WELCOME
We will begin shortly

• All attendees are on mute.

• This webinar is being recorded. Please check nea.org/esppd for further information.

• Please pose questions in the Question and Answer section.

• Downloadable resources, including this presentation, are available in Chat.

• Please email ESP.Program@nea.org after the webinar if you have questions or need further assistance.
Amber Parker
NEA Education Support Professional Quality (ESPQ)

&

Nathan Allen
NEA Center for Organizing (C4O)

&

NEA Center for Advocacy (C4A)
NEA Collective Bargaining and Member Advocacy & NEA Government Relations
ESPs and the Covid Crisis: The Next Response

ESP.Program@nea.org
Rae Nwosu
President
National Council of Education Support Professionals (NCESP)
TEXAS
SPECIAL REPORT: HEROES OF THE FRONT LINES

TIME

“'I'M A SERVER FOR LIFE. IT'S AN HONOR TO SERVE THOSE KIDS WHO REALLY NEED IT'”

YOLANDA FISHER
CAFETERIA WORKER, DALLAS

School Nurse Checks In on 600 Students

Carmen Hill, the school nurse for Gateway Elementary School in St. Louis, Mo., spends her days calling every one of her 600-student families to check on their well-being and offer help.

She knows that many of her students and their older siblings have asthma, and family members might have other underlying conditions. When she gets to the end of the alphabet, she'll start again at the beginning.

St. Louis school nurse Carmen Hill helps prepare and hand out learning packets for area students after school closed.

Austin school district deployed 100 school buses equipped with WIFI for students without internet access

By Jim Toman, CNN
(Updated 10:40 AM CT, Thu, April 16, 2020)

Buses at the Austin Independent School District are new equipped with WIFI.
Brent McKim
President
National Council of Urban Education Associations (NCUEA)
KENTUCKY
Education Support Professionals (ESPs): Distance Learning and Professional Development

Kimberly Bertocci, NEA ESPQ
South Dakota

ESPs and teachers have been assigned to work together in distance learning.

Counselors and ESPs are building on the relationships and community connections that exist. They have developed outreach plans to stay in touch and support students.
Minnesota

Paraeducators and Teachers:
- Create an online accessible resource room or homework help phone line for students and parents to access when they need assistance.
- Continue the collaboration in the classroom – modifying materials and assignments.
- Paraeducators joining online classes - serving same role as in face-to face classroom environment.

Other Career Families: Leverage Community Relationships
- Use phone, text, email, and/or video conferencing to: check in on families to see how distance learning is going and if additional resources are needed; students who are not turning in assignments or joining online classes.
- Help with technology distribution and support.
- Organizing, compiling, and distributing needed supplies for students (paper, pencils, packets, etc.).

https://www.educationminnesota.org/resources/in-the-classroom/Coronavirus/Distance-learning-paraprofessionals
Tom Pirnie, a Behavior Management Assistant in Rhode Island, continues to provide academic and behavioral supports to individual students, small groups, and entire classes with specific academic and/or behavioral needs. He continues to work one-on-one with individual students and small groups despite the challenges of losing the personal nature of this strategy when it’s done face-to-face. He recognizes that the existing connections he has made with his students are invaluable and an asset to working in a digital learning environment.
Examples from the Field: Social, Emotional, and Academic Needs

- Katie Wiese, an Instructional Library Aide from Idaho, created her own YouTube channel so she could read to her students daily. She feels a sense of comfort knowing her students can see her smiling face and she can communicate with them and their parents using the comment feature.

- Sandie Carner-Shafran, a Special Education Paraeducator from New York, helps to support an emotional skills classroom and communicates with students through a digital platform.
Examples from the Field:
District/State Distance Learning Plans

• In Massachusetts, Special Education Paraeducator Jean Fay, served on a team that made recommendations for a Distance Learning 2.0 plan for her district.

• In Illinois, Mary Ann Rivera, NEA Board Member and English Language Learner (ELL) Paraeducator, was one of three ESPs on a team of 68 people who were tasked to inform their state plan for remote learning when their schools closed.

ESP Professional Development as an Organizing Tool

• The path toward better pay and job security is directly connected to ESP professional growth and development.
• When ESPs know their impact, can articulate their contributions, and expand their knowledge and skills to support students socially, emotionally, and academically, then students thrive and schools succeed.
NEA Micro-credentials

micro-credential is a competency-based recognition issued when an educator submits evidence of their skills and knowledge with respect to a particular skill, standard or practice.

NEA’s **Professional Growth Continuum** (PGC) micro-credentials are an opportunity for ESPs to obtain affirmation of their knowledge and skill in any or all of the ESP Universal Standards.


NEA’s **Building Winning Teams**: Effective Paraeducator-Teacher Teams micro-credentials are an opportunity for paraeducator-teacher teams to learn and apply the components for effective teamwork.

NEA Micro-credentials: nea.certificationbank.com

Micro-credentials That Support Distance Learning

In order to respond responsibly to the COVID-19 outbreak we have compiled a list of NEA Micro-credentials that you may find helpful as you transition to distance learning. It is our hope that your professional development continues to be meaningful and relevant.
Esps and Micro-credentials

Laura Warren, LESPA President, Santiam UniServ Chair, OCESP Executive Board, Cabinet for Great Public Schools, Riverview School
• Oregon, ESPs pursuing micro-credentials.

Elise Robillard, NBCT, UniServ Director, North West Region, Wyoming, WEA
• ESPs facilitating and pursuing ESP professional growth continuum micro-credentials.
The NEA Education Support Professional Quality (ESPQ) department offers online webinars on a variety of topics.

For a list of upcoming webinars, visit [http://www.nea.org/esppdwebinars](http://www.nea.org/esppdwebinars)

Archived ESPQ webinar recordings are also available. The webinars are available to anyone (members and non-members) at no cost.

For archived webinars, visit [http://www.nea.org/esppdrecordings](http://www.nea.org/esppdrecordings)
• NEA-Alaska has made a big push to provide training on Adverse Childhood Experiences (ACES).

• In Fairbanks SD – roundtables of ESPs were convened on PD needs. Currently, ACEs. self-care, special education, and adult relationships is being offered.

• Phoenix, Arizona – ESPs are designing career family specific professional development using the NEA’s Professional Growth Continuum Universal Standards of Professional Practice.

• A State and Local Affiliate guide for implementation of the PGC will be released in the next month with exercises to help you get started designing PD sessions and using the Professional Growth Continuum with your ESPs.

  You can learn more about the PGC here: www.nea.org/esppgc

  (available in both English and Spanish)

• Lastly, there are blended learning courses available.

  Visit https://learn.nea.org/topclass/topclass.do?login and register if you do not already have an account. There, you will find courses on how to conduct virtual learning, using Zoom, and other technical resources for online learning.
• Kimberly Bertocci, Senior Policy/Program Specialist, kbertocci@nea.org
Work focusses on professional development, NEA’s ESP Professional Growth Continuum, NEA micro-credentials and NEA blended learning.

• Jennie Young, Senior Policy/Program Specialist, jyoung@nea.org
Work focusses on paraeducator policy and professional issues, professional development, NEA micro-credentials and NEA blended learning.
Education Support Professionals (ESPs): Distance Learning and Professional Development

Kimberly Bertocci, NEA ESPQ
Taking it to the Hill for ESPs

Christin Driscoll, NEA Government Relations
Families First and CARES Act

Labor and Education Provisions

- Unemployment insurance, paid sick leave, paid family leave
- Education Stabilization Fund
- ESPs, school meals, Personal Protective Equipment (PPE)
- What we need in the next package.

YOU CAN HELP
https://educationvotes.nea.org/issue/covid-19/
Bargaining/Advocacy and Health Benefit Issues

NEA Collective Bargaining and Member Advocacy Department

Marcy Magid, Senior Policy Analyst, mmagid@nea.org
Joel Solomon, Senior Policy Analyst, jsolomon@nea.org
Bargaining/Advocacy Issues

- Employee's health and safety
  - Use of administrative or COV-19 related leave
- Working conditions
  - Health and safety issues
  - PPE gear/training
  - Cleaning materials
  - Distancing protocols
  - Equipment for telework
- Compensation
  - Regular
  - Working out of class
  - Hazard pay
- Professional development
Health benefits — changes and challenges

• Coverage of COVID-19
  • Requirements for testing
  • Changes in high-deductible plans and health savings accounts
• Health FSA changes
• Access to coverage
  • Plan design
  • Continuation coverage
• Health FSAs and dependent care FSAs in times of COVID-19 disruption
NEA Resources
https://educationvotes.nea.org/issue/covid-19/

Pandemic relief and:
- Unemployment insurance
- Paid sick leave
- Expanded FMLA

NEA Office of General Counsel
Webinar on these topics
Thursday, April 30
7:00-8:00 p.m. EDT
Taking it to the Hill for ESPs

Christin Driscoll, NEA Government Relations

Bargaining/Advocacy and Health Benefit Issues

NEA Collective Bargaining and Member Advocacy Department

Marcy Magid, Senior Policy Analyst, mmagid@nea.org
Joel Solomon, Senior Policy Analyst, jsolomon@nea.org
Robbi Reed, Vice President
Northshore Education Association
WASHINGTON

Ronda Coltrin, ESP Board Member
Association of Salem-Keizer Education Support Professionals
OREGON

ESPs and the Covid Crisis:
The Next Response
ESP.Program@nea.org

[Logos for National Education Association and Education Support Professionals]
Lara Center, JESPA President
Jeffco Association of Paraprofessionals (JCAP)
COLORADO

Vicki Flores, Executive Director
Jeffco Education Support Professionals Association
COLORADO

Frank Hunter, President
MESA Education Association
ARIZONA

Rony Assali, Organizational Consultant
Arizona Education Association
ARIZONA
Robbi Reed  
Vice President, Northshore Education Association, WASHINGTON

Ronda Coltrin  
ESP Board Member, Association of Salem-Keizer Education Support Professionals, OREGON

Lara Center  
JESPA President, Jeffco Association of Paraprofessionals (JCAP), COLORADO

Vicki Flores  
Executive Director, Jeffco Education Support Professionals Association, COLORADO

Frank Hunter  
President, MESA Education Association, ARIZONA

Rony Assali  
Organizational Consultant, Arizona Education Association, ARIZONA
650-person human chain moves library books to new location

Norman, OK
Panama City, FL
India
STUDENTS, PARENTS & OTHERS SURROUND SCHOOL WITH KINDNESS

Edmond, OK
ESP.Program@nea.org