

Racial, social, economic justice focuses on the local association's short-term and long-term goals to advance racial, social, and economic justice in their local, and to impact the work of educating children. In other words, has the local established both short-term and long-term goals and are the goals evaluated based on their effectiveness?

Guiding Questions for Discussion

1. Has the local utilized the [NEA Opportunity Audit](#), the [Opportunity Checklist](#) and/or similar tools to assess student needs, eliminate inequities and strengthen student learning?
2. Has the local reviewed data related to members of the unit? Of the membership? Of individuals in association leadership positions? Of the student body? Of the community? What does this data say about the diversity in the local, county, school system? How can the local use the data to inform steps towards greater equity and inclusivity?
3. Does the local intentionally encourage and develop diverse representation in local association leadership roles? (See also Section B – Leadership Development)
4. How can the local encourage members who identify as ethnic-minority to run as NEA RA delegate (NOTE: NEA 3.1(g) goal is 53% of delegates are ethnic-minority.)?
5. Has the local identified and addressed structural barriers that might prevent members and educators in traditionally underrepresented groups from fully engaging and participating in the association?
6. Does the local intentionally engage and invite members and potential members in ethnic minority and underrepresented groups to participate and contribute to local association activities?
7. Does the local actively recruit and promote members of groups that have been historically denied access and opportunity?
8. Does the local ensure that stakeholders, especially those most marginalized, are actively and authentically engaged in needed change efforts?
9. Has the local taken an inventory of the resources, connections, relationships (internal and external), knowledge, experience that already exists within the membership that can be utilized or further developed to advance the equity and inclusion goals of the local?
10. Has the local provided local (or via MSEA and/or NEA) opportunities to members and leaders for training on racial, social, and economic justice issues?
11. Has the local explored and/or utilized the [MSEA Racial and Social Justice webpage](#) and the [Racial and Social Justice Strategy, Organizing, and Action Resources](#)?
12. Has the local identified potential issues or activities that may act as flashpoints within the membership and/or greater community and how the local is prepared to address those flashpoints? (Example – anti-CRT activity in your community, Black Lives Matter at School activities, increased tension and divisions around a greater community issue/incident, etc.)

1 BEGINNING	2 DEVELOPING	3 PROFICIENT	4 ACCOMPLISHED
• The local has established a racial, social, and economic justice committee (and/or there is some other local association committee/ group/team, Executive Board, etc. that is intentionally taking on this work). • The local has created a racial, social, and economic justice vision and mission that aligns with MSEA's strategic plan to create a foundation for the work. • Committee/group/ team members understand their roles in advancing racial, social, and economic justice work in their local. • Committee/group/ team annually creates or revisits long-term goals that reflect the awareness, capacity building, and action framework; understands how the organization's strategy should be reflected in the actions and tactics selected. • Some goals are pursued, while others are only on paper.	• The committee/group/ team has successfully utilized team development training to become a high-performing team. • Committee/group/team members attend MSEA and NEA racial, social, and economic justice trainings. • The committee/group/ team is intentional in developing the individual team member educationally on this topic. This can occur through book study and sharing or through training. • The local leadership establishes a safe space for the committee/group/ team to come together and share their own journey and learning/understanding of racial, social, and economic justice and equity.	• Committee/group/team educates local leadership and groups of members on racial, social, and economic justice issues and how to impact members and the students they serve. • Educates and engages members and others on association strategies and tactics to advance organizational long-term goals and priorities around racial, social, and economic justice. • Educates and engages leaders and others on association strategies and tactics to advance organizational long-term goals and priorities around racial, social, and economic justice. • Goals are set for the local, based on the local action plan and MSEA's Strategic Plan. Committee/group/ team members provide input into the goals for the local.	• The local elevates and centers racial, social, and economic justice work as a priority of the local. • The local is a leader and public partner in taking action to demand changes to policies, programs, and practices that condone or ignore unequal treatment of students and hinder their success. • The local designates funding in the budget to support the racial, social, and economic justice work of the association. • The local actively engages and activates members, leaders, and stakeholders in on-the-ground efforts/campaigns to combat institutional racism and advance racial, social, and economic justice. • The local supports external organizing efforts to advance changes in our schools and communities. • The local regularly utilizes a racial, social, and economic justice lens and/or choice points tool when making policy and practice decisions. • The local supports internal opportunities to implement equitable practices that positively impact the Association's work and promote cultural change. • The local builds practice and organizational culture that advances racial justice, social justice, economic justice, equity, and inclusion.

K – RACIAL, SOCIAL, ECONOMIC JUSTICE (*cont.*)

REFLECTION/RATIONALE/NOTES:

K – RACIAL, SOCIAL, ECONOMIC JUSTICE (cont.)	
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Action Planning Form (Need more rows? Use format below, email as separate attachment named "section title-continued")

GOALS:

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