media guide was so helpful. Thank you for everything you do. I'm proud to be a part of this movement. –* PII *Laguna Beach, California*

All the event hosts were offered copies of Jesse Hagopian's *Teach Truth* and Jason Stanley's *Erasing History*. They are receiving additional Haymarket titles in appreciation for completing the follow-up report.

A Zinn organizer personally connects with every person signing up for actions and study groups. This work is incredibly time consuming, but it is part of the ethos of good practices that make educators and allies confident that they have everything they need to engage.

Zinn also provides media guides and collaborates with NEA on messaging and training for event hosts. The guides are used year-round by rank and file members and community organizers and partner organizations with FAQs about DEI and the right's attack on public education. We can see the results in the media interviews and outreach.



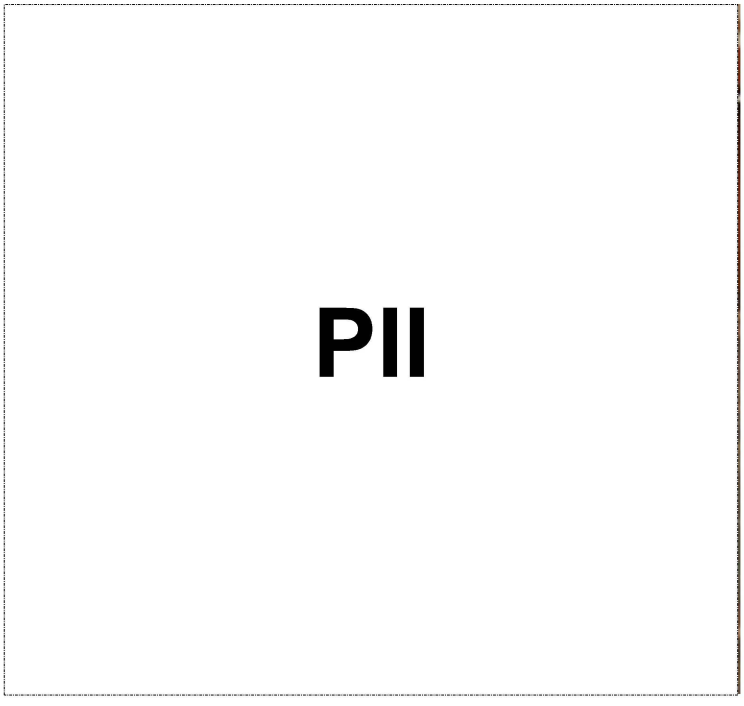
*The **Colonial Education Association** hosted a Teach Truth pop-up display and a book giveaway at the New Castle's Separation Day Festival Market. The host shared, "Everyone who stopped by the table praised the information and agreed that we need to fight book band and restrictions on what truth we can teach. The book giveaway was very well received. Our school board president stopped by in support. We also walked in the parade."*

Expand ways people make visible the history that is being censored

This year we added mini-lessons that can be used year round to teach banned history in public spaces

Thanks to the facilitation of NEA, Zinn partnered with ***Banned Together film*** producers to offer sites the chance to host screenings (11 sites signed up, including the teachers union in Tucson) *Banned Together* producers sent us postcards to add to the display boxes – so we helped spread the word about the film. This film is proven to engage viewers to want to take action and attend a school board meeting.

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Capital Uniserv Educators of the Kansas National Education Association (KNEA) *hosted a screening of Banned Together and a* ***Teach Truth pop-up display*** *at Topeka and Shawnee County Public Library.*

Expand public engagement

Countless organizers and scholars say that **one key factor in challenging authoritarianism is for people to build connections in communities and through direct conversation**. Teach Truth Days of Action and Teaching for Black Lives study groups provides educators, parents and the people with the tools to do that.

Zinn gives people tools to raise awareness in sites around the U.S. about the need to defend truthful public education – and how.

Provides event hosts with toolkit, (updated) postcards to distribute, media training, copies of books by Jesse Hagopian and Jason Stanley

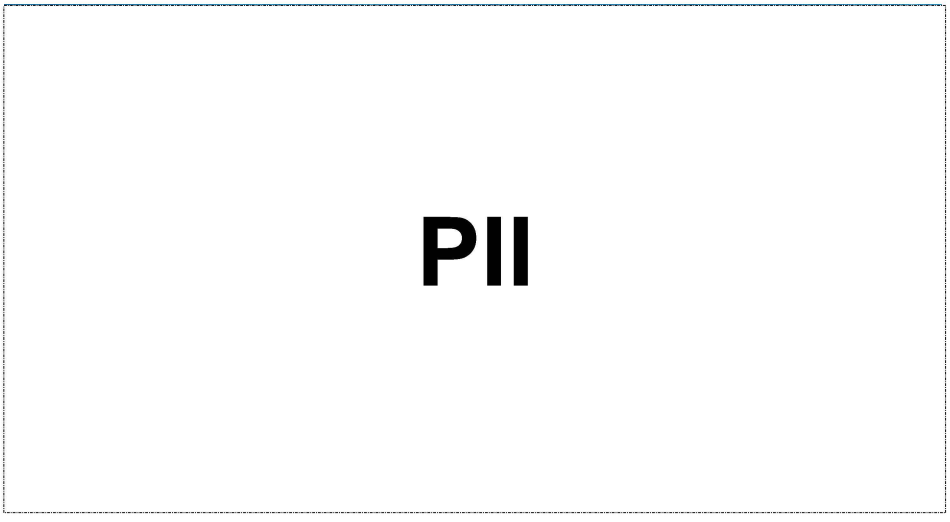
Through an action map (hosted by **Public School Strong/Heal Together) participants and the public** were introduced to more opportunities to engage in local organizing.



ZEP and NEA partnership has expanded the Freedom to Learn/ Teach Truth table with key organizations

NEA continued as a lead partner – with the addition this year of social media production, co-authorship of op-ed, **Becky Pringle** speaking at DC event, a brass band for DC event, and **Princess Moss** speaking on the Teach Truth organizing call.





In partnership with NEA, Zinn has formed a deeper collaboration with **American Library Association, Public School Strong/HEAL Together, and Red, Wine, & Blue this year, and the groups in the Right to Read Working Group Education Committee such as Authors Against Book Bans.** In fact, the ALA reached out to ask about the map platform we used since they found it more effective than the one they've used – showing one example how **collaboration on actions helps build capacities across our movement**. ALA has also given Zinn a table at a session for organizers at the ALA conference in Philadelphia on June 28 where NEA Freedom to Learn and Read placards were also distributed. And Zinn added more cosponsors including **National Coalition Against Censorship** and **Moms Rising**.

After an introduction by NEA, **Red, Wine, & Blue** had Zinn offer a workshop to their members, which led to a number of Trouble Nation sites hosting a Teach Truth event.

Zinn received testimonials from the **Players Coalition, Chenjeria Kumanyika, Ava DuVernay**, and more outperforming their weight in communications amplification.

Zinn partnered with **Kwame Alexander's Read Strong America event at the MLK Library in DC** and the screening of ***The Librarians*** **at the DC DOX film festival**.

For the display boxes, **Macmillan Children's Publishing Group** donated 100 copies of ***Fry Bread*** and offered the support of their communications department for media in the future. **Penguin Young Readers School & Library** donated 100- copies of ***Our Skin***.

Conducted survey on impact of laws and executive orders

Three publishers donated books for a Zinn Teach Truth giveaway that was used to solicit responses to a survey on the impact of the EOs and anti-history ed laws. We **collected 130+ responses that paint a dramatic picture of the on the ground impact** (Pitched related article – and now re-pitched to updated contact – to *Teen Vogue*). Zinn also provides NEA members names to NEA Communications staff and writers on a regular basis.

More About the Partnership Areas of Focus

Teach Truth/Anti-Censorship

Teach Truth emerged around 2020–2021 as a national educator campaign responding to state and local efforts to restrict how race, history, and social issues are taught in schools.

Together, **Zinn and NEA have transformed Teach Truth from a reactive protest effort into a sustained national educator campaign centered on defending the freedom to teach and the freedom to learn**.

The campaign's goals are to:

- defend educators' ability to teach "honest and inclusive" U.S. history
- support teachers facing curriculum restrictions or book bans
- mobilize educators and communities around academic freedom and public education
- grow the Teach Truth campaign among partners (currently at 80+ national partner organizations)

The Zinn/NEA Teach Truth campaign includes **yearly and on-going coordinated actions, shared messaging using the race class narrative, growing the activist network via pledges, signed pledges committing to teach accurate history, resources/toolkits for classrooms and communities, and trainings for educators and allies.**

Examples of our joint work include:

- nationwide educator rallies and teach-ins
- shared messaging campaigns (TeachTruth)
- coordinated educator study groups and trainings
- classroom resource distribution through union networks
- expanded educator solidarity networks.
- public advocacy and media amplification

By 2025, Teach Truth Days of Action included hundreds of events across states and territories and NEA national, state, and local leaders publicly framed participation as a professional responsibility of educators. The collaboration shifted from awareness to sustained defense of educators.

In the most recent phase, the partnership has expanded to integrate NEA's pro-democracy work into the Teach Truth campaign, framing teaching accurate history as both a professional and democratic responsibility.

Examples include:

- 2025 Constitution Day teaching initiatives jointly promoted by NEA and Zinn Education Project – bringing in new partners, including the American Constitution Society and Public Citizen
- Planning for America@250 to bring Teach Truth and Freedom to Teach and Freedom to Learn into the national celebrations and recognition of the 250th anniversary of the Constitution

Teaching for Black Lives Study Groups

Zinn's Teaching for Black Lives (T4BL) study groups is a national educator campaign to help educators teach honestly about racism, Black history, and movements for justice. The NEA has partnered with and amplified this work primarily through educator organizing, professional learning, and advocacy.

A central collaboration has been around supporting educator learning and study groups. **Thousands of educators have participated in free professional learning that includes books, workshops, webinars, and national educator networks.** As the partnership has grown, this work has become **part of a larger national movement aligning classroom practice with union educator activism and racial justice education**.

- The Zinn Education Project organizes Teaching for Black Lives study groups nationwide where educators – many NEA members - read the Teaching for Black Lives book, discuss pedagogy, and develop anti-racist classroom practices
- NEA promotes and connects educators to these opportunities through its networks and resources, building educator-led study groups nationwide
- These study groups function as educator-led learning communities focused on teaching about racism, resistance, and Black joy while building peer support systems
- Resources created for Teaching for Black Lives study groups help educators design more inclusive curricula centered on historically marginalized communities
- Zinn also shares NEA guidance and "Know Your Rights" materials for educators involved in the Teaching for Black Lives study groups to help them navigate new curriculum restrictions

Teaching for Black Lives testimonial: Lawrence, Kansas

Eleven educators and teacher union members in Lawrence, Kansas, meet virtually monthly. Brianna Jackson, elementary school counselor and group coordinator, said,
Our initial conversation about the book was centered around our own personal biases and how we can be more intentional about centering Black students in our classrooms and buildings.

From this first discussion, we revamped the district's Racial and Social Justice Committee and created subcommittees to address the main things that kept coming up in discussion: inclusive policy/procedures, awareness in the curriculum, and staff/ student belonging.

As the example above shows, this partnership **effectively bridges grassroots curriculum innovation and large-scale educator organizing, helping scale Teaching for Black Lives from a book into an ongoing national teaching and advocacy movement.**

Organizational Considerations

Amidst consistent attacks on educators, and the freedoms to teach, learn and read, Zinn has been a steadfast resource for organizing around racial and social justice and connecting educators – which include a vast number of NEA members– resources. Despite attacks on curriculum and content, meant to scapegoat Black, brown and immigrant students and families, Zinn has maintained robust offerings and organizing support to members. Today, that in and of itself is a threat to free expression.

NEA **does not review all of Zinn's curriculum content** as that is not the nature of our partnership with them. While we understand the demand for this Zinn curricular content among state affiliates is great**, the NEA partnership is focused on organizing educators to mobilize in community for racial and social justice and the freedom to teach and read honest and accurate history.**

Zinn provides a wealth of resources for educators on topics -from LGBTQ+ history, Indigenous history to Teaching Palestine- **however, the main resources shared from NEA are:**

- **Teaching for Black Lives study groups and associated webinar offerings**
- **Teach Truth/ Freedom to Learn Days of Action organizing webinars, toolkits and associated resources.**

Recommendation

- We strongly recommend that NEA continue organizing with this high-value partner.
- Should NEA wish to pursue a professional development or curricular partnership with Zinn, we recommend that CRSJ and TQ jointly review the curricular content NEA will promote.

NEA PARTNERSHIP & ALLIANCE PRIORITIZATION GUIDELINES

NEA's partnerships and alliances should reflect NEA's values and be inclusive of priority campaigns that are critical to preserving the public education infrastructure and Association capacities.

Organizations receiving funding should directly contribute to the mission, vision and goals of the NEA. As the Return on Investment (ROI) form requests, there should be a clear correlation to the Association's stated priorities, and a clear description of the expected activities.

EXPECTATIONS & RETURN ON INVESTMENT WORKSHEET

Sponsoring NEA Senior Director: PII Date: March 30, 2026

Name of Organization: Zinn Education Project (ZEP)

Address and phone: PO Box 73038, Washington, D.C. 20056
202-588-7205

Type of Organization: 501c(3)

Organization's operational functions: (check all that apply)

- ☐ Develops and issues policy recommendations
- x Conducts Research (policy, academic, public opinion, opposition)
- x Civic Engagement organization (engages people online or on the ground)
- ☐ Develops Message and/or influences press/media environment
- ☐ Directly advocates (as an individual organization or is a coalition)
- x Provides opportunity advocate for NEA goals
- x Directly impacts educator practice (educator standards; prof'l dev; career continuum)
- ☐ Provides a technical service or added capacity to NEA/affiliates

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NEA will use the rubric below to prioritize funding decisions. Please provide a response to each of the questions below. If your request does not apply to one of the priority areas listed below, please be able to demonstrate its importance.

Questions about the Specific Request

1. Purpose of Partnership:

   Zinn Education Project (ZEP): Grow the Freedom to Learn & Read movement and Amplify the Peoples History and We The People @ 250

   Building on the grassroots success around the past five years of collaboration on the ZEP Teach Truth Day of Action, NEA seeks to expand the campaign and grow capacity to organize around strengthening our commitment to an honest and accurate education for all students -no matter where they live or what they look like. We will continue to move the Freedom to Learn engagement and action campaign beyond a day of action – and integrate it into our year-round efforts to grow and amplify our proactive, pro-public education actions, partnerships, and capacity.

   ZEP will host and co-host webinars, update, develop and promote resources, and provide direct support to state affiliates, educators and allies to deepen understanding and assist in organizing for the freedom to learn and honesty in education. Together, we will collaborate on developing and integrating engagement plans and calls to action related to our shared goals.

2. Which, if any, of the four priority strategies does this request advance?

xAdvance Racial Justice and Social Justice Support	**x**Improve Professional Respect & High Quality Working Conditions	**x**Strengthen public education as the cornerstone of democracy	☐ Promote Safe, Healthy, Inclusive, Collaborative and Future-Focused Public Schools
xSupport Professional Excellence and Student Learning			**x**Fuel the Transformation of Affiliate Organizational Capacity

3. Please state in clear and concise terms how this request will advance the priority(ies) you selected above in a significant way.

   _____

(e.g Does it produce tangible resources that provide utility to our members/affiliates? Does it give NEA direct input into priority setting and decision making where the organization can be steered toward one or more priorities? What priority expectation (s) has been set with this organization?)

The year round issue organizing around the Teach Truth and Honesty in Education movement we have built with ZEP will build capacity for state affiliates and educators to find opportunities

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to take action in their communities. Opportunities to access on-ramps to take action to organize for racial and social justice will include, but not limited to:

- Black Lives Matter at School
- Teaching for Black Lives study groups
- Freedom to Read Week of Action
- Teach Truth: Freedom to Learn - engagement and actions
- We the People@250 : NEA's campaign to amplify and organize around the 250th anniversary of the Declaration of Independence
- Constitution Day 2026

In addition:

- ZEP will share NEA content and resources with participants, allies, and partners
- ZEP will curate educator stories and share NEA member highlights
- NEA will continue to share message guidance, art and comms support with ZEP
- NEA and ZEP will promote and amplify engagement and action opportunities and member stories as applicable.

4. To better leverage NEA's giving to ensure our contributions align with the goals of the Promote, Protect & Strengthen Public Education campaign, please describe which Campaign Project this partnership supports and provide a short explanation below that includes key measurable deliverables that will advance the project's goals.

   If the partnership does not align, please explain the body of work impacted.

   ZEP's issue organizing has brought together traditional and non-traditional partners to offer educators, parents, and students resources that include Black, brown, and LGBTQ+ experiences and represent all students – no exceptions. ZEP exemplifies the organizing and solidarity we strive for in the movement for racial and social justice in education.

   Through their wide reach among social justice activist organizations and educators, ZEP makes connections to organize educators, parents and students across race and place to galvanize public education.

   The resources and professional development opportunities that ZEP offers provide our members opportunities to collaborate with educators and allies across the country to strengthen and expand their skills to teach and take action for public education through a racial and social justice lens.

   The actions organized with ZEP are an impactful and effective counter to the MAGA strategies to undermine public education and democracy agenda - offering ways for our members and students to be proactive and to empower them with resources and opportunities to oppose authoritarian agendas and fight forward.

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5. How does this request help advance NEA's Strategic Goals and or Membership Organizing efforts?

   In addition to advancing education, awareness, and action to engage for racial and social justice (see above), the ZEP partnership has a track record of identifying and amplifying the voices of NEA members who are part of the pro-public, cross-racial justice movement. By connecting and engaging members and allies with pedagogical, academic, cultural, and organizing opportunities, this partnership has and continues to build a space and place to grow the pro-public education movement.

Questions about the Partner Organization

1) Will this relationship add to NEA's capacity in a significant way? If so, how?
   (i.e. do they fill a critical capacity gap for us; or do they expand/enhance capacity we already have?)

   This partnership expands on NEA's capacity and goals to reach state affiliates, members and allies to organize for racial and social justice in public education. ZEP is able to nimbly organize in response to attacks on educators, organize and amplify engagements, bring partners together, and weave our shared racial justice priorities in our joint work.

2) Is this organization willing to explicitly (in words or actions) show support for and defend our union and/or public education? Please clearly indicate what the organization is willing to do and what they have been asked to do as part of this request. If not, why not?

   Yes. ZEP continues to demonstrate support for unions and public education through their work and implementation of projects and with coalition building in the education justice movement. They collect and highlight stories of NEA members and their union involvement. They frequently include NEA messaging, branded materials, and calls to action in their engagement, advocacy, and organizing.

3) Does the partner serve in a surrogate role for NEA?

   No

4) Does this organization build or bridge new relationships or expand audiences that are critical to achieving our priority area goals? Explain.

   ZEP has reach and credibility in the social justice education space among a broad reach of allies and relationships beyond ones NEA currently holds. ZEP frequently makes introductions, connections, and invites NEA into spaces with new and potential allies and

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networks to advance NEA's racial and social justice work. ZEP also shares NEA's resources and is a strategic partner.

5) How viable is the organization without NEA's monetary support? Does any part of NEA's money go toward their general operating budget?

   ZEP is viable without NEA's monetary support.

6) Has this organization consistently met NEA's expectations? If not, please explain why we are considering funding this organization.

   Yes. ZEP has met and has exceeded NEA's expectations by sharing a strategic commitment to the work, sharing organizing strategies, identifying new partners & allies, and amplifying NEA resources.

7) Are there competing organizations that provide similar work/services? Who are they? What due diligence has been done to ensure that there is a comparative advantage for working with the org you've selected?

   No

Contacts <u>at partner organization</u> with whom we will work:

Role	Name	Email	Phone
Primary liaison to NEA	PII		
President/Executive Director			
Communications staff			
Billing contact			
Policy Contact			
Advocacy Contact			
Field/Organizing Contact	PII		
Research Contact			

1. Has the organization been vetted for institutional conflicts of interest?
   - ☐ Yes Date of most recent vetting report: _____

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(Can be completed by Strategic Alliances staff)

☐ No Vetting report request on: _____

2. Name(s) of NEA Liaison & NEA Departments:
**for significant requests, there should be a cross-disciplinary team of NEA liaisons in order to maximize the mutual benefit of the request*

a. PII d.

b. e.

c. f.

2b. Have all listed liaisons and/or their supervisors been consulted and notified?
XYes ☐ No

3a. Has the Goal Lead or Organizing Senior Director been involved in partnership conversations and/or consulted? XYes ☐ No Please explain:

3b. Has the Strategic Alliances Director been involved in partnership conversations and/or consulted? ☐ Yes x No Please explain

4. What are the specific expected outcomes of this request?
(Did the partner submit a proposal to NEA with projected outcomes or deliverables? If so, please attach to this worksheet)

As a guide, please use the worksheet chart below:

ROI Areas	How Relationship Will Contribute to Criteria	Other Important Information
Policy Support -- the organization's concurrence with and advocacy for NEA policy or position(s)		NEA staff who will monitor partner's policy positions and spot emerging differences:
Direct Advocacy -- the organization's direct contact with decision-makers attempting to influence legislative, regulatory, policy or programmatic outcomes		

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ROI Areas	How Relationship Will Contribute to Criteria	Other Important Information
Organizational Engagement and Outreach -- the extent to which the organization engages its own members and activities to advance the policy, project or program (joint advocacy, organizing, mobilization)	ZEP has reach and credibility in the social justice education space among a broad reach of ZEP members, allies and relationships beyond ones NEA currently holds. ZEP frequently makes introductions, connections, and invites NEA into spaces with new and potential allies and networks to advance NEA's racial and social justice work. ZEP also shares NEA's resources and is a strategic partner.	Will the partner enter into a data sharing agreement, using a third party vendor such as Catalist to perform list matches in a way that protects each organizations' data, but also has the benefit of refining the data about our members? □ Yes □ No Is agreement attached? □ Yes □ No
Resource Commitment -- the degree to which the organization adds its own resources (financial, technical, personnel etc) to the joint endeavor	Through each partnership activity ZEP brings their own staff and resources to the joint endeavor.	
State Affiliate Support and Capacity Building -- the extent to which the organization augments and enhances the capacity and activities of state affiliates in pursuing key outcomes	Building on the grassroots success over this 5 years of collaboration on the Teach Truth Day of Action, NEA seeks to expand the capacity to grow the Teach Truth movement and to integrate engagement and action across campaigns and to organize to ensure an honest and accurate education for all students -no matter where they live or what they look like. ZEP will host and co-host webinars, update, develop and promote resources, and provide direct support to state affiliates, educators and allies to deepen understanding and assist in organizing for the freedom to learn and honesty in education. Together, we will collaborate on developing and integrating engagement plans and calls to action related to our shared goals.	Is partner able to submit an annual report about key activities or outcomes that relate to affiliate capacity? YES (previous year's report attached)
Product and/or Service Provision -- the degree to which the organization is able to provide products or services that assist NEA, affiliates, and/or members		Partner organization should submit a list of deliverables, annual report, or some appropriate listing of products/services provided. Is such attached □ Yes □ No

6. What are NEA's expected commitments/contributions to this request in terms of staff time, funding, or other resources? Are they included in the 2024-26 NEA Strategic Plan and Budget? (If yes, in which cost center)
7. $50,000

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8. Does NEA have other contracts, MOUs or service agreements with this organization? Y/N. If yes, Describe the basic purpose of these other agreements.

N/A

9. Does the partner organization currently receive funding from any NEA affiliates? (If Yes, please explain)

No

10. What is/are the planned time(s) for partnership review?
Lead departments should conduct a partnership review at least once per year to determine whether the anticipated outcomes have been met and to make recommendations about whether the continuation of the partnership is advised.

Review period(s):

Month and Year:
August 2026
February 2027

11. Financial support amount to partner: $____50,000_____
Please provide the sum amount and a general breakdown on the contribution below.

Category	Amount

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Report to the NEA
From the Zinn Education Project
2025 Partnership

We are pleased to submit this report on our partnership with the NEA in 2025. Do not hesitate to let us know if additional information is required. Contact: Deborah Menkart, Zinn Education Project co-director on behalf of Teaching for Change, dmenkart@teachingforchange.org, 202-294-2703

Purpose of Partnership

As outlined in the ROI, the Zinn Education Project: Freedom to Learn & Read partnership purpose was as follows:

> Building on the grassroots success around the four years of collaboration on the ZEP Teach Truth Day of Action, NEA seeks to expand the capacity to grow organizing to ensure an honest and accurate education for students — no matter where they live or what they look like.
>
> ZEP will host webinars, provide toolkits and direct support to state affiliates, educators and allies deepening understanding, organizing and action about freedom to learn issues. They will collaborate on developing and integrating engagement plans related to our shared goals.

Summary

Through the support of the NEA partnership, the Zinn Education Project provided educators across the United States (including Hawaii, Puerto Rico, and Alaska) with a comprehensive pop-up displays and media training to raise awareness and support from the general public about the threat of book bans and anti-history education laws and the importance of defending the

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freedom to learn; hosted the Teach Truth Day of Action in June of 2025 with year-round following up activities and the engagement of 80+ co-sponsors; hosted Teach Truth on Constitution Day with teachers in every state and territory except North Dakota; introduced teachers to the benefits and process for creating *Teaching for Black Lives* study groups; selected and supported 58 new Teaching for Black Lives study groups for 2025-2026, bringing our total to more than 448 groups in 44 states and three Canadian provinces; distributed more than 2,700 free books on people's history to schools across the country, including states where authorities outlaw teaching history truthfully; participated in the 2025 NEA Conference on Racial and Social Justice in Portland, Oregon; and more.

Programs and Outcomes

Teaching for Black Lives Study Groups

Teachers in 58 new study groups benefit from the NEA and Zinn Education Project partnership in 2025. With NEA support, we did outreach to NEA members and hosted a dedicated orientation session (in May) to encourage NEA members to apply. Many of the new 2025 groups made a two year commitment. (We selected more groups, but some had to postpone starting until some future date due to a variety of obstacles.) We provided copies of *Original Sins: The (Mis)education of Black and Native Children and the Construction of American Racism* by Eve Ewing to alumni groups for a new book study.

Rationale

Since 2021, there has been a growth in anti-history education laws and book bans. The fear of retribution for teaching the truth has created such a chilling effect that two-thirds of U.S. teachers report self-censoring discussions on race, gender identity, and sexuality in their classrooms.

An effective way to counter the chilling effect is with teacher learning communities. With a format launched in the fall of 2020, the Zinn Education Project selected 58 *Teaching for Black Lives* (T4BL) study groups in 2025. Study groups provide educators a reliable structure of support and community, while allowing educators to direct their own professional development.

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Impact

Here are some responses from our mid-year survey (conducted in December of 2025).

> It is challenging and humbling and overwhelming at times, but participating in this study gives me hope that we can make a difference for our students. **— Omaha, Nebraska**

> So far, we've read the Introduction, When Black Lives Mattered, Reflections of a Deseg Baby, Medical Apartheid, What We Don't Learn About the Black Panther Party — but Should, Happening Yesterday, Happened Tomorrow. A lot of this reading is revisiting previously learned topics in new ways — adding a lot to our thinking and comparing it to how we were taught (or weren't) and how it compares to the curriculum in our schools today. **— Boise, Idaho**

> The chapter on the poetry project really spoke deeply to us, and again showed us something that could so easily be replicated in our school (adapted to an elementary level) and is being denied us. Our students are so motivated to listen to music and other shorter forms of poetry like chants and mnemonic rhymes for learning that we can see the poetry being a powerful tool, both to teach the history and to give the kids a way to express their own experiences. **— Las Vegas, Nevada**

> "Schools and the new Jim Crow" provided us with a challenging and reflective conversation about the criminalization of Black youth. As a special education school many of our students face extra challenges in terms of discrimination and exclusion. We have had several discussions about the intersectionality of disability and race. Many of the articles from section 2 had us reflecting on our own education and what we had been taught that we were unconsciously passing on. This week we had a lively discussion around the Fall issue and in particular having difficult conversations with students and staff about the ongoing situation in Gaza. **— Weston, Massachusetts**

> In November we used the article Snapshots of Joy: Using Photo Analysis to Challenge Dominant Narratives. As a group we popcorn read this article. Our entire group really enjoyed this activity because for many of us it was new learning and we had not previously seen these photos. **— Des Moines, Iowa (alumni group)**

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> We discussed the School to Prison Pipeline, mass incarceration, and normalizing biased practices at school against Black children. We talked about Redlining and the new exhibit at the Oakland Museum of California Black Spaces about the redlining history of Russel City and the creation of Black bodies forced into ghetto housing in Oakland. We talked about the resilience of our Black communities and the work that has been done to fight against white supremacy in aspects of Black lives. **— San Leandro, California (alumni group)**

The T4BL study groups have inspired educators to move from discussion to action, tackling issues of racial justice directly in their communities and schools.

South Carolina educator (with SCEA) PII story reminds us that we are not powerless in the face of censorship. She describes in the interview we published that when they cancel Black history, we can organize to make history of our own. When they ban books, we can write a new chapter. And when they try to make lying to children the law of the land, we can — as Ward put it — "even more doggedly push the agenda of teaching truth. **We just want to keep magnifying our voices, and keep saying no to things that are unfair."**

Teach Truth Day of Action

The NEA partnership facilitated the planning, implementation, and documentation of the 5th annual Teach Truth Day of Action in June of 2025 and beyond. The emphasis was on responding to not only the state laws but also the new executive orders and the federal violation of the human rights of immigrants and all people of color.



We updated and distributed the Teach Truth pop-up display box that had been developed in 2024. The box includes display materials and handouts to raise awareness about the dangers of book bans and anti-history education laws.

A core of the display is four books that have been banned or challenged in recent years: *When Wilma*

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Rudolph Played Basketball, *When Aidan Became a Brother*, *Fry Bread*, and *Our Skin: A First Conversation About Race*. (In 2025, we added *Our Skin* with copies donated by Macmillan Children's Publishing Group.) The titles shine a light on some of the most frequently censored topics: racism, sexism, theft of Native land, and LGBTQ+ identity. When table visitors lift each book, they find a colorful paper underneath that explains why and where it has been banned or challenged.

Red Wine & Blue invited us to offer a workshop for their members. That led to a number of events hosted by their TroubleNation groups.

Educators and organizations from all over the United States signed up to use the display on the Teach Truth Day of Action and beyond at Pride festivals, bookstores, farmers' markets, schools, Juneteenth celebrations, No Kings rallies, and more. We documented about 200 actions.



Event hosts reported that the display generates engagement and discussion. Teachers visiting the tables shared appreciation for the solidarity. Non-educators were surprised and outraged, and asked what they can do. Event hosts hand them a postcard with **Teach, Vote, Resist, Organize** on one side and a range of actions one can take on the other. (This was updated in the spring of 2025 to add the word "resist" and to update the actions to address the new conditions

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after the 2025 presidential inauguration.) We also provided postcards in the box to introduce the work of Public School Strong, Unite Against Book Bans, and Banned Together.

We partnered with Heal Together/ Public School Strong to feature our Teach Truth events on their Control Shift organizing map. This took quite a bit of preparation with their staff (who were very helpful) to create the dedicated placement for Teach Truth events — while connecting visitors to the rest of the groups and actions on their map. The result was effective. It meant that event hosts had an event post they could share and use for sign-ups.

The American Library Association asked for an email introduction to Public School Strong which we facilitated so that they could follow the same process with the Unite Against Book Bans campaign in the fall.

Organizing the day of action is still time consuming since we screen each site to make sure it is one we are comfortable promoting and we support each site with everything from creating their graphics and map event announcement to guidance on partners and outreach. In many cases, the event hosts sign up while still working on their plans, so we check back with them for updates before shipping the materials and posting their event. A benefit of this close collaboration is that we now have a list of strong local education organizers who we can stay in touch with and support throughout the year.



In addition to the activity options from prior years — such as the pop-up display, walking tours, and pledges at historic sites — we offered new resources. We created handouts for sites to teach banned history in public places, drawing quotes about education from Jesse Hagopian's new lesson, Legalize Black Education. These were popular when displayed as a gallery walk at the NEA convening in Portland.

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Thanks to support from the National Education Association, sites could screen *Banned Together*, an award-winning documentary about fighting book bans and curriculum censorship in the United States. This led to screenings in eleven cities.

We hosted a book talk with Jesse Hagopian, who published his new book *Teach Truth: The Struggle for Anti-Racist Education* in January of 2025. With donated copies from the publishers, we sent each Teach Truth event host copies of Hagopian's *Teach Truth* and Jason Stanley's *Erasing History: How Fascists Rewrite the Past to Control the Future*.

Here are selected reflections from teachers in appreciation for the support and resources:

> It was a great day. Working with The Zinn Education Project is amazing. — Henderson, Nevada
>
> The pop up box was super helpful and made it easy to put together our display. — Seattle, Washington
>
> The book marks were popular, all the literature was attractive, folks took alot of handouts. The three books got alot of attention from people. Everyone was outraged these three books had been banned from certain school districts. My library was very supportive of my work. — Chicago, Illinois
>
> All of the materials you provided were excellent! They were colorful, eye-catching, informative, and very well received. I appreciated your organization in providing the materials and handouts. — Wauconda, Illinois
>
> We love the pop-up box we received last year. We liked the printable conversation starters. The buttons are always a big hit. — Ocean View, New Jersey
>
> Your support was fantastic. You are doing a terrific job and I am very grateful for it. — Trujillo Alto, Puerto Rico

In addition to the *NEA Today* article, there was national coverage in *USA Today*, Librarians, teachers and others plan day of action to fight book bans and preserve history and *Word in Black*, Can You Teach the Truth in America?. Some sites secured local media, including: *Regional*

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News for Palos Heights; *Los Angeles Times* for Laguna Beach; *North Country Now* for Potsdam; *Salem News;* and the *Kansas City Defender*.

In March of 2025, we launched a survey about the impact of the anti-history education federal executive orders and local laws. The results, to be published in the spring of 2026, paint a sobering picture of the chilling effect of these laws.

Throughout the year we engaged in related actions.

In September we hosted the first national Teach Truth on Constitution Day. In hundreds of classrooms on Constitution Day, students examined who was invited to write the Constitution (and who was excluded) and what rights are included — and which are left out.



No wonder the right insists on mind-numbing worksheets about the Constitution and recitations of the Preamble — anything to avoid the insights shared below.

> **Students were amazed to learn that clean water, food security, and employment are not rights guaranteed by the U.S. Constitution — and that perhaps they should be! —** PII **Tonasket, Washington**

One student said, "My main takeaways are that the United States still has a lot of work to do as a nation to guarantee its citizens well-being, and that **we need to play an active**

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role in making sure our government upholds our rights." — PII **high school teacher, Washington, D.C.**

I gave students a "pop quiz" on their rights in the Constitution. Most were confident they had aced it because to them, the rights listed seemed like no-brainers.

But as the 50% (and lower) scores started rolling in, **their confusion quickly turned to curiosity . . .**

Students added sticky notes to a poster, naming the right they believe should be added to the Constitution and why. **The most common themes were food and housing. —** PII **middle school teacher, Brooklyn Park, Minnesota**

Students were floored that essentials like clean water, housing, healthcare, and employment, among many others, were not guaranteed in the Constitution. The conversation that followed was both productive and powerful. **Students explored many possible solutions** to these clear and obvious gaps in our founding documents. — PII **elementary school teacher, Gearhart, Oregon**

I have to say, it's the **most engaged I've ever seen my students get about the Constitution**, and it really has them **thinking about who benefitted from the original document** and what social groups had the most say and which voices were ignored. — PII **igh school teacher, Detroit, Michigan**

To prepare for 2026, we began developing resources and guiding questions to teach truthfully about the American Revolution on the 250th anniversary. This will be a counter to the U.S. Department of Education America 250 Civics Coalition with 40 organizations including the Heritage Foundation, Hillsdale College, Moms for Liberty, PragerU, and Turning Point USA.

NEA Collaboration

In addition to the partnership funding, the NEA staff provided a range of invaluable support. This included:

- Co-hosting an orientation (in May) and doing outreach for the *Teaching for Black Lives* study groups

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- Securing and funding opportunity to offer *Banned Together* documentary screenings as part of the day of action. As a result, the film was screened in Florida, Kansas, Arizona, and more states.
- Outreach in NEA newsletters and social media.
- Media outreach and participation by NEA Communications staff in the Teach Truth media training.
- Securing NEA president Becky Pringle and a brass band for the Teach Truth Day of Action in DC
- Sending social media educator influencers to two of the sites to create engaging Instagram stories, including in Los Angeles and Chicago
- Consulting on messaging, particulary with this being the first year that the attacks on the freedom to learn had the weight of the federal government behind them
- Encouraging national organizations such as Public Citizen to include the Zinn Education Project in planning meeting for related protests.
- Providing Freedom to Learn and other posters to include in all the boxes and shipping extra-large posters to selected sites
- Securing Vice President Princess Moss's participation in the national press call and social media outreach
- An article in *NEA Today*, Across the Nation, Teachers Rally to Defend Truth in Education
- Facilitating the participation of two representatives from the Zinn Education Project with an information table at the NEA's Racial and Social Justice Conference in Portland, Oregon
- Ongoing and oncall consultatations about organizing and media strategies.

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