

NEA DIRECTORS' 2021-22 ANNUAL REPORT



May 2, 2022

A MESSAGE TO THE 2022 MTA ANNUAL MEETING DELEGATES

Dear MTA Delegates:

When I wrote to you in last year's annual report, we were a year into the pandemic, mass nationwide school closures, and the challenges of distance learning. We were also a year into a dramatic political and racial reckoning following the tragic 2020 murders of George Floyd, Breonna Taylor, Ahmaud Arbery, and too many others. And we were just a few months past the presidential election and the January 6th attack on our nation's capital.

We are still dealing with the effects of all of these events. For many educators and students, the past two years have been traumatic in a variety of ways — but they have also been a time of unprecedented support, collaboration, and collective action. During this time, MTA has led with courage, passion, and unrelenting advocacy for our students, for public education, and for the common good.

In the fight against COVID-19, throughout the past year MTA has advocated and organized to ensure that public schools, colleges, and universities were safe for in-person instruction, demanding that state education and public health officials provide timely and clear guidance on how educators can protect themselves and our students. And the MTA's member-led Environmental Health and Safety Committee continued its tireless efforts to ensure organized, consistent standards for issues such as emerging variants, effective mitigation strategies, and ventilation improvements.

The MTA has consistently advocated for a well-planned and proactive response to the pandemic, including strengthened vaccination of hard-hit, low-income

communities of color, and a state vaccination requirement for all eligible students and public education employees. Using the power of its collective voice, MTA has successfully pressed the Baker administration to direct available federal funds toward school health and safety, including providing effective facemasks and test kits for educators and addressing facility upgrades.

At the same time, the fight for racial, economic, gender, and social justice has remained at the center of MTA's advocacy, events, and conferences. In December 2021, the Ethnic Minority Affairs Committee Conference brought together more than 150 educators to consider how to rebuild inclusive communities that respond to students and amplify their stories. In addition, MTA supported *An Act relative to educator diversity*: state legislation that would increase the racial, ethnic, and linguistic diversity of the state's public education workforce through the development of alternatives to standardized assessments that have often unfairly excluded qualified educators.

A key component of racial, economic and gender justice is a living wage and dignity on the job for our education support professionals. Through a rank-and-file process, MTA education support professionals developed an ESP Bill of Rights, which advocates for fair pay, increased benefits, and greater recognition and professional development opportunities. Support for the proposal has been gaining momentum, with more than 130 locals endorsing the platform. Several locals, including those in Shrewsbury, Andover, Haverhill, and Somerville, have already secured new contracts that include real gains in working conditions and salaries.

MTA is also taking a lead role in raising support for the Fair Share Amendment (FSA), which would amend the state constitution to add a 4 percent tax on annual income of more than \$1 million. This measure would provide up to \$2 billion annually for public education and transportation, and represents a once-in-a-generation opportunity to provide sustainable resources for high-quality public schools, colleges, and universities, while also reducing student debt. MTA, with NEA support, is deeply involved in grassroots organizing and engaging voters in passage of the FSA in the November election. The annual proceeds could be used to increase the wages of adjuncts and ESPs, to reduce class sizes, and to facilitate debt-free higher education for state students. Vitally, it could provide additional resources for communities of color, which have been hit hardest by the pandemic.

NEA represents more than 3 million members, with affiliate organizations in every state, overseas, and in more than 14,000 communities nationwide. We stand ready to assist you in your efforts to support our colleagues, schools, and students, and to build a more racially and socially just public school system and a more perfect union. We are proud of you, MTA, and proud to stand with you!

In solidarity,



Becky Pringle
NEA President

Massachusetts NEA Directors



Candace Shivers



Christine Mulrone



Zena Link



Deborah McCarthy



Betsy Preval



Yan Yii

At-Large NEA Directors for Education Support Professionals



Saul Ramos



Kathy Meltsakos

A LETTER FROM YOUR MASSACHUSETTS NEA DIRECTORS

“Not everything that is faced can be changed. But nothing can be changed until it is faced.”

– James Baldwin

Dear MTA Annual Meeting Delegates,

Greetings from the Massachusetts delegation of NEA Directors and welcome to the 2022 MTA Annual Meeting of Delegates. We would like to submit this report to the Annual Meeting. Like most educators working through the COVID-19 pandemic, we have been living in a world of uncertainty for the past two years. But the work of the NEA Directors has continued through virtual meetings.

In October 2021, those of us who live in Massachusetts who are on the NEA Board of Directors met in person, in Quincy, to connect with the virtual meeting as a group. The day was long, but the meeting gave us a chance to bond as members, which some of us had not been able to do since being elected as your representatives.

At each Board meeting the NEA highlights the contributions and history of a group of people. In October, one of these observances was organized by the American Indian/Alaska Native Caucus. In this particular address, Massachusetts was mentioned as a state that had a history of Native American enslavement. This reminds us that we must dig deeper into the history of our communities, and that we are not being taught the complete and complex truth of our history in most schools, colleges, and universities.

As NEA Directors, we would like to thank Deb McCarthy for her dedication to the NEA Board for her three years of service. We wish her the best.

For all of us, the past year has been very trying, but when you are surrounded by people who have the same focus on education as you do, it makes the challenges that we share seem capable of being faced.

In Solidarity,

NEA Directors

Candace Shivers, Zena Link, Deborah McCarthy, Christine Mulrone, Betsy Preval, Yan Yii

At-Large NEA Director for Education Support Professionals

Saul Ramos

At-Large Alternate NEA Director for Education Support Professionals

Kathleen Meltsakos



“My Story” by Montserrat Garibay

This article appeared in the October 2021 issue of the NEA Directors’ Newsletter.

Christine Trujillo, chair of the NEA Hispanic Caucus introduced the 2021 NEA Hispanic observance, presented by Montserrat Garibay, Senior Liaison of Labor Relations in the Biden Administration’s Department of Education. Before her appointment, Montserrat served as Texas Secretary-Treasurer in the American Federation of Labor-Congress of Industrial Organization (AFL-CIO). She also served as Vice President for Certified Employees in her union, Education Austin, a merged local of the American Federation of Teachers, the National Education Association, and the AFL-CIO. She worked as a bilingual prekindergarten teacher for eight years and earned her National Board Certification.

Montserrat told her story of coming to the United States from Mexico as an undocumented immigrant and becoming a citizen 20 years later. “My mother, my sister, and I came to the U.S. in Austin, Texas, after my mother and my father got divorced. Like any courageous Latina mother, she decided that we were going to move to the U.S. to start a new life. I didn’t speak a word of English. I was scared.”

Montserrat started in an ESL classroom along with students from many countries around the world. It was scary because “My mother always told us that we were undocumented and that we had to have a plan in case she was not able to pick us up from school. I had an amazing teacher, Mrs. Hernandez.



Montserrat Garibay

She was my guardian angel, just like many of you are guardian angels for your students. She is the reason my sister and I learned English within a year, and we were moved to all English classes where we started this journey of becoming critical thinkers and becoming outspoken, and to love learning. She was my inspiration to be a teacher.”

Her mom’s boss helped Montserrat become an international student. She was able to graduate from the University of Texas ready to start teaching.

Montserrat’s mentor teacher advised her to become part of Education Austin. She became an organizer and through her work, they were able to get the superintendent and the school board members to pay for the other half of the Pre-K program after the legislature cut it to half day. She continued to organize, using the training from Education Austin, collaboration with other organizations, state leaders, and networking with teachers across the U.S.

She became a U.S. citizen and an education activist. She block-walked and phone banked for school board members and state representatives, and it gave her a voice and taught her the importance of civic participation. “When I became the Vice President of Education Austin for Certified Employees, we had a vision for our union. We started working toward social justice unionism and, yes, focusing on the bread-and-butter issues, but also integrating the importance of social justice and professional development for classified employees and certified employees. ... I attended an NEA conference in New Mexico, and that’s where I met Rocío Inclán and all the amazing people that helped me see unionism differently. We applied for a grant to integrate immigration into the work. We started doing DACA clinics when DACA was passed by President Obama in 2018.”

She helped to organize citizenship clinics that helped many education workers and others become U.S. citizens.

“I never thought that I would be working at this level in the federal government, and it’s been a transformative change in my life. But I know I wouldn’t be here if I hadn’t found my place within the labor movement. Secretary Cardona embraces the values that we need to keep organizing. We need to keep organizing because the only way that we can make the changes that need to happen. You need to be at the table, demanding and holding everyone accountable. Now

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“My Story” by Montserrat Garibay

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as a Senior Advisor for Labor Relations, I’m able to work with the different unions and to share your work with the Secretary. We need to invest in teachers. We need to grow a diverse teacher pipeline. We need to work closely with the teaching profession through the recovery and into the future. I think it’s really important for each of you leaders to challenge yourself

to mentor others so they can come along, so you can share your knowledge.”

“I was the first Latina Secretary-Treasurer for the Texas AFL-CIO and maybe, yes, I’m the first Latina immigrant Senior Advisor for Labor Relations to the Secretary of Education. Bringing more people along is extremely important and it’s something that we all need to challenge ourselves to do. The work

that you are doing as educators, as custodians, classified employees, paraprofessionals is extremely important. You are the backbone of our public schools. This is the time for us to reimagine what public education can be. Never in my wildest dreams 30 years ago would I ever think I would be working for our President. I know that I am here because I found my voice with the labor movement.”

Teaching Truth: American Indian/Alaska Native Observance

This article appeared in the October 2021 issue of the NEA Directors’ Newsletter.

Chair of the NEA American Indian/ Alaska Native Caucus, Tracy Hartman-Bradley (NE), introduced Professor Margaret Ellen Newell from Ohio State University for the NEA Board American Indian/Alaskan Native Observance.

Professor Newell centered her presentation on the story of a young refugee girl from King Philip’s war. Most likely a Pequot Indian, “Betty” was separated from her family and sold at auction in Connecticut to Peter Bradley and wife Mary. Mary later remarried Thomas Young and relocated to Long Island where Young lived. “Betty” became Young’s property although indigenous refugees were not legally slaves for life. She had a son named Caesar with an enslaved African, and Caesar was claimed as property as well.

Until 1720, more Native Americans were exported out of New England than enslaved Africans were imported into the area in a sort of “reverse Middle Passage.” Professor Newell shared primary sources, such as a list of native women, men, children-- and even babies--sold as property.

Even though most indigenous enslaved people were not legally enslaved for life, Caesar, the son of “Betty,” was claimed as property by a blacksmith named Samuel Richards. Caesar ran away in 1739 and claimed his freedom based on his mother’s wrongful enslavement. Richards fought to keep Caesar as his property, but ultimately, a jury in New London freed Caesar. Later, Caesar changed his last name to “Freeman,” filed a lawsuit demanding reparations and won.

Professor Newell closed the story of “Betty” with a question: “What does a society look like in which the rights and humanity of all people are recognized?” She then shared that even as a professional historian, she did not know about the Tulsa Massacre until her son came home from school and told her about it. This is the power of teaching truth.



**Professor
Margaret Newell**

Abolitionist Teaching: A Conversation with Dr. Bettina Love

This article appeared in the February 2022 edition of the NEA Directors' Newsletter.

Dr. Bettina L. Love, Ph.D., Athletic Association Endowed Professor at the University of Georgia, is an educator, athlete, abolitionist, and the award-winning author of “We Want to Do More Than Survive.”



Love’s research, writing, teaching, and activism center around the intersection of race, education, abolition, and Black joy. She addressed how educators can work with parents to build community with civically engaged schools that affirm Black and brown children. Love stated: “We must struggle together to create the schools we are taught are impossible to obtain.”

Dr. Love founded the Abolitionist Teaching Network (ATN). The organization’s mission is to develop and support teachers and parents in the struggle for educational liberation by fighting injustice within schools and communities. ATN also hosts an annual conference and awards grants to educators and community members who strive to disrupt inequalities and injustices in schools.

Dr. Love’s work has continued to expand. ATN is creating an abolitionist law program, offering

podcasts, and releasing teaching guides for racial justice and abolitionist social/emotional learning. Through all her work, Dr. Love asks educators to reflect, see the humanity in students, and commit to disrupting systemic institutional racism within education.

“To live in this country as a Black person is to be in a constant and perpetual state of survival mode.” The idea to integrate schools is less than 70 years old. Dr. Love reminded the Board that the people in the picture of Ruby Bridges being escorted in to desegregate a school is from 67 years ago, and many of the people in the picture are still alive today. Despite the lessons of the past, schools are more segregated than ever. A system of strategic racism is still crippling the education system and American society as a whole.

The inequities in education also extend to higher education. Currently, the average student who goes to a Historically Black College or University will pay more for student loans than the average student who attended an Ivy League school. Hispanic students experience the same inequity. This is systematic racism in action.

Racism is a pre-existing condition impacting Black communities. Black people are more likely to work in jobs that put workers in close contact with others who might be in poor health and that makes engaging in social distancing more difficult. This environment

leads people of color to be more likely to become infected by COVID-19.

More Black men are in prison today than were enslaved in the early years of this country, due to targeted mass Black and brown incarceration. As Dr. Martin Luther King Jr explained, “A country that does not value forgiveness, does not have empathy or grace, is a country that cannot harness love.” Dr. Love advocated for a revolution of values to challenge this reality. In 2016 the sixth leading cause of death for Black men was the police. Now in 2022, Black people are still mobilizing to stop voter oppression laws. Educators have the ability to disrupt this system and make real changes in this system.

Dr. Love said that educators need to get at the root of oppression and make schools better for all students. We need co-conspirators to do this work. She explained that this must become a society that transforms rather than just putting new names on schools that do the same thing.

“Abolitionists strive to eliminate oppression, what is oppressive, not reform it but remove oppression by its roots. Abolitionists seek to understand the conditions that normalize oppression and punishment to uproot those conditions. Abolitionists seek to build conditions that create institutions that are safe, loving, address inequity and harm, and center humanity.”

Experiencing the American Dream and Ensuring the Opportunity for Others

This article appeared in the February 2022 edition of the NEA Directors' Newsletter.

President Becky Pringle introduced the 2022 NEA Women's Observance, presented by Sindy Marisol Benavides, a Honduran American immigrant. Currently, Benavides serves as the CEO of the League of United Latin American Citizens (LULAC), the largest and oldest Hispanic civil rights organization in the U.S.

Founded in 1929, LULAC fights for immigration, voting rights, grassroots organizing, and confronts institutional racism. Benavides is the youngest, and only, female CEO in the nearly 90-year history of the organization.

Her journey to the United States began as a one-year-old infant carried by her mother while holding the hand of her 2-year-old brother. As she moved from Los Angeles to Fairfax, Virginia, she needed resilience and tenacity. She explained her gratitude for public school teachers who stood by her and helped her succeed. In time, she graduated from Virginia State University in Petersburg, Virginia, as valedictorian of her class.

Having experienced the American dream, Benavides devoted her life to ensuring young

people, women, and immigrants have the same opportunity. She became a life-long advocate for the Hispanic community.



Benavides spoke about education as the cornerstone of LULAC. In 1945, LULAC successfully sued the Orange County, California school system to integrate Hispanic children in public schools. LULAC continues to fight for Latino representation in education. Currently, there are only 22 Latino superintendents in the country. Having teachers of color and culturally

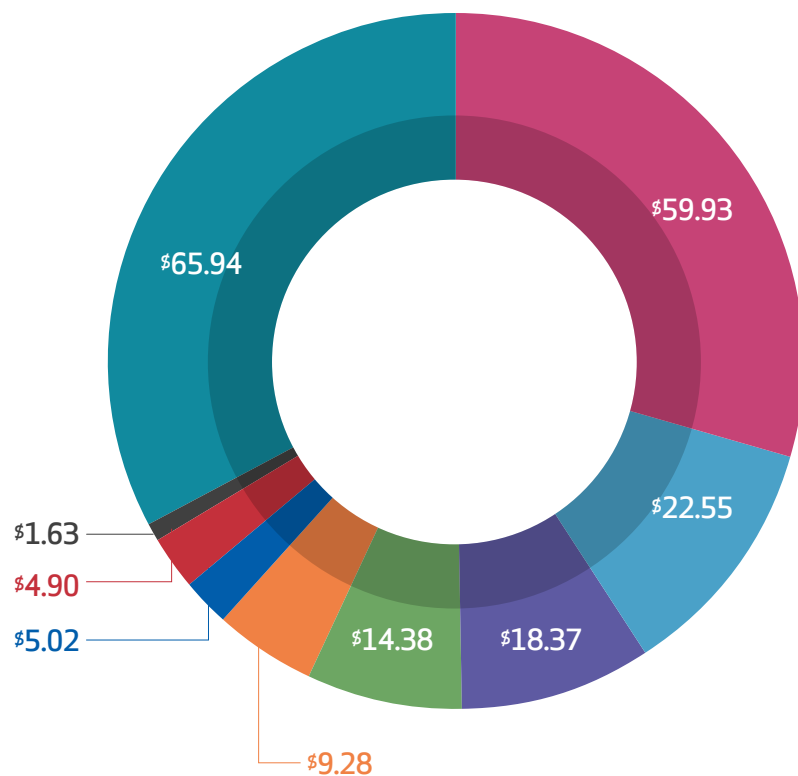
responsive teaching directly impacts Black and brown children and improves their levels of success in school and potential to go on to higher education.

LULAC also inspires Latinas to seek public service positions and empower the world. The wall of systemic racism must be pushed to ensure Latinas are in the room and at the table. This is why Benavides led an initiative to register over 1,000,000 Latinas to vote.

Voting is one step toward having a voice, but leadership is also essential to ensuring representation. Benavides is a voice for board room equity, where Latinas are grossly underrepresented. To build a pathway to get to the boardroom, Latinas need access to resources and support systems. Close to 20 percent of the total American population, one-in-three Americans, will have Latino legacy in three decades. Currently, one-in-three Latinos does not have broadband connectivity. Investing in Latino communities and students is a direct investment in the future of our country. As Benavides explained, "When you empower women, you empower the world!"

How Your Modified 2021–2022 Dues Dollars Are Allocated

The chart below shows how your NEA dues (\$202.00; \$121.50 ESP) are allocated to support and represent members and affiliates in their efforts to achieve NEA's mission.



No dues dollars are used to support NEA Member Benefits programs.

Increase Educator Voice, Influence, and Professional Authority \$5.02 (ESP \$3.02)

Develop and sustain effective structures, processes, and leaders to increase educator influence in decision-making at worksite, district, state, and national levels.

Recruit and Engage New and Early Career Educators \$4.90 (ESP \$2.95)

Identify, recruit, support, and engage new educators in our association, and connect them with opportunities for professional learning, leadership and advocacy.

Advance Racial Justice in Education \$9.28 (ESP \$5.58)

Support members in advancing racial justice in education and improving conditions for students, families, and communities through awareness, capacity-building, partnership, and individual and collective action.

Support Professional Excellence \$14.38 (ESP \$8.65)

Support all educators throughout each phase of their career with the professional knowledge, skills, and competencies necessary to advocate for and ensure the success of their students and communities.

Secure the Environment to Advance the Mission of the NEA and Its Affiliates \$22.55 (ESP \$13.57)

Use all available means, including organizing, legal, legislative, electoral, and collective action, to secure the environment necessary to protect the rights of students, educators, and the future of public education.

Legal and Insurance Support \$18.37 (ESP \$11.05)

Implement advocacy programs for members, including the Unified Legal Services Program, Fidelity Bond, Association Professional Liability insurance, and a \$1 million per member Educators Employment Liability insurance program.

Enhance Organizational Capacity \$65.94 (ESP \$39.65)

Develop and leverage the collective organizational capacity across our association that is necessary to advance the mission of the NEA and its affiliates, with particular focus on organizing, technology, fiscal health, leadership development, and internal and external partnerships.

Enterprise Operations \$59.93 (ESP \$36.05)

Ongoing functions across the enterprise that support the Strategic Objectives, build lasting strength, and sustain the organizational infrastructure.

Contingency \$1.63 (ESP \$0.98)

Provide funding for emergencies at the national, state, or local levels.