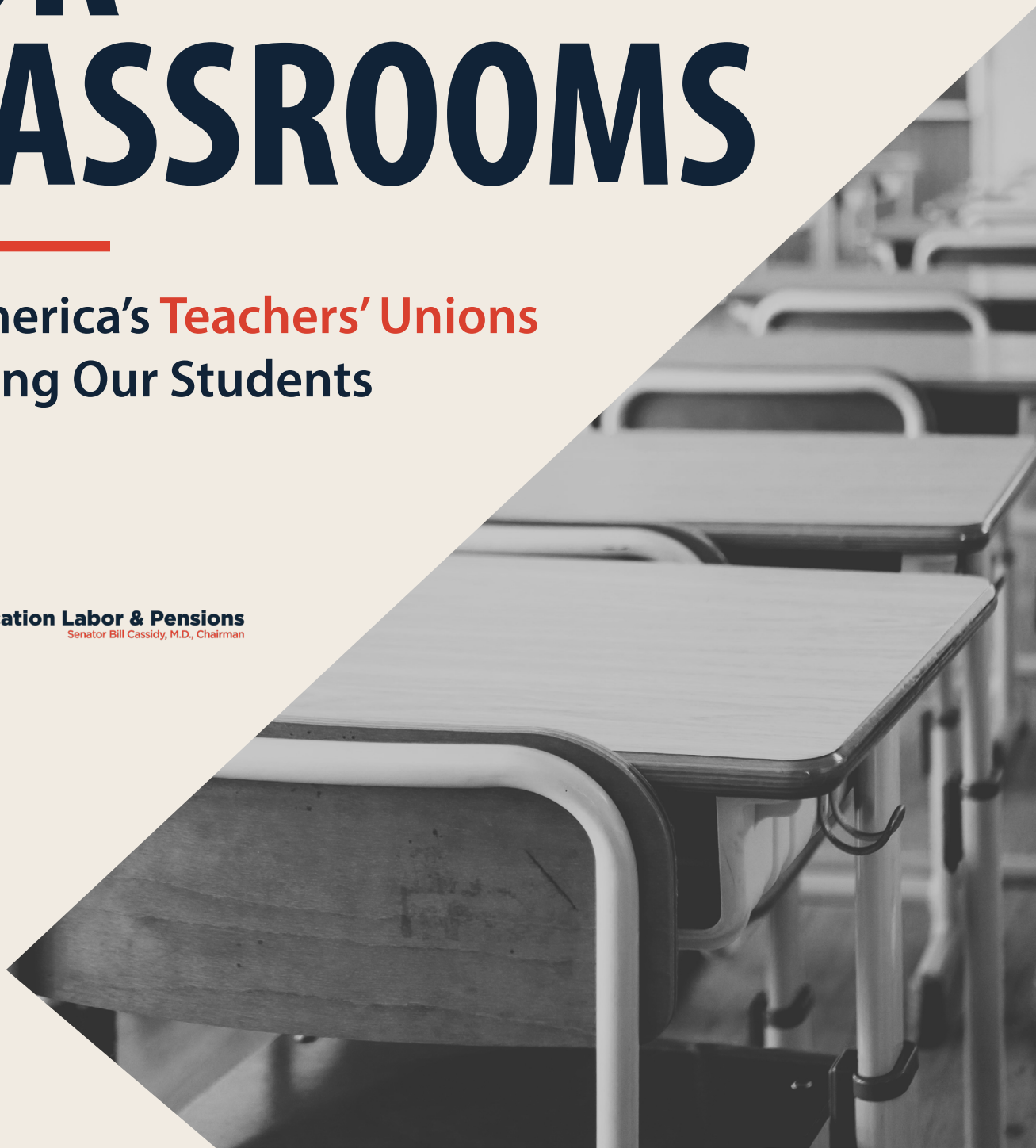


September 2026

CORRUPTING OUR CLASSROOMS

How America's **Teachers' Unions**
Are Failing Our Students

 Senate Committee on
Health Education Labor & Pensions
Senator Bill Cassidy, M.D., Chairman



Introduction

For decades, America’s education system has struggled to produce strong academic outcomes despite significant financial investment and sustained efforts at reform. National assessments show that reading and mathematics proficiency remain below pre-pandemic levels, while long-term trends indicate that many students continue to struggle with fundamental literacy and numeracy skills. According to the National Assessment of Educational Progress (NAEP), which is conducted by the National Center for Education Statistics (NCES) and is often referred to as the Nation’s Report Card, 33 percent of eighth-grade students scored below the NAEP Basic achievement level in reading in 2024, meaning one in three students did not demonstrate even partial mastery of the reading and knowledge skills assessed.¹ Similarly, the 2025 NAEP Long-Term Trend assessment found that reading performance among 13-year-olds has not significantly improved since 2023 and remains below pre-pandemic levels.² These declines have occurred alongside notable changes in students’ reading habits. The percentage of 13-year-olds who reported reading for fun almost every day declined by more than half, from 35 percent in 1984 to 14 percent in 2023, while the share of students reporting never or hardly ever reading for fun nearly quadrupled, with an increase from 8 percent to 31 percent over the same period.³ These persistent declines in student achievement have fueled growing concern among parents, educators, and lawmakers regarding whether the nation’s education system remains focused on its core mission: ensuring that every child receives a high-quality education.

The National Education Association (NEA) and the American Federation of Teachers (AFT) are two of the largest labor unions representing teachers and education employees in the United States, with a combined membership of approximately 4 million individuals.⁴ Both organizations operate through an expansive network of national, state, and local unions and affiliated organizations. Since the mid to late twentieth century, both unions have become increasingly political in their activity and expenditures, utilizing their institutional power, financial resources, and access to classrooms to advance a radical agenda that is often at odds with the interests of students. The AFT formed its first political action committee (PAC), AFT-COPE, in 1955, followed by the creation of NEA-PAC in 1971. In recent years, the NEA has significantly increased its political spending, supported anti-Republican initiatives, issued guidance encouraging educators to circumvent policies designed to protect parental rights and oversight in public education, and encouraged teachers of young students to discuss controversial social and political issues in the classroom. Similarly, the AFT has expanded its political and administrative spending, recommended incorporating LGBTQIA+ topics across all academic subjects, and actively supported Democratic Party-aligned initiatives, including the “No Kings” movement opposing President Donald Trump.

Although both organizations play influential roles in shaping education policy, the NEA occupies a unique position as a congressionally chartered nonprofit. Congress grants federal charters to a limited number of private nonprofit organizations whose missions are deemed to serve important public purposes and advance interests that benefit the United States. In 1906, Congress chartered the NEA “to elevate the character and advance the interests of the profession of teaching; and to promote the cause of education in the United States.”⁵ Today, the NEA represents roughly 3 million teachers, school personnel, aspiring educators, retirees, and education

¹ *NAEP Reading: National Trends and Student Skills*, Nat’l Ctr. for Educ. Stat., https://www.nationsreportcard.gov/reports/reading/2024/g4_8/national-trends/?grade=8 (last visited Aug. 26, 2026).

² *NAEP Long-Term Trends: Reading - Average Scores and Percentiles*, Nat’l Ctr. for Educ. Stat., <https://www.nationsreportcard.gov/ltr/2025/reading/scores-percentiles/?age=13> (last visited Aug. 26, 2026).

³ *NAEP Long-Term Trends: Reading - Student Experiences*, Nat’l Ctr. for Educ. Stat., <https://www.nationsreportcard.gov/ltr/2025/reading/student-experiences/?age=13> (last visited Aug. 26, 2026).

⁴ *About NEA*, Nat’l Educ. Ass’n, <https://www.nea.org/about-nea> (last visited Aug. 26, 2026); *How to Join*, Am. Fed’n of Tchrs., <https://www.aft.org/join> (last visited Aug. 26, 2026).

⁵ 36 U.S.C. § 151102.

advocates.⁶

The NEA's status as a congressionally chartered nonprofit carries with it a heightened expectation that the organization will operate in a manner consistent with the purposes for which Congress granted its charter. In recent years, however, serious questions have emerged regarding whether the organization has remained focused on advancing those purposes. Among the issues examined in this report are the organization's political and ideological advocacy, its response to concerns raised by Jewish members, its partnerships with politically active organizations, and its use of member resources for activities unrelated to, and often completely at odds with, educational advancement.

Although the AFT is not a congressionally chartered organization, it is one of the nation's largest and most influential teachers' unions and it too plays a significant role in shaping education policy. As with the NEA, questions have emerged regarding whether the AFT remains focused on advancing educational outcomes for students. These concerns raise broader questions about the extent to which the AFT's activities have diverged from its stated mission of educating the future leaders of our country.

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This report examines three related questions: whether the NEA and the AFT have expanded into political and ideological advocacy beyond their core educational and representational functions; whether the NEA has responded adequately to antisemitism and concerns raised by Jewish members; and whether both unions' use of member dues is consistent with their stated missions. Because the NEA is congressionally chartered and the evidence before the United States Senate Committee on Health, Education, Labor, and Pensions (HELP) regarding the NEA is more developed, this report addresses the NEA in greater detail.

Background

Beginning in 2025, the Senate HELP Committee (“the Committee”) became aware of a growing number of issues concerning antisemitism, ideological advocacy, and political activism within national education organizations. These concerns arose from conversations with educators, public statements, congressional correspondence, and publicly available information regarding the activities of national teachers' unions and affiliated organizations. The Committee's inquiries into the NEA and the AFT focused on whether these organizations were adequately responding to antisemitism among their members and affiliates and whether their activities had become increasingly aligned with divisive ideological and political advocacy unrelated to their core educational missions.

In October 2025, Committee Chairman Bill Cassidy sent a letter to AFT President Randi Weingarten regarding the union's relationship with the American Association of University Professors (AAUP).⁷ In that letter, Chairman Cassidy expressed concern that the AAUP, an AFT affiliate, had promoted antisemitic rhetoric and advanced anti-Israel advocacy and questioned whether AFT's continued affiliation with this organization was

⁶ Justin Conley, *Worker History Is American History*, Nat'l Educ. Ass'n (July 2022), <https://www.nea.org/advocating-for-change/new-from-nea/history-national-education-association-and-us-labor-movement> (last updated July 2025); *Become a Member*, Nat'l Educ. Ass'n, <https://www.nea.org/join-our-movement/become-a-member> (last visited Aug. 26, 2026).

⁷ Letter from Bill Cassidy, M.D., Chairman, S. Comm. on Health, Educ., Labor & Pensions, to Randi Weingarten, President, Am. Fed'n of Tchrs. (Oct. 23, 2025), https://www.help.senate.gov/imo/media/doc/cassidy_letter_to_aft.pdf.

consistent with its stated commitment to combating antisemitism.

Similarly, on December 18, 2025, Chairman Cassidy sent a letter to NEA President Rebecca (Becky) Pringle seeking information concerning allegations of antisemitism within the organization, hostile treatment of Jewish members, and the NEA's endorsement of educational materials promoting controversial political and social narratives.⁸

Both unions' responses framed the principal questions addressed in the findings that follow: whether their stated commitments are reflected in their policies, partnerships, expenditures, and treatment of members.

Finding I: Political and Ideological Advocacy Beyond Core Educational Functions

National Education Association

Protecting teachers and equipping them with the tools necessary to succeed in the classroom are important and legitimate objectives. These objectives are undermined, however, when educational resources and classroom instruction are directed toward advancing political or ideological viewpoints rather than strengthening students' core learning skills. Classroom time is both limited and valuable, and efforts to encourage teachers and students to challenge or subvert parental authority raise concerns about the appropriate role of these educational organizations.

Unfortunately, the NEA and AFT have repeatedly demonstrated an interest in using classroom time and school curricula to train students to think a certain way, rather than teaching them how to read, write, or think critically. The findings detailed below are just a small snapshot of concerning, deliberate, and concentrated efforts to sabotage America's future generations.

May Day Protests

In May 2026, the NEA collaborated with affiliates to participate in May Day protests—a day of “No School. No Work. No Shopping.”⁹—that has “long been embraced by communist and socialist movements as a day of mass political action.”¹⁰ In preparation, the NEA released “toolkits”¹¹ and “guides”¹² and boasted “over 4,000 events across all 50 states.”¹³ In a planning webinar in April 2026, conducted by the NEA, the Chicago Teachers' Union, and the Zinn Education Project, a presenter called the May Day protest “a dress rehearsal” for future protests.¹⁴ The webinar also advised educators on how to “bring activism into the classroom,” targeting children as young as three years old.¹⁵ Chicago students indicated that the protests were conducted “for the union” and that teachers affiliated with the union sought to participate. These students further reported that the event was described as a “walk-out,”

“The webinar also advised educators on how to ‘bring activism into the classroom,’ targeting children as young as three years old.”

⁸ Letter from Bill Cassidy, M.D., Chairman, S. Comm. on Health, Educ., Labor & Pensions, to Rebecca S. Pringle, President, (Dec. 18, 2025), https://www.help.senate.gov/imo/media/doc/12-18-2025_bc_letter_to_nea_on_antisemitism.pdf.

⁹ *MAY DAY STRONG*, May Day Strong, <https://maydaystrong.org/> (last visited June 8, 2026).

¹⁰ Andrew Mark Miller, *Inside Teachers' Union May Day 'Dress Rehearsal' Critics Warn Will 'Groom' Students into Dem 'Foot Soldiers'*, Fox News (Apr. 14, 2026), <https://www.foxnews.com/politics/inside-teachers-union-may-day-dress-rehearsal-critics-warn-groom-students-de-foot-soldiers>.

¹¹ *Solidarity Toolkit May Day 2026*, Nat'l Educ. Ass'n, <https://www.nea.org/mayday-toolkit> (last visited Aug. 26, 2026).

¹² *Walk-In Guide*, Nat'l Educ. Ass'n, <https://www.nea.org/resource-library/walk-toolkit-may-day> (last visited Aug. 26, 2026).

¹³ Nat'l Educ. Ass'n (@NEAToday), (May 2, 2026), <https://www.facebook.com/neatoday/posts/looking-back-at-maydayover-4000-events-across-all-50-states-made-it-plain-where-/1284618047133216/>.

¹⁴ Andrew Mark Miller, *Inside Teachers' Union May Day 'Dress Rehearsal' Critics Warn Will 'Groom' Students into Dem 'Foot Soldiers'*, Fox News (Apr. 14, 2026), <https://www.foxnews.com/politics/inside-teachers-union-may-day-dress-rehearsal-critics-warn-groom-students-de-foot-soldiers>.

¹⁵ *Id.*

with teachers encouraging students to “just go.”¹⁶ Over 100,000 students were said to be striking from school, including approximately 2,000 students and teachers in Chicago.¹⁷ Meanwhile, according to the Illinois State Board of Education’s 2025 Report Card, Chicago Public Schools had reading and math proficiency rates of 42 percent and 27 percent respectively for the 2024–25 school year.¹⁸

Parental Subversion

In June 2025, the Supreme Court ruled in *Mahmoud v. Taylor* that a Maryland public school district violated parents’ right to the free exercise of religion by denying them notice and an opportunity to opt their children out of instruction involving certain LGBTQ+-themed storybooks that conflicted with their religious beliefs.¹⁹ The Court held that public schools burden parents’ religious exercise when they require their children to participate in instruction that substantially interferes with the religious beliefs and practices their parents seek to instill in them.²⁰

Following the decision, the NEA published resources for schools and teachers outlining ways to work around the ruling and keep parents in the dark about their children. The NEA’s website warns that “right-wing groups have seized on the decision to continue to push harmful policies that target LGBTQ+ students and families, and some have attempted to wrongly portray the decision as requiring schools to censor books or curriculum or to change policies that respect and affirm transgender students.”²¹ The guidance goes on to lament the “current climate of relentless attacks and dehumanizing rhetoric toward transgender students, as well as the attempts to erase historical injustices and deny the realities of racism.”²²

LGBTQ+ Training Sessions

The NEA offers multiple LGBTQ+ trainings to teach educators and school personnel how to “create a safe school climate.”²³ For example, the NEA’s “Advancing LGBTQ+ Justice and Transgender Advocacy” training provided participants with guidance on transgender advocacy, pronoun usage, workplace policies, political messaging, and organizing strategies for disputes involving schools, parents, and local communities. The accompanying materials described the training as not merely “inclusive” but “liberating.”²⁴

Among the materials distributed through the training was a messaging guide titled “Transgender Youth and the

¹⁶ *Students, Teachers Walk Out for May Day Protests*, Fox News @ Night, (May 1, 2026), <https://www.foxnews.com/video/6394389280112>.

¹⁷ Connor Greene, *What to Know About the May Day Protests Bringing Out Demonstrators Around the U.S.*, Time (May 1, 2026), <https://time.com/article/2026/05/01/may-day-international-workers-day-protests-rallies-marches-us/>; Nicholas Kryczka, *Chicago Schools’ May Day Field Trip Was Wildly Inappropriate*, Wash. Post (May 5, 2026), <https://www.washingtonpost.com/opinions/2026/05/05/chicago-schools-engage-civic-miseducation-may-day/>.

¹⁸ *Chicago Public Schools District 299: District Snapshot*, Ill. State Bd. of Educ., <https://www.illinoisreportcard.com/District.aspx?DistrictID=15016299025> (last visited Aug. 26, 2026).

¹⁹ *Mahmoud v. Taylor*, 606 U.S. 522 (2025).

²⁰ *Id.*

²¹ *Best Practices for Supporting Inclusive Education Following Mahmoud v. Taylor*, Nat’l Educ. Ass’n (Oct. 8, 2025), <https://www.nea.org/resource-library/best-practices-supporting-inclusive-education-following-mahmoud-v-taylor>.

²² *Id.*

²³ *LGBTQ+ Support & Protection*, Nat’l Educ. Ass’n, <https://www.nea.org/advocating-for-change/racial-social-justice/tools-justice/lgbtq-support-protection>. (last visited Aug. 26, 2026).

²⁴ *National Education Association’s Upcoming ‘Advancing LGBTQ+ Justice and Transgender Advocacy’ Training Includes Employee Transition Guides, Promotes a ‘Race Class Gender’ Narrative and Claims Opponents Use ‘Strategic Racism’ and Transphobia That ‘Harm Us All’*, Defending Education (Nov. 20, 2025), <https://defendinged.org/incidents/national-education-associations-upcoming-advancing-lgbtq-justice-and-transgender-advocacy-training-includes-transition-guides-for-employees-encourages-participants-to-use-race-class-gender/>.

Freedom to Be Ourselves: Building Our Choir with a Race Class Gender Narrative.”²⁵ The guide characterized Republicans in state legislatures as employing an “arsenal of racist dog whistles” alongside anti-transgender rhetoric and instructed advocates to frame political opposition as using “strategic racism and transphobia to harm us all.”²⁶ It further stated that the “Race Class Gender Narrative” could be used to “mobilize our progressive base (particularly Black, AAPI, and Gen Z audiences), marginalize our opposition, and move persuadables across race.”²⁷

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The guide provided information on how to develop a “Race Class Gender Narrative” by instructing participants to begin with shared values involving race, gender, and class; identifies the “villains who violate our values” and their purported motivations; describes how those “villains” exploit racial and gender divisions; and concludes with a call to collective action. The materials also offered specific recommendations regarding terminology, including pluralizing the word “gender” to “our genders” or “genders” because doing so “enables greater agreement with our worldview” and encourages “more expansive attitudes” toward transgender issues. Participants were further encouraged to state their pronouns first in introductions and communications as a means of normalizing their use in professional and educational settings.²⁸

These materials indicate that the NEA has devoted large institutional resources toward activities extending well beyond professional support for educators and student learning, including encouraging educators to engage in disputes concerning gender identity and related policies.

The Zinn Education Project, Rethinking Schools, and Teaching for Change

The NEA’s sustained involvement with the interlinked groups, the Zinn Education Project, Rethinking Schools, and Teaching for Change is cause for serious concern.

The NEA has “gone to great lengths to endorse and embed” teaching resources by the Zinn Education Project, coordinated by parent organizations Rethinking Schools and Teaching for Change—both of which are left-leaning activist organizations that have supported violence, civil unrest, and unlawful activity, in pursuit of political objectives.²⁹ The NEA has also expressed support for the Zinn Education Project, stating that it “promotes and supports a more accurate history and sustains and strengthens public education through social justice teaching and education activism, respectively.”³⁰

²⁵ ASO Communications, Transgender Law Center & Lake Research Partners, *Messaging Guide: Transgender Youth and the Freedom to Be Ourselves: Building Our Choir with a Race Class Gender Narrative* (updated Apr. 2022), <https://www.nea.org/sites/default/files/2025-03/advancing-lgbtq-inclusion-and-belonging-handout-2-rcgn-messaging-guide-trans-youth-the-freedom-to-be-ourselves-handout-1.pdf>.

²⁶ Josh Christenson, *Largest U.S. Teachers’ Union to Host Training That Attacks Republicans as ‘Racist and Transphobic’*, N.Y. Post (Nov. 21, 2025), <https://nypost.com/2025/11/21/us-news/largest-us-teachers-union-to-host-training-that-attacks-republicans-as-racist-and-transphobic/>.

²⁷ ASO Communications, Transgender Law Center & Lake Research Partners, *Messaging Guide: Transgender Youth and the Freedom to Be Ourselves: Building Our Choir with a Race Class Gender Narrative* (updated Apr. 2022), <https://www.nea.org/sites/default/files/2025-03/advancing-lgbtq-inclusion-and-belonging-handout-2-rcgn-messaging-guide-trans-youth-the-freedom-to-be-ourselves-handout-1.pdf>.

²⁸ *Id.*

²⁹ Robert Schmad, *Top Teachers Union Invites Pro-Violence Activists to Shape Public School Curricula*, Wash. Examiner (Oct. 21, 2025), <https://www.washingtonexaminer.com/news/3856575/nea-zinn-education-project-teachers-union-pro-violence-activists-public-school/>.

³⁰ Brenda Álvarez, *Aspiring Educators Unite for a Better Future*, NEA News (June 23, 2021), <https://www.nea.org/professional-excellence/conferences-events/annual-meeting-and-representative-assembly/about-ra/ra-news/aspiring-educators-unite-better-future>.

As a result, the NEA has given the Zinn Education Project and Rethinking Schools “prime space and opportunities to present at its conferences, partnered with them to design curriculums, united with the organizations to hold national teaching events, praised and promoted lessons developed by the group in press releases, cited them in multiple teacher handbooks, and facilitated the dissemination of lesson plans they developed.”³¹

The Zinn Education Project, Rethinking Schools, and Teaching for Change all promote ideologically charged and historically contested instructional materials, while many parents remain unaware that such content is being presented to their children in the classroom. The following are just a few examples:

- Rethinking Schools repeatedly uses its curriculum to teach elementary students about gender identity. Its materials state that four-year-olds can identify with a gender that does not correspond to their biological sex.³² In an article published by Rethinking Schools titled, “Expanding Intersectional Queer History in the Elementary Grades,” the writer illustrates how she prompted her fifth- and sixth-grade students to question assumptions about sex.³³ The students were asked whether an African American girl depicted at a Black Lives Matter protest was “for sure” a girl.³⁴ Notably, the African American girl was also described as “brave because she’s standing up to the cops.”³⁵ The article further recounts a classroom discussion in which a female student who stated that she liked boys and girls was affirmed as being “bisexual.”³⁶ These examples are consistent with Rethinking Schools’ broader educational approach, reflected in teaching guides such as “Rethinking Sexism, Gender, and Sexuality,” which seeks to “integrate feminist and LGBTQ content into curriculum, make it part of a vision for social justice, and create classrooms and schools that nurture all children and their families.”³⁷ These materials are dangerous and contrary to the recommendations of professional medical organizations.³⁸
- Rethinking Schools uses its mathematics curriculum as a vehicle to discuss political and social issues, including lending practices, gentrification, immigration, and deportation.³⁹ For example, students in a “math for social justice” course examined foreclosures, the North American Free Trade Agreement (NAFTA), and

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³¹ Robert Schmad, *Top Teachers Union Invites Pro-Violence Activists to Shape Public School Curricula*, Wash. Examiner (Oct. 21, 2025), <https://www.washingtonexaminer.com/news/3856575/nea-zinn-education-project-teachers-union-pro-violence-activists-public-school/>.

³² Esperanza Anderson, *Can a 4-Year-Old Know Her Gender Identity? Yes.*, Rethinking Schools (Summer 2022), <https://rethinkingschools.org/articles/can-a-4-year-old-know-her-gender-identity-yes/>.

³³ Laura Shelton, *Expanding Intersectional Queer History in the Elementary Grades*, Rethinking Schools (Spring 2022), <https://rethinkingschools.org/articles/expanding-intersectional-queer-history-in-the-elementary-grades/>.

³⁴ *Id.*

³⁵ *Id.*

³⁶ *Id.*

³⁷ *Rethinking Sexism, Gender, and Sexuality*, Zinn Education Project, <https://www.zinnedproject.org/materials/rethinking-sexism-gender-and-sexuality/> (last visited Aug. 26, 2026).

³⁸ Am. Soc’y of Plastic Surgeons, *Position Statement on Gender Surgery for Children and Adolescents* (Feb. 3, 2026), <https://www.plasticsurgery.org/documents/health-policy/positions/2026-gender-surgery-children-adolescents.pdf>; Andrew Jacobs, *Doctors’ Group Endorses Restrictions on Gender-Related Surgery for Minors*, N.Y. Times (Feb. 4, 2026), <https://www.nytimes.com/2026/02/04/health/gender-surgery-minors-ama.html>.

³⁹ Eric (Rico) Gutstein, *Whose Community Is This? Mathematics of Neighborhood Displacement*, Rethinking Schools (Spring 2013), <https://rethinkingschools.org/articles/whose-community-is-this-mathematics-of-neighborhood-displacement/>.

deportation through the lens of “multiracial solidarity.”⁴⁰ Rather than focusing on teaching rigorous, standards-based math, this curriculum devotes substantial time to political and ideological topics that bear little resemblance to the study of math. Other math lessons discuss the concept of “social justice data fairs,” including questions posed to seventh-grade students about disparities in suicide rates among Korean Americans.⁴¹ Such themes permeate Rethinking Schools’ “Rethinking Mathematics” curriculum, suggesting that the primary objective is not to teach mathematics but rather to advance particular social and political viewpoints.

“For example, students in a ‘math for social justice’ course examined foreclosures, the North American Free Trade Agreement (NAFTA), and deportation through the lens of ‘multiracial solidarity.’ Rather than focusing on teaching rigorous, standards-based math, this curriculum devotes substantial time to political and ideological topics that bear little resemblance to the study of math.”

- Rethinking Schools offers a textbook titled “Teaching Palestine: Lessons, Stories, Voices” which “provides educators with powerful tools to uncover the history and current context of Palestine-Israel in the classroom.”⁴² Among other things, this textbook advocates for educators and K-12 students to stand up to Israeli “apartheid” of Palestinians; encourages educators to support the boycott, divestment, and sanctions (BDS) movement; seeks to explain that the slogan “From the River to the Sea” is not a call for the eradication of the State of Israel; draws parallels between the Black freedom struggle and the Israeli-Palestinian conflict; and includes an interview with former Black Panther Party captain Aaron Dixon, who states that “the struggle for justice in Palestine is inseparable from the movement for racial justice in the United States.”⁴³ The perspectives reflected in the textbook are consistent with statements from at least one of its secondary authors, who has plainly stated, “I am against the state of Israel.”⁴⁴

Furthermore, the textbook includes politically charged cartoons that portray both Jews and Americans in a sharply negative light. One graphic, for example, depicts an American “cowboy” standing over a dead Native American while holding a gun; another depicts what appears to be an Israeli soldier standing over a dead Palestinian in a similar manner.⁴⁵

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⁴⁰ *Id.*

⁴¹ Beth Alexander & Michelle Munk, *A Social Justice Data Fair: Questioning the World Through Math*, Rethinking Schools (Fall 2010), <https://rethinkingschools.org/articles/a-social-justice-data-fair-questioning-the-world-through-math/>.

⁴² Bill Bigelow et al. eds., *Teaching Palestine: Lessons, Stories, Voices* (Rethinking Schools 2025).

⁴³ Jesse Hagopian, “Our Liberation Is Connected with the Palestinian People”: Aaron Dixon, Former Black Panther Party Captain, Speaks Out, I Am an Educator (June 5, 2021), <https://iameducator.com/2021/06/05/our-liberation-is-connected-with-the-palestinian-people-aaron-dixon-former-black-panther-party-captain-speaks-out/>.

⁴⁴ Bill Bigelow et al., *Teaching Palestine: Lessons, Stories, Voices* (Rethinking Schools 2025).

⁴⁵ *Id.*

These graphics oversimplify hundreds of years of history in both countries and invite conclusions that are, at a minimum, highly contested.

- Since 2023, the NEA has partnered with the Zinn Education Project’s annual “Teach Truth” campaign,⁴⁶ which is a nationwide campaign that promotes historical revisionism.⁴⁷ The “Teach Truth” campaign asks participants to endorse its stated principles, which include arguing that racism is systemic, that students do not have individual agency to combat racism, and that white students must understand their privilege; that “trans girls are girls;”⁴⁸ and that Israel’s actions in Gaza constitute an “unfolding genocide.”⁴⁹ By partnering with the Zinn Education Project on its “Teach Truth” campaign, the NEA is affirming these demands.

“ The ‘Teach Truth’ campaign asks participants to endorse its stated principles, which include arguing that racism is systemic, that students do not have individual agency to combat racism, and that white students must understand their privilege; that ‘trans girls are girls;’ and that Israel’s actions in Gaza constitute an ‘unfolding genocide.’ ”
- The NEA’s relationship with the Zinn Education Project extends beyond the “Teach Truth” campaign, as the NEA also appears to have partnered with it on “Black Lives Matter” initiatives.⁵⁰ Separate from this partnership, the Zinn Education Project has also promoted materials endorsing the Black Panther Party’s 10-Point Program as a model for U.S. Constitutional reform.⁵¹ The Marxist and communist ideologies espoused by the Black Panther Party are inconsistent and incompatible with the foundation of the United States Constitution. The Black Panthers advocated for the use of armed force against police and were involved in the murders of civil servants and members of their own party.⁵²
- The Zinn Education Project, Rethinking Schools, and Teaching for Change consortium also chose the nation’s 250th anniversary to engage in an effort to “Decolonize 1776.”⁵³ Setting aside the fact that the colonization of the Americas began centuries before the American Revolution and arose from a distinct historical process, this project does not appear designed to provide an overview of American history on its anniversary. Rather, it seeks to offer what they consider an “honest” evaluation of the Revolution.⁵⁴ This includes materials promoting Shays’ Rebellion and a book by a Marxist scholar that purportedly

⁴⁶ *Teach Truth*, Zinn Education Project, <https://www.zinnedproject.org/campaigns/teach-truth/> (last visited Aug. 26, 2026).

⁴⁷ Brenda Álvarez, *Across the Nation, Teachers Rally to Defend Truth in Education*, Nat’l Educ. Ass’n (June 9, 2025), <https://www.nea.org/nea-today/all-news-articles/across-nation-teachers-rally-defend-truth-education>; Brenda Álvarez, *Freedom to Learn Day of Action*, Nat’l Educ. Ass’n (May 17, 2023), <https://www.nea.org/nea-today/all-news-articles/freedom-learn-day-action>; Brenda Álvarez, *Educators Join Largest Day of Action to Promote the Freedom to Read, Learn, and Teach*, Nat’l Educ. Ass’n (June 21, 2024), <https://www.nea.org/nea-today/all-news-articles/educators-join-largest-day-action-promote-freedom-read-learn-and-teach>.

⁴⁸ *Teach Truth*, Zinn Education Project, <https://www.zinnedproject.org/campaigns/teach-truth/> (last visited Aug. 26, 2026).

⁴⁹ *Teaching About Palestine-Israel and the Unfolding Genocide in Gaza*, Zinn Education Project, <https://www.zinnedproject.org/news/teaching-palestine-israel> (last visited Aug. 26, 2026).

⁵⁰ *Black Lives Matter at School*, Nat’l Educ. Ass’n (Nov. 10, 2021), <https://www.nea.org/resource-library/black-lives-matter-school> (last updated Jan. 22, 2026).

⁵¹ Jesse Hagopian, “*We the People*”: *Whose Rights Does the Constitution Protect?*, Zinn Education Project, <https://www.zinnedproject.org/materials/rights-and-constitution> (last visited Aug. 26, 2026).

⁵² Edward Jay Epstein, *The Panthers and the Police: A Pattern of Genocide?*, *The New Yorker* (Feb. 6, 1971), <https://www.newyorker.com/magazine/1971/02/13/the-panthers-and-the-police-a-pattern-of-genocide>.

⁵³ *Kimberlé W. Crenshaw on American Revolution Myths*, Zinn Education Project (Mar. 28, 2026), <https://www.zinnedproject.org/news/kimberle-crenshaw-american-revolution/>.

⁵⁴ *Teaching the American Revolution on America 250*, Zinn Education Project (June 2, 2026), <https://www.zinnedproject.org/news/teaching-the-american-revolution/>.

“exposes the U.S. Constitution for what it really is – a rulebook to protect capitalism for the elites.”⁵⁵ It further promotes the view that Americans possess a “misplaced faith in the [C]onstitution” and that this commitment is “propelling the American people and rest of the world towards destruction.”⁵⁶ Consistent with its broader critique of the American founding, the project also recommends reading materials

“ Consistent with its broader critique of the American founding, the project also recommends reading materials condemning Fourth of July celebrations, including readings that emphasize the air and noise pollution associated with fireworks and parades. ”

condemning Fourth of July celebrations, including readings that emphasize the air and noise pollution associated with fireworks and parades.⁵⁷ Critiquing America’s past is both necessary and valuable as our nation strives to form “a more perfect union.” However, presenting contested perspectives as settled fact while dismissing contrary views as the product of “elites” is not history; it is political advocacy that limits students’ exposure to competing interpretations of the past.

These relationships are particularly notable in light of the NEA’s own ethical guidelines, which provide that educators “[s]hall not unreasonably deny the student’s access to varying points of view,” and “[s]hall not deliberately suppress or distort subject matter relevant to the student’s progress.”⁵⁸ Yet many of the materials described above are designed not to present students with a balanced treatment of these complex historical and political issues, but to advance a particular ideological narrative that casts the United States and its allies in an overwhelmingly negative light. The Committee is particularly concerned about the use of such materials in educational settings where students may be presented with contested political viewpoints as settled fact rather than encouraged to examine competing perspectives. These concerns are especially significant amid a rise in antisemitic violence, including the highest number of Jews being killed in 30 years.⁵⁹

Additional Partnerships

In addition to its support of the Zinn Education Project, Rethinking Schools, and Teaching for Change, the NEA has developed relationships with a broader network of advocacy organizations engaged in far-left political and social activism.

Sunrise Movement

- The Sunrise Movement is a political advocacy organization whose stated objective is “building a movement of young people to end billionaire rule and stop the climate crisis,” including “forc[ing] Donald Trump out of power.”⁶⁰ The organization has called for Jewish groups to be ejected from its coalition,⁶¹ and has ties to Antifa.⁶² The Sunrise Movement also encourages college and K-12 students to engage in “mass

⁵⁵ *Id.*

⁵⁶ Robert Ovetz, *We the Elites: Why the U.S. Constitution Serves the Few* (Pluto Press 2022), <https://www.plutobooks.com/product/we-the-elites/>.

⁵⁷ Bill Bigelow, *Rethinking the 4th of July*, Zinn Education Project (July 2, 2018), <https://www.zinnedproject.org/if-we-knew-our-history/rethinking-the-4th-of-july/>.

⁵⁸ *Code of Ethics for Educators*, Nat’l Educ. Ass’n (Sep. 14, 2020), <https://www.nea.org/resource-library/code-ethics-educators>.

⁵⁹ Oren Liebermann, *Antisemitic Violence Worldwide in 2025 Killed Highest Number of Jews in 30 Years, Study Finds*, CNN (Apr. 14, 2026), <https://www.cnn.com/2026/04/14/world/antisemitic-violence-worldwide-report-intl>.

⁶⁰ *About Sunrise*, Sunrise Movement, <https://www.sunrisemovement.org/about/> (last visited Aug. 26, 2026).

⁶¹ Michelle Boorstein, *National Climate, Voting Rights Groups Try to Keep Movements Unified After Dispute About Israel*, Wash. Post (Oct. 21, 2021), <https://www.washingtonpost.com/religion/2021/10/21/voting-rights-climate-declaration-for-american-democracy-antisemitism-israel-sunrise-progressive/>.

⁶² Andrew Mark Miller, *Scathing Report Reveals Antifa-Linked Org Passing Out Material to K-12 Students: ‘Political Revolution’*, Fox News (Feb. 10, 2026), <https://www.foxnews.com/politics/scathing-report-reveals-antifa-linked-org-passing-out-material-to-k-12-students-political-revolution>.

non-cooperation,” in pursuit of a “political revolution.”⁶³ Through its “Students Rise Up” campaign, the group aims to “organiz[e] students and education workers . . . into a force to be reckoned with on the path to May Day 2028,” asserting that “No politician can keep their job, no school administrator can keep classes running, and no corporation can make a profit” if they side with “authoritarianism.”⁶⁴ The campaign also encouraged students to participate in Immigration, Customs, and Enforcement (ICE) walk-outs, and promoted the “May Day Strong” mobilization, which called for a day of “No School, No Work, No Shopping.”⁶⁵

In early 2026, NEA President Becky Pringle headlined a Sunrise Movement event titled, “Roadmap to Political Revolution,” at which—in addition to calling President Trump a “dictator”—she told attendees that the NEA would continue to leverage its 3 million members and 51 state affiliates to “advocate,” “organize,” “mobilize,” “litigate,” and “elect people” to achieve its political goals.⁶⁶ Content from recent Sunrise Movement membership meetings include goals of “build[ing] up to mass noncooperation” which would “remove Trump and his cronies from power.”⁶⁷ The Committee is concerned that this rhetoric reflects the use of the NEA’s institutional capacity for objectives unrelated to member representation or student learning.

Public School Strong and H.E.A.L. Together

- The NEA also partners with Public School Strong (PSS)⁶⁸, a national campaign that grew out of H.E.A.L. (Honest Education Action & Leadership) Together, an initiative anchored at Race Forward, an organization that works to advance “racial justice” in all institutions.⁶⁹ H.E.A.L. Together was created in response to disputes over critical race theory, LGBTQ+ issues, and equity initiatives in public schools.⁷⁰

The NEA has repeatedly promoted the PSS model through its leadership summits and has encouraged its use to build political and organizing power within local school districts.⁷¹ That organizing has gone beyond traditional education advocacy. PSS and union-affiliated organizers have discussed closing schools, engaging in civil

“ PSS and union-affiliated organizers have discussed closing schools, engaging in civil disobedience, mobilizing students for political protests, pressuring school boards over student participation, and using contentious political issues—including ‘genocide’—to recruit parents into broader campaigns. ”

⁶³ *Id.*

⁶⁴ *Schools Rise Up On May Day*, Google Docs, <https://docs.google.com/document/d/1TaZrvJDR-4eX8EBJ-82liKlt4xSnZ2mYQC-FQjKoIok/edit?tab=t.0> (last visited Aug. 26, 2026).

⁶⁵ *MAY DAY STRONG*, May Day Strong, <https://maydaystrong.org/> (last visited Aug. 26, 2026).

⁶⁶ Andrew Mark Miller, *Teachers Union President Calls Trump a ‘Dictator’ on Unearthed Call with Antifa-Linked Group*, Fox News (Feb. 2, 2026), <https://www.foxnews.com/politics/teachers-union-president-calls-trump-a-dictator-on-unearthed-call-with-antifa-linked-group>.

⁶⁷ Defending Education, *Newly obtained slides from a Sunrise Movement membership meeting calls for a ‘political revolution’ that includes the ‘need to structurally change the foundations of this country’ to achieve ‘Eco-socialism, [a] multi-racial democracy, and Green New Deal legislation’* (Apr. 8, 2026), <https://defendinged.org/investigations/newly-obtained-slides-from-a-sunrise-movement-membership-meeting-calls-for-a-political-revolution-that-includes-the-need-to-structurally-change-the-foundations-of-this-country-to-achieve-eco/>.

⁶⁸ *Stronger Public Schools, Locally and Nationally*, Public School Strong, <https://publicschoolstrong.org/about/> (last visited Aug. 26, 2026).

⁶⁹ *H.E.A.L. Together*, Race Forward, <https://www.raceforward.org/heal-together> (last visited Aug. 26, 2026).

⁷⁰ *Id.*

⁷¹ *Campaign to Promote, Protect, and Strengthen Public Education*, Nat’l Educ. Ass’n, <https://www.nea.org/moonshots> (last visited Aug. 26, 2026); see also Nat’l Educ. Ass’n, *Fight Back, Fight Forward: Resilience, Power, Respect: Saving Public Education and Our Democracy: Report for Delegates to the 2025 NEA Representative Assembly* (2025), <https://www.nea.org/sites/default/files/2025-06/20250626-fight-back-fight-forward-report-for-ra.pdf>.

disobedience, mobilizing students for political protests, pressuring school boards over student participation, and using contentious political issues—including “genocide”—to recruit parents into broader campaigns.⁷²

CODEPINK

- The NEA and AFT frequently collaborate with CODEPINK, either directly or through mutual association. Beyond their organizational ties, these groups share a large membership crossover, with some members serving as leaders in all three organizations.⁷³ CODEPINK is a “feminist grassroots organization working to end U.S. warfare and imperialism.”⁷⁴ In February 2026, the U.S. State Department identified CODEPINK as a Chinese Communist Party influence operation.⁷⁵ The *New York Times* reported that CODEPINK’s co-founder Jodie Evans’ husband, Neville Roy Singham, is the billionaire at the center of a financial network “that defends China and pushes its propaganda . . . work[ing] closely with the Chinese government media machine [to] financ[e] its propaganda worldwide.”⁷⁶ On October 7, 2023, the day of the Hamas-led terror attack on Israel, CODEPINK tweeted “Palestinians have every right to resist.”⁷⁷ The following day, CODEPINK issued a statement that justified the atrocities, stating “[w]e cannot pretend to be shocked by the resistance of the Palestinians . . . Resistance is named as a human right.”⁷⁸ CODEPINK also has ties to the Iranian Ayatollah regime, having met with senior Iranian officials.⁷⁹
- CODEPINK’s political activism has also intersected with public school education through educators affiliated with teachers’ unions. Marcy Winograd, a retired Los Angeles Unified School District (LAUSD) teacher and current member of United Teachers Los Angeles (UTLA), coordinates CODEPINK Congress and its “Drop the ADL” campaign while also chairing the California Teachers Association’s Jewish & Allied Educators 4 Palestine caucus.⁸⁰ The caucus describes itself, in part, as “connect[ing] the dots between the defunding of public education and increased US militarization in the US, Palestine and beyond”.⁸¹ Winograd has also promoted this perspective through educational materials. In an article for Rethinking Schools, she advocated for a different approach to Holocaust education—one that teaches the Holocaust and Nakba together and compares Nazi persecution of Jews with Palestinian displacement.⁸²
- In June 2026, CODEPINK hosted a four-part workshop series titled “Challenging Zionism in Schools,” which provided educators with lesson plans, strategies for incorporating Palestinian

“ In an article for Rethinking Schools, she advocated for a different approach to Holocaust education—one that teaches the Holocaust and Nakba together and compares Nazi persecution of Jews with Palestinian displacement. ”

⁷² *NEA-Linked Groups Plan School Closures, Support Student Protests*, NAVI K-12 Extremism Tracker (Apr. 15, 2026), <https://navik12tracker.substack.com/p/nea-linked-groups-plan-school-closures>.

⁷³ Marcy Winograd, CODEPINK, https://www.codepink.org/marcy_winograd (last visited Aug. 26, 2026).

⁷⁴ *What Is CODEPINK?*, CODEPINK, <https://www.codepink.org/about> (last visited Aug. 26, 2026).

⁷⁵ Victor Nava, *State Department Identifies Code Pink and Other Far-Left Groups as Vectors of Chinese Influence Operations*, N.Y. Post (Feb. 10, 2026), <https://nypost.com/2026/02/10/us-news/state-department-identifies-code-pink-and-other-far-left-groups-as-vectors-of-chinese-influence-operations/>.

⁷⁶ Mara Hvistendahl et al., *A Global Web of Chinese Propaganda Leads to a U.S. Tech Mogul*, N.Y. Times (Aug. 5, 2023), <https://www.nytimes.com/2023/08/05/world/europe/neville-roy-singham-china-propaganda.html>.

⁷⁷ CODEPINK (@codepink), X (Oct. 7, 2023, 3:05 p.m.), <https://x.com/codepink/status/1710672752464613643>.

⁷⁸ Press Release, CODEPINK, CODEPINK’s Statement on the Call for War in Palestine: Peace Comes with Justice, Not War (Oct. 8, 2023), https://www.codepink.org/occupation_is_indefensible.

⁷⁹ Democracy Now!, *CodePink’s Medea Benjamin on Peace Delegation to Iran & Fallout from U.S. Withdrawal of Nuke Deal* (Feb. 27, 2019), https://www.democracynow.org/2019/2/27/codepinks_medea_benjamin_on_peace_delegation.

⁸⁰ Marcy Winograd, CODEPINK, https://www.codepink.org/marcy_winograd (last visited Aug. 26, 2026).

⁸¹ *Caucuses*, California Teachers Association, <https://www.cta.org/about-us/leadership/caucuses> (last visited Aug. 27, 2026).

⁸² Marcy Winograd & Rick Chertoff, *What’s Missing in Holocaust Education?* Rethinking Schools (Fall 2025), <https://rethinkingschools.org/articles/whats-missing-in-holocaust-education/>.

advocacy into classroom instruction, and guidance on establishing Students for Justice in Palestine (SJP) clubs.⁸³ These are just a small sample of the evidence demonstrating the political perspectives of educators that CODEPINK has enlisted to help facilitate its advocacy efforts.

American Federation of Teachers

Political Activism and Social Policy

AFT's activities extend well beyond traditional education policy, with the union routinely taking positions on broader political and social issues. Many of these positions align with progressive political causes, ranging from opposition to the Trump administration's immigration policies to LGBTQIA+ advocacy and corporate activism. In June 2025, AFT participated in protests opposing President Donald Trump under the "#NoKings" banner.⁸⁴ The union's political activism has also extended to private companies. In spring 2026, AFT passed a resolution calling for a boycott of Target, arguing that the company was not doing enough to resist immigration enforcement.⁸⁵

AFT has similarly taken positions on LGBTQIA+ policy, both within schools and through broader political advocacy. One example is the May 28, 2025, resolution titled "Support for the LGBTQIA+ Community." In this resolution, AFT resolved to consider supporting advocacy organizations such as Pride at Work, PFLAG, GLSEN, the Human Rights Campaign, Lambda Legal, and the Trevor Project.⁸⁶ Furthermore, AFT passed a resolution concerning transgender rights in North Carolina and Mississippi. This resolution detailed that AFT will not host any events in those states until the laws identified by the resolution are repealed.⁸⁷

One critic of the AFT's political resolutions, Erica Sanzi, Director of Outreach for Defending Education, told the *Washington Examiner* that the list was difficult to distinguish from "the Democratic Party's wish list."⁸⁸ She pointed to resolutions addressing Ukraine, divestment from fossil fuels, and U.S. sanctions on Cuba while noting the absence of priorities such as effective reading instruction, numeracy, and basic civics.⁸⁹

“She pointed to resolutions addressing Ukraine, divestment from fossil fuels, and U.S. sanctions on Cuba while noting the absence of priorities such as effective reading instruction, numeracy, and basic civics.”

⁸³ *Summer Workshops: Challenging Zionism in Schools*, CODEPINK, <https://www.codepink.org/workshop26> (last visited Aug. 27, 2026); *Summer Workshops #2 June 16*, CODEPINK, <https://www.codepink.org/616sw> (last visited Aug. 27, 2026).

⁸⁴ *News from Higher Ed | June 2025*, Am. Fed'n of Tchrs. (June 2025), <https://www.aft.org/higher-ed-archive/0625>.

⁸⁵ Am. Fed'n of Tchrs., *AFT Urges Its 1.8 Million Members and Families to Shop Local, Not at Target, for Back to School* (Mar. 26, 2026), <https://www.aft.org/resolution/aft-urges-its-1.8-million-members-and-families-shop-local-not-target-back-school> (resolution reciting the AFT's February 2026 resolution to boycott Target over its response to U.S. Immigration and Customs Enforcement activity in the Twin Cities).

⁸⁶ *Support for the LGBTQIA+ Community*, Am. Fed'n of Teachers, (May 28, 2025) (resolution), <https://www.aft.org/resolution/supporting-lgbtqia-community>.

⁸⁷ *Support of the Rights of Transgender Persons -- AFT Stands in Unity Against Discrimination in North Carolina and Mississippi*, Am. Fed'n of Tchrs., (2017) (resolution), <https://www.aft.org/resolution/support-rights-transgender-persons-aft-stands-unity-against-discrimination>.

⁸⁸ Jeremiah Poff, *American Federation of Teachers Convention Promotes CRT, Abortion, and Green Energy*, Wash. Examiner (July 12, 2022), <https://www.washingtonexaminer.com/restoring-america/community-family/american-federation-of-teachers-convention-promotes-crt-abortion-and-green-energy>.

⁸⁹ *Id.*

Finding II: Antisemitism, Hostility Toward Jewish Members, and Organizational Response

National Education Association

Native Land Digital Map

On October 8, 2025, the NEA sent a mass email to its nearly 3 million members celebrating “indigenous lands” and sharing resources to teach students about the “land we occupy,” which included a Native Land map from Native Land Digital (NLD). The NLD’s map used the boundaries of the former British Mandate of Palestine (1923-1948) to represent an area listed as “Palestine.”⁹⁰ The area covered all of modern-day Israel. In doing so, NLD departed from its own precedent: the Native Land map traces the languages of native groups in certain geographical regions, not temporary regions defined by political borders.⁹¹ This map of Palestine erased the centuries-long—and in some cases, millennia-long—presence of Sephardic and Ashkenazi Jewish peoples, as well as Christians and Sunni Arabs.⁹²

It cannot be contested that, between the Sykes-Picot Agreement of 1916 and UN Resolution 181 of 1948, there existed a political body of land named Mandatory Palestine. Yet, the NLD’s map is not a political map of former states, it is a *Native Land* map. By framing Mandatory Palestine solely as an indigenous group, without acknowledging Jewish historical ties to the land, the map offers an incomplete picture of the region’s history and sidesteps the historical basis for the legitimacy of a Jewish state in Israel.

The NEA’s mass email linked directly to the NLD website, where educators could click on the Palestine region and be presented with a variety of resources about Palestine.⁹³ Among these resources was the website of the Palestinian Youth Movement, which has documented ties to the Popular Front for the Liberation of Palestine

(PFLP),⁹⁴ a Marxist-Leninist Palestinian group that has been a U.S. designated terror organization since 1997.⁹⁵

“Among these resources was the website of the Palestinian Youth Movement, which has documented ties to the Popular Front for the Liberation of Palestine (PFLP), a Marxist-Leninist Palestinian group that has been a U.S. designated terror organization since 1997.”

The NLD website also listed a resource called “Conflict 101: Palestinian-Israeli Conflict for Beginners,” created by a group named Palestine Remembered.⁹⁶ The Conflict 101 resource is a landing page for a variety of articles that feature distortions and antisemitic claims about the Holocaust, contain strong Nazi apologism, and promote October 7th denial.⁹⁷ These materials

⁹⁰ Press Release, S. Comm. on Health, Educ., Labor & Pensions, Chair Cassidy Slams Labor Union for Promoting Antisemitism in Children’s Classrooms, Ostracizing Jewish Members (Dec. 19, 2025), <https://www.help.senate.gov/rep/newsroom/press/chair-cassidy-slams-labor-union-for-promoting-antisemitism-in-childrens-classrooms-ostracizing-jewish-members>.

⁹¹ *What We Map*, Native Land Digital, <https://native-land.ca/about/what-we-map> (last visited Aug. 26, 2026).

⁹² Raquel Levy-Toledano, Wim Penninx & Sergio DellaPergola, *Jewish Presence in the Land of Israel in the 19th Century: Insights from the Montefiore Censuses*, 9 *Genealogy* art. 72 (2025), <https://doi.org/10.3390/genealogy9030072>.

⁹³ *NEA Shares Antisemitic Resources from Terror-Linked Organizations*, NAVI K-12 Extremism Tracker (Oct. 9, 2025), <https://navik12tracker.substack.com/p/nea-shares-antisemitic-resources>.

⁹⁴ Ministry for Diaspora Affairs & Combating Antisemitism, *Special Overview: PYM—Palestinian Youth Movement* (Jan. 30, 2024), https://www.gov.il/BlobFolder/reports/pym_palestinian_youth_movement/en/Research_Reports_PYM%20Report%20eng.pdf.

⁹⁵ *Foreign Terrorist Organizations*, U.S. Dep’t of State, <https://www.state.gov/foreign-terrorist-organizations> (last visited Aug. 26, 2026).

⁹⁶ *NEA Shares Antisemitic Resources from Terror-Linked Organizations*, NAVI K-12 Extremism Tracker (Oct. 9, 2025), <https://navik12tracker.substack.com/p/nea-shares-antisemitic-resources>.

⁹⁷ *Hitler’s Expose The West’s Hypocrisy on Jewish Immigration & Human Rights*, Palestine Remembered, <https://www.palestineremembered.com/Adolf-Hitler-who-was-willing-to-ship-German-and-Austrian-Jews-anywhere-even-on-luxury-ships,-until-late-1941.html> (last visited Aug. 26, 2026); *Facts About The Gaza Raid on Oct. 7th, 2023*, Palestine Remembered, https://www.palestineremembered.com/Facts_About_The_Gaza_Raid.html (last visited Aug. 26, 2026).

implicate recognized examples of antisemitism under the International Holocaust Remembrance Alliance's (IHRA) working definition, which the U.S. State Department endorsed in 2013.⁹⁸ The IHRA identifies Holocaust denial—including “denying the fact, scope, mechanisms (e.g. gas chambers) or intentionality of the genocide of the Jewish people at the hands of National Socialist Germany”⁹⁹ -- as a contemporary example of antisemitism. The Conflict 101 resource repeatedly attributes responsibility for the Holocaust to “Zionist Jews” rather than Nazi Germany and its collaborators, thereby distorting the history of the Holocaust.¹⁰⁰

Backlash to the email came quickly, and just two days later, on October 10, 2025, the NEA removed the NLD resource from its website and issued a public statement that the “external resource... does not meet [its] standards.”¹⁰¹ Further, the statement included a condemnation of the “offensive content” and antisemitism in general. The NEA concluded by stating it will fight “antisemitism, anti-Palestinian bigotry, anti-Arab racism, and all forms of discrimination against all people.”¹⁰²

While it is important to stand up against all discrimination, in its only public statement addressing the dissemination of antisemitic Holocaust-distorting resources and other misinformation to millions of educators nationwide, the NEA shifted attention away from its own actions and offered no apology to either the public or its members.

Finally, NLD's map has since removed all native groups in the Southern Levant, so that the area is currently blank.¹⁰³ Several of the NLD's Palestine resources were deleted from its website on the day of the NEA's statement, leaving some United Nations resources and other more legitimate academic and government publications.¹⁰⁴

Education International

Education International is the NEA's international partner and an organization on whose Executive Board NEA President Becky Pringle serves on.¹⁰⁵ The organization has unequivocally taken a pro-Palestinian stance on the Israel-Palestine conflict, including issuing a rebuke for Israeli retaliation in Gaza just one week after October 7, 2023, in which more than 1,000 Israelis were killed and many others were taken hostage.¹⁰⁶

In 2023, Mrs. Pringle went on a trip with Education International to Israel and the Palestinian territories where she met with members of the United Nations Relief and Works Agency for Palestine Refugees (UNRWA).¹⁰⁷ In December 2024, a *New York Times* examination found that many UNRWA employees, including teachers and

⁹⁸ *Working Definition of Antisemitism*, International Holocaust Remembrance Alliance, <https://holocaustremembrance.com/resources/working-definition-antisemitism> (last visited Aug. 26, 2026).

⁹⁹ *Defining Holocaust Distortion and Denial*, U.S. Dep't of State, <https://www.state.gov/office-of-the-special-envoy-for-holocaust-issues/defining-holocaust-distortion-and-denial> (last visited Aug. 26, 2026).

¹⁰⁰ Faris Yahya, *Zionist Relations with Nazi Germany (The Web/HTML Version)*, Palestine Remembered, https://www.palestineremembered.com/Zionist_Relations_With_Nazi_German.html (last visited Aug. 26, 2026).

¹⁰¹ Press Release, Nat'l Educ. Ass'n, Update on External Indigenous Resource (Oct. 10, 2025), <https://www.nea.org/about-nea/media-center/press-releases/update-external-indigenous-resource>.

¹⁰² *Id.*

¹⁰³ *Native Land*, Native Land Digital, <https://native-land.ca/maps/native-land> (last visited Aug. 26, 2026).

¹⁰⁴ *Palestine*, Native Land Digital, <https://native-land.ca/listings/territories/%d9%81%d9%84%d8%b3%d8%b7%d9%8a%d9%86-palestine> (last updated Jan. 14, 2026).

¹⁰⁵ *Who We Are*, Educ. Int'l (Apr. 7, 2021), <https://www.ei-ie.org/en/about/who-we-are> (last updated Dec. 5, 2024); *Executive Board*, Educ. Int'l, <https://www.ei-ie.org/en/about/our-leaders> (last visited Aug. 26, 2026).

¹⁰⁶ Press Release, Educ. Int'l, *Education International Calls for an Immediate Stop to the Disproportionate and Indistinct Retaliation in Gaza* (Oct. 14, 2023), <https://www.ei-ie.org/en/item/28104:education-international-calls-for-an-immediate-stop-to-the-disproportionate-and-indistinct-retaliation-in-gaza>.

¹⁰⁷ Becky Pringle, *Come Along with Me: A Daily Travel Journal*, Nat'l Educ. Ass'n (Apr. 27, 2023), <https://www.nea.org/about-nea/leaders/president/from-our-president/come-along-me-daily-travel-journal>.

educators, were members of known terrorist groups, such as Hamas or Islamic Jihad.¹⁰⁸

During this same trip, Mrs. Pringle met with former Palestinian Prime Minister Mohammad Shtayyeh, a “self-proclaimed member of the Central Committee of the Fatah movement,” which has stated that it takes pride in “initiating the first shot, the first bullet” and adopting “armed struggle” against Israel.¹⁰⁹ Mr. Shtayyeh has also discussed his work to break Israel’s “monopoly” on the pain of the Holocaust.¹¹⁰

“ During this same trip, Mrs. Pringle met with former Palestinian Prime Minister Mohammad Shtayyeh, a ‘self-proclaimed member of the Central Committee of the Fatah movement,’ which has stated that it takes pride in ‘initiating the first shot, the first bullet’ and adopting ‘armed struggle’ against Israel. ”

In addition to meeting with Mr. Shtayyeh, Mrs. Pringle also met with leaders and members of the General Union of Palestinian Teachers (GUPT), a close affiliate of Education International, including General Secretary Saed Erziqat.¹¹¹ Mr. Erziqat is reported to have praised members of the Al-Aqsa Martyrs Brigade and Palestinian Islamic Jihad—both designated by the U.S. State Department as foreign terrorist organizations—as “martyrs” and called for “continued escalation” by Palestinians.¹¹² Mr. Erziqat has also met with the Secretary-General of the Popular Front for the Liberation of Palestine, another U.S. State Department-designated foreign terrorist organization.¹¹³ GUPT is also known to be under the headship of the Palestine Liberation Organization (PLO), an organization that, for decades, has carried out numerous terrorist attacks against Israel, including against Jewish Americans.¹¹⁴

Antisemitism at the 2025 NEA Representative Assembly

Harassment of Jewish Delegates

In a letter from the Jewish Affairs Caucus (JAC) addressed to Mrs. Pringle and the NEA Executive Committee, Jewish delegates shared their experiences at the NEA’s annual Representative Assembly (RA) in July 2025. It is alleged that Jewish union members were cornered, shunned, and singled out throughout the assembly. Members reportedly surrounded one Jewish member while asking “How do you feel about the babies dying in Gaza?” In addition, some delegates laughed and clapped when a speaker referenced the death of 82-year-old Holocaust survivor Karen Diamond who was burned alive by a Molotov cocktail at a peaceful protest in Colorado in June 2025.¹¹⁵

Questionable New Business Items (NBIs)

In July 2025, the NEA released its Handbook, which included questionable New Business Items (NBIs) submitted at the 2024 RA—both those approved by the Assembly and those referred to the NEA

¹⁰⁸ Jo Becker & Adam Rasgon, *Records Seized by Israel Show Hamas Presence in U.N. Schools*, N.Y. Times (Dec. 8, 2024), <https://www.nytimes.com/2024/12/08/world/middleeast/hamas-unrwa-schools.html>.

¹⁰⁹ Ahmed Maher, *Mohammad Shtayyeh on Trump, Hamas and Israel*, Al Majalla (Jan. 30, 2025), <https://en.majalla.com/node/324118/politics/mohammad-shtayyeh-trump-hamas-and-israel>.

¹¹⁰ *Id.*

¹¹¹ Becky Pringle, *Come Along with Me: A Daily Travel Journal*, Nat’l Educ. Ass’n (Apr. 27, 2023), <https://www.nea.org/about-nea/leaders/president/from-our-president/come-along-me-daily-travel-journal>.

¹¹² Brandy Shufutinsky, *Top U.S. Teachers’ Union Supports Palestinian Counterpart with Terror-Linked Leader*, Foundation for Defense of Democracies (Aug. 15, 2025), <https://www.fdd.org/analysis/2025/08/15/top-us-teachers-union-supports-palestinian-counterpart-with-terror-linked-leader/>; see also *Foreign Terrorist Organizations*, U.S. Dep’t of State, <https://www.state.gov/foreign-terrorist-organizations> (last visited Aug. 26, 2026) (the content posted to Mr. Erziqat’s Facebook account has since been removed, but it preceded the January 2023 visit to the West Bank).

¹¹³ *Id.*

¹¹⁴ Tara McKelvey, *Terrorism on the High Seas*, N.Y. Times (June 18, 2019), <https://www.nytimes.com/2019/06/18/books/review/julie-salamon-an-innocent-bystander.html>.

¹¹⁵ *Letter to NEA Leadership*, NEA JAC (July 15, 2025), <https://www.neajacausus.org/post/letter-to-nea-leadership>.

Board of Directors.

NBI 83: International Holocaust Remembrance Day

The 2024 RA passed NBI 83, International Holocaust Remembrance Day, which was subsequently incorporated into the NEA's 2025 Handbook. The Handbook stated that the NEA "shall promote the celebration of International Holocaust Remembrance Day . . . to recognize the more than 12 million victims of the Holocaust from different faiths, ethnicities, races, political beliefs, genders, and gender identification, abilities/disabilities, and other targeted characteristics."¹¹⁶

After the Handbook's definition of the Holocaust drew criticism for failing to adequately recognize the Holocaust as the systematic persecution and murder of the Jewish people, the NEA revised the provision. In an official statement, the NEA acknowledged that it had "updated" the Handbook to more appropriately reflect the Holocaust, revising the language to recognize "the systemic persecution and murder of six million Jews."¹¹⁷

NBI 6: Palestinian Nakba Education

The NEA Board approved NBI 6, Palestinian Nakba Education, directing the union to "educate members and the general public about the history of the Nakba."¹¹⁸ The NEA defines the Nakba as "the forced, violent displacement and dispossession of at least 750,000 Palestinians from their homeland in 1948 during the establishment of the State of Israel."¹¹⁹

NBI 6 presents the Palestinian displacement without acknowledging that it occurred amid the 1948 Arab-Israeli war or the longstanding historical debate over the causes and circumstances of the Palestinian exodus.¹²⁰ Instead, it attributes the displacement solely to the establishment of Israel, replacing complex historical context with a one-sided political narrative.

Pattern of Hostility Toward Jewish NEA Members

Jewish NEA members have informed the Committee that they feel increasingly threatened and ostracized. For example, after the NEA endorsed resources that members say erased Israel off the map, some Jewish members sought to leave the organization but were told their decision was "short-sighted."

This Committee has also been made aware of

incidents where NEA Union Representatives at schools have become increasingly hostile toward Jewish educators and NEA members. In addition to posting antisemitic content, these NEA union representatives have targeted Jewish educators at local schools for voicing opinions supportive of Israel. Statements made by NEA union representatives toward these members include, "October 7th has been debunked," "[you] are a lobbyist," "we don't need lobbyists," and "antisemitism is only swastikas and nothing antisemitic is happening here."¹²¹ These accounts are not the only indications of a broader concern. Survey results, litigation, and an EEOC charge have prompted additional scrutiny of the treatment of Jewish educators. In January 2026, StandWithUs' Data & Analytics department published what it describes as the first academic study of antisemitism faced by Jewish

“ Statements made by NEA union representatives toward these members include, ‘October 7th has been debunked,’ ‘[you] are a lobbyist,’ ‘we don’t need lobbyists,’ and ‘antisemitism is only swastikas and nothing antisemitic is happening here.’ ”

¹¹⁶ Nat'l Educ. Ass'n, *NEA Handbook 2025 355* (2025), https://archive.org/download/nea_handbook_online_2025_202508/nea_handbook_online_2025.pdf (archived copy).

¹¹⁷ Press Release, Nat'l Educ. Ass'n, Statement on the NEA Handbook (July 24, 2025), <https://www.nea.org/about-nea/media-center/press-releases/statement-nea-handbook>.

¹¹⁸ Nat'l Educ. Ass'n, *NEA Handbook 2025 355* (2025), https://archive.org/download/nea_handbook_online_2025_202508/nea_handbook_online_2025.pdf (archived copy).

¹¹⁹ *Id.*

¹²⁰ Diana Allan, ed., *Voices of the Nakba: A Living History of Palestine* (Pluto Press 2021), <https://utpdistribution.com/9780745342917/voices-of-the-nakba/> (publisher's description).

¹²¹ Committee staff interviews with NEA members.

K-12 educators in American public and non-Jewish private schools.¹²² This survey of 584 self-identified Jewish educators found that 61.6 percent had personally experienced or witnessed antisemitism in a professional setting, and that 45.5 percent specifically identified their teachers' union as a source of that antisemitism.¹²³

The study also found that among the 65 percent of respondents required to complete anti-bias training, only 10 percent said that the training addressed antisemitism at all.¹²⁴ Notably, Alyson Brauning, interim chair of the NEA's own Jewish Affairs Caucus, responded to the findings by stating: "These findings, while disturbing, do not come as a shock. They reveal a serious disconnect between stated commitments to equity and the lived realities of Jewish educators."¹²⁵

The StandWithUs study was published amid litigation across the nation against the NEA and its affiliates. In May 2025, the Freedom Foundation filed a federal lawsuit on behalf of a Jewish high school teacher against both Portland Public Schools and the Portland Association of Teachers, which is affiliated with the NEA.¹²⁶ The complaint alleged that union members displayed pro-Palestinian symbols in classrooms and organized Palestinian-advocacy-focused school meetings, and that the district failed to address the resulting hostile environment.¹²⁷

“Notably, Alyson Brauning, interim chair of the NEA’s own Jewish Affairs Caucus, responded to the findings by stating: ‘These findings, while disturbing, do not come as a shock. They reveal a serious disconnect between stated commitments to equity and the lived realities of Jewish educators.’”

In 2026, the Louis D. Brandeis Center Coalition to Combat Antisemitism filed a 297-page complaint against the NEA with the U.S. Equal Employment Opportunity Commission (EEOC) alleging violations of Title VII of the Civil Rights Act of 1964.¹²⁸ The complaint asserts that the NEA “perpetuated hostile environments for Jewish members in the union, in the NEA’s state and local affiliates, and in the workplace” via deliberate policies.¹²⁹ Brandeis Center Chairman Kenneth L. Marcus, a former U.S. Assistant Secretary of Education for Civil Rights, stated that the union’s antisemitism “touches every school and every classroom in which an NEA member works.”¹³⁰ In 2026, the EEOC opened an investigation into the matter.¹³¹ Mrs. Pringle has denied the allegations.¹³²

¹²² *New Study: Over 60% of Jewish K-12 Educators Report Exposure to Antisemitism*, StandWithUs (Jan. 22, 2026), <https://standwithus.com/news/new-study-over-60-of-jewish-k-12-educators-report-exposure-to-antisemitism/>.

¹²³ *Id.*

¹²⁴ *Id.*

¹²⁵ *Id.*

¹²⁶ Joey McCabe, *Jewish Teacher Fights for Religious Freedom Amid Union Retaliation Fears*, Freedom Foundation (May 20, 2025), <https://www.freedomfoundation.com/press-release/jewish-teacher-fights-for-religious-freedom-amid-union-retaliation-fears/>.

¹²⁷ *Antisemitism Lawsuit Filed Against Portland Public Schools, Teachers Association*, KPTV (May 21, 2025), <https://www.kptv.com/2025/05/21/antisemitism-lawsuit-filed-against-portland-public-schools-teachers-association/>; Carleen Johnson, *Jewish Teacher Suing Portland Teachers' Union over Alleged Antisemitic Curriculum*, The Center Square (May 26, 2025), https://www.thecentersquare.com/national/article_78e711d9-4e10-42b6-9265-8488a801c24f.html.

¹²⁸ Louis D. Brandeis Center for Human Rights Under Law, *EEOC Opens Investigation into NEA Following Charge That the Nation's Largest Teachers Union Discriminated Against Jewish Educators* (June 22, 2026), <https://brandeiscenter.com/eec-opens-investigation-into-nea-following-charge-that-the-nations-largest-teachers-union-discriminated-against-jewish-educators/>; *National Education Association Hit with Federal Antisemitism Investigation*, Wash. Times (June 22, 2026), <https://www.washingtontimes.com/news/2026/jun/22/national-education-association-hit-federal-antisemitism-investigation/>.

¹²⁹ *Id.*

¹³⁰ Adam Kredo, *'Threatening and Intimidating': Largest Teachers' Union in United States Hit With Federal Antisemitism Complaint*, The Washington Free Beacon (May 4, 2026), <https://freebeacon.com/education/threatening-and-intimidating-largest-teachers-union-in-united-states-hit-with-federal-antisemitism-complaint/>.

¹³¹ Naaz Modan, *EEOC opens antisemitism probe into NEA, Brandeis Center says*, K-12 Dive (June 22, 2026), <https://www.k12dive.com/news/eec-opens-antisemitism-investigation-into-national-education-association/823441/>.

¹³² *National Education Association Hit with Federal Antisemitism Investigation*, Wash. Times (June 22, 2026), <https://www.washingtontimes.com/news/2026/jun/22/national-education-association-hit-federal-antisemitism-investigation/>.

Finding III: Irresponsible Financial Stewardship and Misuse of Member Dues

Over the last half century, the NEA and AFT have spent billions of dollars under the guise of representing the interests of teachers. Despite this spending, inflation-adjusted teacher wages have hardly risen over the past five decades.¹³³ Meanwhile, NEA membership has steadily declined since 2009, even as annual dues have continued to increase.¹³⁴ In FY2024 alone, nearly 18,000 members left the NEA, contributing to an overall decline of nearly 400,000 members, or 12 percent, between 2009 and 2024.¹³⁵ These trends raise questions about whether America's teachers' unions are delivering the results that matter most to their members. Only a small portion of union member dues go towards activities that tangibly benefit or directly represent teachers, while substantial sums flow into political activism and outside organizations. Meanwhile, improving student numeracy and literacy appears to occupy little of union leadership's attention or spending. More concerning, patterns have emerged wherein union funds flow to outside organizations with documented ties to NEA and AFT leadership.¹³⁶ These spending patterns suggest a growing disconnect between the interests of teachers and students and the activities their unions choose to fund.

A recent report published by Defending Education revealed that the NEA and AFT have spent nearly \$670 million on political and social advocacy since 2015.¹³⁷ The Commonwealth Foundation similarly reported that "[In] the 2023-24 election cycle, [the] four biggest public sector unions: the National Education Association (NEA), American Federation of Teachers (AFT), Service Employees International Union (SEIU), and American Federation of State, County and Municipal Employees (AFSCME) combined spent over \$915 million in partisan elections and advancing progressive ideology."¹³⁸ An estimated 86 percent of that figure came directly from member dues, and 95.8 percent of the union donations to political candidates went towards Democrats.¹³⁹ With the vast majority of spending going to one political party, this should raise questions about whether it reflects the actual views and priorities of individual members whose dues help fund these activities.

As this report has outlined, spending by the NEA and AFT extends through a large network of outside organizations that partner with or receive funding from the teachers' unions. Many of these organizations engage in political and social advocacy far removed from the classroom and detrimental to our public education system. This intertwined network demonstrates how dues collected by the NEA and AFT to represent teachers are ultimately used to support the unions' broader political and ideological goals.

NEA Budget

The NEA operates with an annual budget of roughly \$450 million, funded primarily through mandatory

¹³³ Network Contagion Research Institute, Gevura Fund & Rutgers University, *Mission Aborted: A Report on Institutional Governance, Financial Transparency, and Policy Influence in Major Teachers' Unions* (May 18, 2026), <https://networkcontagion.us/wp-content/uploads/Mission-Aborted-Final-Report.pdf>.

¹³⁴ Mailee Smith, *National Education Association Sees Teacher Exodus as Political Spending Balloons*, Ill. Pol'y (Dec. 6, 2024), <https://www.illinoispolicy.org/national-education-association-sees-teacher-exodus-as-political-spending-balloons/>.

¹³⁵ *Id.*

¹³⁶ Network Contagion Research Institute, Gevura Fund & Rutgers University, *Mission Aborted: A Report on Institutional Governance, Financial Transparency, and Policy Influence in Major Teachers' Unions* (May 18, 2026), <https://networkcontagion.us/wp-content/uploads/Mission-Aborted-Final-Report.pdf>.

¹³⁷ *DivertED: National Teachers' Unions Have Contributed over \$660 Million to Far-Left Organizations and Left-Wing Political Groups*, Defending Education (Apr. 27, 2026), <https://defendinged.org/investigations/teachers-unions-spending/>.

¹³⁸ David R. Osborne, *The Battle for Worker Freedom: How Government Unions Fund Politics Across the Country*, Commonwealth Foundation (Dec. 4, 2025), <https://commonwealthfoundation.org/research/the-battle-for-worker-freedom-how-government-unions-fund-politics-2025/>.

¹³⁹ *Id.*

member dues from its 2.85 million members.¹⁴⁰

According to the NEA's financial disclosures, in a typical year only about 10 percent of its annual budget is spent on representational activities such as employee representation and legal costs associated with contract disputes.¹⁴¹ By contrast, the union spends four times the amount of representational activities on political activities and other "contributions, gifts and grants," a large portion of which are political in nature.¹⁴² For comparison, the Better Business Bureau's Standards for Charity Accountability provide that charitable organizations should spend a minimum of 65 percent of their total expenses on program activities.¹⁴³

The NEA's political expenditures are substantial. Since 2015, NEA member dues alone have directly contributed over \$307 million in disbursements to PACs and other political entities.¹⁴⁴ A significant portion of this political spending has flowed through the NEA's own super PAC, the NEA Advocacy Fund. In 2025 alone, the NEA contributed \$8.6 million to the Advocacy Fund, its largest single contribution that year.¹⁴⁵ These figures, however, do not account for other categories of NEA disbursements to outside groups and organizations engaged in political advocacy.

In a typical year, the NEA spends the remaining half of its budget on administrative costs and employee wages and benefits. In 2025, the NEA paid 110 employees over \$200,000.¹⁴⁶ Despite the comparatively small share of its budget devoted to representational activities, member dues and fees continue to account for roughly 85 percent of the union's annual revenue stream.¹⁴⁷

Financial Partnerships

NEA Fund for Children and Public Education

- In addition to the Advocacy Fund, the NEA also operates the NEA Fund for Children and Public Education, which functions as another PAC. This PAC directed more than 97 percent of its candidate contributions to Democrats in the 2024 election cycle.¹⁴⁸

“According to the NEA's financial disclosures, in a typical year only about 10 percent of its annual budget is spent on representational activities such as employee representation and legal costs associated with contract disputes. By contrast, the union spends four times the amount of representational activities on political activities and other 'contributions, gifts and grants,' a large portion of which are political in nature.”

¹⁴⁰ Esther Wickham, The Center Square, *Taxpayer-backed teacher unions receive \$390M in dues* (Feb. 18, 2026), https://www.thecentersquare.com/national/article_2403be0b-680d-45ae-a98b-4317dda19d5b.html.

¹⁴¹ Mailee Smith, *National Education Association Spends on Politics over Teachers*, Ill. Pol'y (Dec. 22, 2025), <https://www.illinoispolicy.org/national-education-association-spends-on-politics-over-teachers/>.

¹⁴² *Id.*

¹⁴³ *BBB Standards for Charity Accountability*, BBB Wise Giving Alliance, <https://give.org/bbb-standards-for-charity-accountability> (last visited Aug. 26, 2026).

¹⁴⁴ *DivertED: National Teachers' Unions Have Contributed over \$660 Million to Far-Left Organizations and Left-Wing Political Groups*, Defending Education (Apr. 27, 2026), <https://defendinged.org/investigations/teachers-unions-spending/>.

¹⁴⁵ Mailee Smith, *National Education Association Spends on Politics over Teachers*, Ill. Pol'y (Dec. 22, 2025), <https://www.illinoispolicy.org/national-education-association-spends-on-politics-over-teachers/>.

¹⁴⁶ Mailee Smith, *National Education Association Spends on Politics over Teachers*, Ill. Pol'y (Dec. 22, 2025), <https://www.illinoispolicy.org/national-education-association-spends-on-politics-over-teachers/>.

¹⁴⁷ Esther Wickham, The Center Square, *Taxpayer-backed teacher unions receive \$390M in dues* (Feb. 18, 2026), https://www.thecentersquare.com/national/article_2403be0b-680d-45ae-a98b-4317dda19d5b.html.

¹⁴⁸ *PAC Profile: National Education Assn*, OpenSecrets, <https://www.opensecrets.org/political-action-committees-pacs/national-education-assn/C00003251/summary/2024> (last accessed Aug. 26, 2026).

State Engagement Fund

- In FY2025, the NEA made \$4.9 million in total payments to the State Engagement Fund, a 501(c)(4) organization that is a well-documented dark-money vessel for left-wing causes.¹⁴⁹ The State Engagement Fund has received \$58 million from the NEA since 2018.¹⁵⁰ Between 2020 and 2022, an additional \$19.3 million was given to an organization called the Strategic Victory Fund, an associated entity of the State Engagement Fund and Democracy Alliance, a left-leaning political support group founded in 2005 with help of George Soros.¹⁵¹ Notably, Department of Labor (DOL) financial disclosures reveal that payments made to the State Engagement and Strategic Victory Funds were not classified as political spending.¹⁵²

Rethinking Schools and Teaching for Change

- According to NEA's Form LM-2 filing with the Department of Labor, the NEA donated \$40,000 to Rethinking Schools and another \$40,000 to Teaching for Change between 2024 and 2025 under the category of "Contribution/national partnership grant."¹⁵³

Sixteen Thirty Fund

- The NEA has directly supported the Sixteen Thirty Fund, a 501(c)(4) advocacy organization that has played a significant role in progressive political campaigns. The NEA contributed hundreds of thousands of dollars to the organization over multiple years, including a \$300,000 payment disclosed in its most recent reporting.¹⁵⁴ According to media reports, the Sixteen Thirty Fund operated the Chorus Creator Incubator Program, which paid Democratic political social media influencers up to \$8,000 per month to strengthen Democratic messaging online.¹⁵⁵ These influencers were reportedly prohibited from disclosing "their relationship with Chorus or The Sixteen Thirty Fund—or functionally, that they're being paid at all" and were restricted in the content they produce and the people with whom they could work.¹⁵⁶ It would appear these influencers were employed to evade spending limits.¹⁵⁷

The Tides Foundation

- The NEA has financially supported organizations within the Tides Network, including payments totaling tens of thousands of dollars disclosed in its federal labor filings. The Tides Foundation and the Tides Center are part of the broader Tides Network, which has provided funding to advance left-leaning policies such as climate change, immigration reform, and LGBTQ+ rights.¹⁵⁸ One organization financed by the Tides network is the Alliance for Global Justice, an Arizona-based charity found to support Samidoun

¹⁴⁹ *Form LM-2 Labor Organization Annual Report*, U.S. Dep't of Labor, Off. of Labor-Mgmt. Standards, <https://olmsapps.dol.gov/query/orgReport.do?rptId=925350&rptForm=LM2Form> (reporting period ending Aug. 31, 2025).

¹⁵⁰ Network Contagion Research Institute, Gevura Fund & Rutgers University, *Mission Aborted: A Report on Institutional Governance, Financial Transparency, and Policy Influence in Major Teachers' Unions* (May 18, 2026), <https://networkcontagion.us/wp-content/uploads/Mission-Aborted-Final-Report.pdf>.

¹⁵¹ *Id.*

¹⁵² *Id.*

¹⁵³ *Form LM-2 Labor Organization Annual Report*, U.S. Dep't of Labor, Off. of Labor-Mgmt. Standards, <https://olmsapps.dol.gov/query/orgReport.do?rptId=925350&rptForm=LM2Form> (reporting period ending Aug. 31, 2025).

¹⁵⁴ Mailee Smith, *National Education Association Spends on Politics over Teachers*, Ill. Pol'y (Dec. 22, 2025), <https://www.illinoispolicy.org/national-education-association-spends-on-politics-over-teachers/>.

¹⁵⁵ Taylor Lorenz, *A Dark Money Group Is Secretly Funding High-Profile Democratic Influencers*, Wired (Aug. 27, 2025), <https://www.wired.com/story/dark-money-group-secret-funding-democrat-influencers/>.

¹⁵⁶ *Id.*

¹⁵⁷ Caitlin Oprysko, *How the Left's Dark Money Behemoth Spent its Millions*, Politico (Nov. 14, 2025), <https://www.politico.com/news/2025/11/14/sixteen-thirty-fund-spending-00653144>; Robert Schmad, *Foreign-Funded Dark Money Org Pumped Millions into Left-Wing Groups During 2024 Elections*, Washington Examiner (Feb. 15, 2025), <https://www.washingtonexaminer.com/news/3321368/foreign-funded-dark-money-org-pumped-millions-into-left-wing-groups-during-2024-elections/>.

¹⁵⁸ *Get Off Your Assets: Fuel the Frontlines, Fund the Future*, Tides (Oct. 23, 2025), <https://www.tides.org/blog/get-off-your-assets-fuel-the-frontlines-fund-the-future/>.

Palestinian Prisoner Solidarity Network (“Samidoun”), a Palestinian terror group.¹⁵⁹ In October 2024, the U.S. Department of the Treasury under President Biden designated Samidoun “a sham charity that serves as an international fundraiser for the Popular Front for the Liberation of Palestine (PFLP) terrorist organization.”¹⁶⁰ Between November 2024 and October 2025, the NEA contributed \$155,000 to the Tides Foundation and \$55,000 to the Tides Center.¹⁶¹

Education International and General Union of Palestinian Teachers (GUPT)

- Between 2018 and 2019, the NEA’s contributions to Education International increased tenfold to over \$3.3 million and have remained consistent since.¹⁶² In 2024, the NEA disbursed over \$3.5 million to Education International.¹⁶³ These increases in funding have roughly coincided with Mrs. Pringle’s tenure as NEA President.¹⁶⁴ The NEA’s tax filings for Fiscal Year 2023 show that the NEA donated \$10,111 to the GUPT fund.¹⁶⁵

Race Forward

- The NEA gave money to Race Forward, which works to “dismantle structural racism”¹⁶⁶, including \$25,000 in 2023¹⁶⁷ and \$300,000 in 2024.¹⁶⁸

Schott Foundation

- The NEA gave \$350,000 to the Schott Foundation, a national public fund that “fuels racial & education justice movements.”¹⁶⁹ The Schott Foundation, in turn, funds organizations such as the Alliance for Quality Education (AQE),¹⁷⁰ whose Co-Executive Director Zakiyah Shaakir-Ansari publicly praised Assata Shakur and served on New York Mayor Zohran Mamdani’s transition committee for youth and education.¹⁷¹

These financial relationships are also accompanied by significant overlap in organizational leadership. Former NEA Executive Director John Stocks provides a window into this network. During Stocks’ time at NEA, the union contributed millions of dollars to the Democracy Alliance and related organizations.¹⁷² In 2014, while

¹⁵⁹ Gabe Kaminsky, *Hamas-Friendly Protest Groups Bankrolled by Democratic Dark Money Juggernaut Tides*, Washington Examiner (Dec. 1, 2023), <https://www.washingtonexaminer.com/news/2568235/hamas-friendly-protest-groups-bankrolled-by-democratic-dark-money-juggernaut-tides/>.

¹⁶⁰ Press Release, U.S. Dept of The Treasury, United States and Canada Target Key International Fundraiser for Foreign Terrorist Organization PFLP, (Oct. 15, 2024), <https://home.treasury.gov/news/press-releases/jy2646>.

¹⁶¹ *Form LM-2 Labor Organization Annual Report*, U.S. Dep’t of Labor, Off. of Labor-Mgmt. Standards, <https://olmsapps.dol.gov/query/orgReport.do?rptId=925350&rptForm=LM2Form> (reporting period ending Aug. 31, 2025).

¹⁶² *Form LM-2 Labor Organization Annual Report*, U.S. Dep’t of Labor, Off. of Labor-Mgmt. Standards, <https://olmsapps.dol.gov/query/orgReport.do?rptId=712161&rptForm=LM2Form> (reporting period ending Aug. 31, 2019).

¹⁶³ *Form LM-2 Labor Organization Annual Report*, U.S. Dep’t of Labor, Off. of Labor-Mgmt. Standards, <https://olmsapps.dol.gov/query/orgReport.do?rptId=925350&rptForm=LM2Form> (reporting period ending Aug. 31, 2025).

¹⁶⁴ Tim Walker, *NEA Elects Pringle, Moss and Candelaria to Leadership*, NEA News (Aug. 6, 2020), <https://www.nea.org/nea-today/all-news-articles/nea-elects-pringle-moss-and-candelaria-leadership>.

¹⁶⁵ *National Education Association of the United States: Form 990, Fiscal Year Ending Aug. 2023*, ProPublica Nonprofit Explorer, <https://projects.propublica.org/nonprofits/organizations/530115260/202411949349300301/full> (last visited Aug. 26, 2026).

¹⁶⁶ *Our Story*, Race Forward, <https://www.raceforward.org/about/our-story> (last visited Aug. 26, 2026).

¹⁶⁷ *National Education Association of the United States: Form 990, Fiscal Year Ending Aug. 2023*, ProPublica Nonprofit Explorer, <https://projects.propublica.org/nonprofits/organizations/530115260/202411949349300301/full> (last visited Aug. 26, 2026).

¹⁶⁸ *National Education Association of the United States: Form 990, Fiscal Year Ending Aug. 2024*, ProPublica Nonprofit Explorer, <https://projects.propublica.org/nonprofits/organizations/530115260/202511959349301466/full> (last visited Aug. 26, 2026).

¹⁶⁹ *About*, Schott Found. for Pub. Educ., <https://schottfoundation.org/about/> (last visited Aug. 27, 2026).

¹⁷⁰ *Id.*

¹⁷¹ David Spector & Tina Moore, *Zohran Mamdani Sparks Outrage by Tapping Radical Who Praised Notorious Cop-Killer Assata Shakur for Education Transition Team*, N.Y. Post (Dec. 6, 2025), <https://nypost.com/2025/12/06/us-news/zohran-mamdani-sparks-outrage-by-tapping-radical-who-praised-notorious-cop-killer-assata-shakur-for-education-transition-team/>.

¹⁷² Network Contagion Research Institute, Gevura Fund & Rutgers University, *Mission Aborted: A Report on Institutional Governance, Financial Transparency, and Policy Influence in Major Teachers’ Unions* (May 18, 2026), <https://networkcontagion.us/wp-content/uploads/Mission-Aborted-Final-Report.pdf>.

continuing to serve as NEA executive director, Stocks became chairman of the Democracy Alliance's board.¹⁷³ He was also credited with starting the above-mentioned organization, the Strategic Victory Fund.¹⁷⁴

The case of John Stocks is not an isolated example. Throughout this network, the same individuals who have held leadership positions within the teachers' unions also appear in leadership or influential roles at organizations receiving substantial union funding. Those organizations, in turn, are connected to and financially support others within the same political network. The result is a circular and highly interconnected system of organizations tied together by overlapping leadership, shared political objectives, and millions of dollars in union funding.

AFT Budget

The AFT is smaller than the NEA but remains a nationally influential union with approximately 1.7 million members and an annual budget that exceeds \$275 million.¹⁷⁵ However, the AFT's audited statements and agency fee disclosures illustrate that nearly 31 percent of expenditures, or \$67.5 million, fall into the category of non-chargeable because they relate to political or ideological activity rather than collective-bargaining representation.¹⁷⁶ It is worth noting that AFT financial disclosures reveal that it spends a larger share of its member dues on representational activities than the NEA.¹⁷⁷

In addition, recent reports have indicated that President Weingarten used over \$1 million in AFT funds to facilitate the publication of her book.¹⁷⁸ On July 7, 2026, the House Committee on Education and Workforce announced an investigation into this matter.¹⁷⁹

Not only were hundreds of thousands of dollars in teachers' dues used for a project comparing America's educational landscape to Nazi Germany, but royalty payments from book sales were traced back to Weingarten-controlled shell

“ Throughout this network, the same individuals who have held leadership positions within the teachers' unions also appear in leadership or influential roles at organizations receiving substantial union funding. Those organizations, in turn, are connected to and financially support others within the same political network. The result is a circular and highly interconnected system of organizations tied together by overlapping leadership, shared political objectives, and millions of dollars in union funding. ”

“ In addition, recent reports have indicated that President Weingarten used over \$1 million in AFT funds to facilitate the publication of her book. ”

¹⁷³ Gara LaMarche, *Moving on After 7 Years at the DA*, Democracy Alliance (Nov. 16, 2020), <https://democracyalliance.org/from-the-president/movingonafter7yearsattheda/>.

¹⁷⁴ *Id.*

¹⁷⁵ Network Contagion Research Institute, Gevura Fund & Rutgers University, *Mission Aborted: A Report on Institutional Governance, Financial Transparency, and Policy Influence in Major Teachers' Unions* (May 18, 2026), <https://networkcontagion.us/wp-content/uploads/Mission-Aborted-Final-Report.pdf>.

¹⁷⁶ Memorandum from Fedrick C. Ingram, Secretary-Treasurer, Am. Fed'n of Tchrs., to Affiliate Locals and State Federations (Aug. 13, 2025), https://www.aft.org/sites/default/files/media/documents/2025/2025_AGENCY_FEE_COMBINED_DOCUMENT.pdf.

¹⁷⁷ Network Contagion Research Institute, Gevura Fund & Rutgers University, *Mission Aborted: A Report on Institutional Governance, Financial Transparency, and Policy Influence in Major Teachers' Unions* (May 18, 2026), <https://networkcontagion.us/wp-content/uploads/Mission-Aborted-Final-Report.pdf>.

¹⁷⁸ Carl Campanile, *AFT Boss Randi Weingarten Tapped Union Resources Worth over \$1.4M to Write 'Manifesto' Book*, N.Y. Post (May 19, 2026), <https://nypost.com/2026/05/19/us-news/aft-boss-randi-weingarten-tapped-union-resources-worth-over-1-4m-to-write-manifesto-book/>.

¹⁷⁹ Press Release, H. Comm. on Educ. & the Workforce, *Did Teachers' Dues Fund a Book Weingarten Is Profiting From?* (July 7, 2026), <https://edworkforce.house.gov/news/documentsingle.aspx?DocumentID=413491>.

companies.¹⁸⁰ Additionally, in 2024 at least four payments of \$10,000 each were made to a synagogue led by Mrs. Weingarten's wife.¹⁸¹ Notably, each payment was categorized differently across filings, despite all going to the same organization.¹⁸²

Election Spending

A large portion of the AFT's financial resources are allocated to partisan election spending, which the Committee views as one means of advancing the union's progressive ideology. A report published by Influence Watch states that, according to data from the Center for Responsive Politics, the AFT's political committees spent over \$79 million to help elect Democrats to federal office from November 2016 to date.¹⁸³ Additionally, the AFT was the fifth-largest organizational contributor to the Democratic Governors Association during the 2014 midterm cycle.¹⁸⁴ Beyond election spending, the AFT lobbies legislatures via a membership with the Democracy Alliance.¹⁸⁵ Democracy Alliance has received over \$4.7 million in total payments from the NEA and AFT.¹⁸⁶ In FY2025 alone, the AFT spent \$41.5 million on political activity and lobbying.¹⁸⁷ Since 2015, Defending Education estimates AFT member dues have contributed almost \$160 million to PACs and other outside advocacy organizations.¹⁸⁸

Conclusion

Teachers' unions perform legitimate and important functions. They represent educators in collective bargaining, protect members against arbitrary treatment, and contribute to public debate about education policy. The main question presented by this report is not whether the NEA and AFT may participate in political debate, but whether their activities, expenditures, and institutional priorities remain sufficiently connected to representing educators and advancing education.

The evidence reviewed by this Committee raises substantial concerns on that question. As detailed in Finding I, both unions have devoted resources to political mobilization, social advocacy, and partnerships with outside organizations whose work extends well beyond collective bargaining or professional support. Some of the materials discussed in this report were intended for use by educators or in educational settings but rejected the need for protecting parental rights, advancing viewpoint diversity, and improving core academic instruction.

Finding II raises a distinct and serious concern regarding antisemitism and the treatment of Jewish members. This includes the NEA's distribution of an external resource that linked users to antisemitic and Holocaust-distorting content; disputes at the Representative Assembly over the ADL and other New Business Items; reports from Jewish members who described being harassed or ostracized; and the EEOC's decision to open

¹⁸⁰ Carl Campanile, *AFT Boss Randi Weingarten Tapped Union Resources Worth over \$1.4M to Write 'Manifesto' Book*, N.Y. Post (May 19, 2026), <https://nypost.com/2026/05/19/us-news/aft-boss-randi-weingarten-tapped-union-resources-worth-over-1-4m-to-write-manifesto-book/>.

¹⁸¹ *Payer/Payee Search*, U.S. Dep't of Labor, Off. of Labor-Mgmt. Standards, <https://olmsapps.dol.gov/olpdr/#Union%20Reports/Payer/Payee%20Search/> (last visited Aug. 26, 2026).

¹⁸² Network Contagion Research Institute, Gevura Fund & Rutgers University, *Mission Aborted: A Report on Institutional Governance, Financial Transparency, and Policy Influence in Major Teachers' Unions* (May 18, 2026), <https://networkcontagion.us/wp-content/uploads/Mission-Aborted-Final-Report.pdf>.

¹⁸³ *American Federation of Teachers*, InfluenceWatch, <https://www.influencewatch.org/labor-union/american-federation-of-teachers/> (last visited June 22, 2026).

¹⁸⁴ *Id.*

¹⁸⁵ *Democracy Alliance*, Ballotpedia, https://ballotpedia.org/Democracy_Alliance#cite_note-meeting-7 (last visited July 8, 2026).

¹⁸⁶ Network Contagion Research Institute, Gevura Fund & Rutgers University, *Mission Aborted: A Report on Institutional Governance, Financial Transparency, and Policy Influence in Major Teachers' Unions* (May 18, 2026), <https://networkcontagion.us/wp-content/uploads/Mission-Aborted-Final-Report.pdf>.

¹⁸⁷ *Id.*

¹⁸⁸ *DivertED: National Teachers' Unions Have Contributed over \$660 Million to Far-Left Organizations and Left-Wing Political Groups*, Defending Education (Apr. 27, 2026), <https://defendinged.org/investigations/teachers-unions-spending/>.

an investigation into allegations of discrimination in the NEA. Although the NEA may have taken several corrective steps, it still has not adequately implemented internal safeguards for protecting Jewish members or responding to their concerns.

Finding III further documents the extent to which member dues and other union resources support political activity, lobbying, political action committees, and self-dealing outside advocacy organizations. The AFT's disclosures indicate that it devotes a larger share of its expenditures to representational activity than the NEA, but the record nevertheless shows substantial political and ideological spending by both unions. The central issue is not whether every such expenditure is impermissible. Rather, it is whether members receive sufficient transparency about how their dues are used, whether union leadership has adopted adequate safeguards against conflicts of interest, and whether these expenditures advance the purposes for which members joined the union in the first place.

Taken together, these findings warrant continued congressional oversight and greater institutional accountability. With respect to the NEA, Congress should evaluate whether its current activities remain consistent with the purposes of its federal charter and whether additional transparency or governance measures are necessary. Although the AFT is not congressionally chartered, its national reach and influence likewise justify careful scrutiny of its spending, partnerships, and treatment of members. Ultimately, teachers' unions should use their resources and exercise their influence in ways that respect members of all backgrounds and political beliefs, preserve public trust, and keep student learning at the center of their work.